



**Texas A&M**  
UNIVERSITY  
Central Texas

SOC 3303  
Race & Ethnic Relations  
Spring 2019

Class Location: Online  
Instructor: Omar Abdullah, PhD  
Email: (*prefer Canvas message*) oabdullah@tamuct.edu

### 1.0 Course Description

This course includes an analysis of relations between dominant groups and minority groups that make up American society. Theories of race relations and prejudice, the meaning of racial differences, group conflict, and modes of accommodation are emphasized.

### 2.0 Accessing Canvas

This course is 100% online and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. CANVAS is where you will find 100% of the information related to this course, including discussions, quizzes, and exams. Monitor CANVAS for announcements every day, not just on the days things are due/assigned, since due dates occasionally may change due to unforeseen circumstances (ex: network outage).

### 3.0 Course Objectives

- Understand why we attach meaning to race and ethnicity, including the sociohistoric constructions of race and ethnicity and contemporary socioeconomic trends.
- Understand how the idea of race changes over time and place.
- Understand the history and development of race relations in America.
- Understand the sociological concepts and theories of race and ethnic relations.

### 4.0 Textbook

#### 4.1 Required for Course

Emerson, Bratter, and Chávez 2016. *Unmaking Race and Ethnicity: A Reader*, Oxford University Press ISBN: 9780190202712

Digital Selections on Canvas

### 5.0 Course requirements:

Below is a description of the six main activities for this online course. They include (1) reading assignments, (2) journal reflections, (3) participation on the course discussion board, (4) taking online quizzes, (5) one final paper, and (6) one final exam.

You will notice that ~60% of your grade is based on weekly work, which means it is imperative that you keep up with readings and weekly assignments. Students who ignore the weekly assignments and attempt to “catch up” later in the semester have a very difficult time passing the course.

- a) **Reading assignments and other materials:** Readings for the course are listed in the schedule below. Students should complete the weekly readings before attempting to complete any assignment, including discussion boards.
- b) I will also provide you with links to news articles or video clips in the weekly modules. Please be sure to look at all the supplemental items I post, as they are a part of our learning materials for the course. Quizzes and your final exam may include questions on any of the readings, supplemental videos, and news articles.
- c) **Journal reflections:** In order to reflect on course materials in a space that is separate from peer discussions, students will compose journal entries that reflect on the weekly topic. These journals will be private (i.e. can only be viewed by the student and instructor) and are your chance to analyze and reflect on the readings for the week. Journals should be approximately 500-900 words and should demonstrate that you have completed the readings and have engaged in thoughtful consideration of the themes contained within. **Journals are due on Sunday at 11:59 PM CST. Each journal is worth 10 points, for a total of 40 points.**
- d) **Discussion Boards:** Students will participate on our course discussion board, with graded discussion taking place during 6 of the 16 weeks this semester. **Participation on graded discussion boards is imperative and will constitute 27% of your grade, or a total of 160 points.** Your primary/initial postings will address my weekly discussion question(s) and should be made by **midnight (11:59 PM CST) each Thursday**. Once several initial posts have been made, you will move on by reading and responding to at least two of your peers’ primary posts. Response posts commenting and reflecting upon the comments of your peers should be made by **midnight (11:59 PM CST) each Sunday. Late posts will not receive credit.**
  - i. **Initial, Primary Response (10 pts)—due Thursdays at 11:59 PM CST**  
Students are expected to read the assigned materials *prior* to responding to discussion threads. **The student should devote the first part of the week to reading and understanding the assigned reading. Note taking and outlining is recommended. You should be ready toward the middle of the week (Wednesday) to post your primary response.**

Early in the week (usually on Tuesday), the discussion question(s) will be made available. The student will respond to my question(s) by posting his/her response. This *initial, primary response* should reflect familiarity with the readings, and should answer the question as completely and thoughtfully as possible. **This response should be at least 250 words.** A response that is not at least a half page/250 words in length cannot receive full credit. Responses must demonstrate substance beyond the student's agreement with a statement or the mere expression of opinions. **The student should support his/her responses in some way with references to the assigned readings or data from another scholarly source.**

**\*\*A note on outside sources:** Bringing in other sources beyond the syllabus is, for the most part, optional. For example, to make a specific discussion point you may find that looking at published US Census data is helpful to illustrate your remark. That is an appropriate use of an outside source, and you should provide a link to help your classmates understand where you found the data. If you are unsure about what constitutes a scholarly source, please see the **introduction to scholarly literature** on Canvas under "Files."

**\*\*A note on quotations: Quotations do not count toward your 250 word minimum; only your own words count.** You can assume everyone has done the readings, so there is no need to re-state large portions of the reading material in your posts. **Please use quotations sparingly, i.e., only to orient one another to specific passages in the readings (with page #s cited in parentheses).** Posts that include mostly quotations or lengthy quotations will not receive credit. This ill-advised practice merely adds clutter to the discussion process and is inappropriate for our purposes.

ii. Additional Secondary Response (10 pts each)—due Sundays at 11:59 PM CST  
After another student has made his/her own initial response, the student must make a *secondary response to what another student wrote*. **Do not be eager to post your secondary response. Wait to respond to a post that appears inadequate in some way.** This secondary response need not be a half page in length, but it should entail at least a couple of sentences or more. This secondary response should be substantive, **and you should attempt to support your response in some way from the readings.** *Your response is primarily concerned with whether the student responded adequately to my original post.* Simply stating that you agree or disagree with someone is unacceptable: you must provide some reasons that are grounded in course materials. Remember that **your primary task is not to agree or disagree, but to analyze another's post in a thoughtful, critical (and respectful) way.**

- After making three discussion posts for the week, you have complied with the requirements of the course. However, some topics are personally very interesting and so you may elect to continue posting responses to other students and keep discussions alive.
- **There are no makeups for discussions, because we have moved on after the deadlines.** We have a new topic to discuss, and there is no one left to read your posts and discuss anything with you from the previous week.
- Discussion board interactions should foster a critical evaluation and understanding of course concepts. In the absence of classroom discussion, this type of activity will provide a forum for the expression of ideas among a group of students.

iii. My Responses: I will frequently respond to selected posts and threads. It is the student's responsibility to read my responses to these posts. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of instructor replies is to alert the class to such information. I will occasionally post a summary document to help clarify tricky content. These summaries will be essential for when you study for the final exam. You may ask relevant questions regarding my responses within the discussion to clarify information; however, **my intent is to make sure the concept has been covered adequately, not to engage in a debate on the topic.**

iv. Netiquette: All students are expected to follow rules of common courtesy in all messages and threaded discussions. Students may refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Please also see the note on appropriate communication located in the Course Information module on Canvas. **Inappropriate or offensive messages or remarks may result in expulsion from the course and/or separation from the institution.**

*Grading Criteria for Discussion Boards:* The following rubric outlines how discussion boards will be graded. Note that assessments will focus on the *quality* of your discussion posts and not the *quantity* (i.e. I am not looking for "good idea" or "Yeah, I agree."). Quality participation pertains to a student's responding in relevant, meaningful ways, **based upon the assigned readings for that week.**

Grading Criteria for Discussion Posts	Point Value (30)
<b>Meaningful Ideas Grounded in Course Materials:</b> Post explains issues, provide new perspectives, and meaningfully elaborate on the given topic. Post examines the	6

<p>topic from a perspective that contributes to group understanding. Posts demonstrate that you have <u>read and comprehended the sources</u> by engaging with the assigned materials. Posts should be scholarly, exhibit critical thought, and must be grounded in the empirical and theoretical sources assigned by the instructor. Students should strive to move beyond reliance on cliché, platitudes, or sound-bite ideas common in popular opinion or mainstream rhetoric. (Hint: If you saw it on Facebook, then it's likely neither critical nor scholarly.)</p>	
<p><b>Message Coherence:</b> In order to meaningfully engage the topic, posts MUST be cited appropriately and written in clear, grammatically-correct, and properly-spelled English. Students must use complete sentences. Stream-of-consciousness posts will lose points.</p>	4
<p><b>Response Posts (2):</b> Responses elaborate, contradict, modify, or explain the original message and stay on topic, drawing on the readings and other course materials where appropriate.</p> <p>(Note: Response posts are worth 10 points each. If you only write a primary post, and no responses, the maximum points you can earn for the discussion is 10.)</p>	2 response posts @ 10 pts each

- e) **Quizzes:** Students will take 6 quizzes at regular intervals throughout the course. Quizzes are each worth 25 points, or 150 points in total (25% of your grade). Quizzes will cover the readings and other material assigned for the same week. On weeks when you have a quiz, you should first complete the readings and take notes. There will be **no discussion board or reflection essay during the weeks you take a quiz** so that you can focus on and prepare for the quiz. Prepare and manage your time wisely; you will not be able to re-take a quiz, nor can you re-open a quiz once you have started it. Quizzes will be **available from Wednesday afternoon until Sunday at 11:59 PM CST. There are no makeup quizzes.** The Sunday night deadline is final.

Note: Questions from the quizzes will help you prepare for the final exam because certain questions will reappear on the final.

- f) **Final Paper:** Your final/only paper is due **Sunday, April 26th at 11:59 PM CST** via upload to Canvas. The paper will be a reflexive personal essay (4-6 pages in length), worth 100 points, that asks you to make connections between your personal identity/experiences and the structures/themes/concepts presented in the course. Detailed instructions will be posted to Canvas. Please mark your calendar now so that you will not be surprised by this important assignment deadline.
- g) **Final Exam:** There will be one comprehensive final exam that covers readings, discussion boards, and any other supplemental material we engaged with during the semester. The format will be a combination of multiple choice, matching, and short essay questions. **You will only be able to open and take the final exam one time.** If you have technical problems during an exam please email me immediately so I can try

to resolve the problem. The comprehensive final exam is worth 150 points, which is 25% of your grade.

Coursework	Points	Points	Percent	Grade
Discussion board participation (1 @ 10 points, 5 @ 30 points)	160	535 - 600	90 - 100%	A
Journal reflections (4 @ 10 points)	40	475 - 534	80 - 89%	B
Quizzes (6 @ 25 pts)	150	415 - 474	70 - 79%	C
Paper	100	355 - 414	60 - 69%	D
Final exam	150	354 or below	0 - 59%	F
<b>Total:</b>	<b>600</b>			

## 6. Posting of Grades:

- All student grades will be posted using the Canvas grade book and students should monitor their grade status through this tool.
- Students should always refer to the syllabus for total points and points possible. The Canvas gradebook tool may misinform students from time to time.
- Grades will usually be posted within 7-10 days of due dates. Some assignments, like our discussion boards, require more time to read through. These assignments could take longer to grade and so you may need to be patient.

## 7. TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

**Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.**

## 8. COURSE SCHEDULE

Numbered chapters are from your course reader, *Unmaking Race and Ethnicity*. Readings not in your book are in purple. These reading assignments are available on the course E-Reserves (eRes) page or on our Canvas site. (eRes password: ethnicity)

### Week 1. Aug 28 – Sept 3

Topics	Read	Complete
1. Course orientation	<a href="#">Syllabus</a>	<ul style="list-style-type: none"> <li>Quiz 1 ...yes, the syllabus will be included on this quiz.</li> <li>Discussion board introductions</li> </ul>
2. What is race? What is ethnicity?	eRes: <a href="#">The Myth of Race, Augustin Fuentes</a> Unit 1 intro: What is Race? What is Ethnicity? What is the Difference? <i>Chukbray and Bratter</i> (pg. 2-3) 1. Constructing Ethnicity, <i>Joane Nagel</i> 5. Racial Formation in the United States, <i>Omi &amp; Winant</i> Optional reading: Ch. 22 “Buried Alive,” <i>Troy Duster</i>	

### Week 2. Sept 5 - 10

Topics	Read	Complete
Racialization	2. The Racialization of Kurdish Identity in Turkey, <i>Murat Ergin</i> 3. Who Counts as “Them?” <i>Michele Lamont</i> 8. Policing and Racialization of Rural Migrant Workers in Chinese Cities, <i>Dong Han</i>	<ul style="list-style-type: none"> <li><b>Watch film:</b> <i>Brazil – A Racial Paradise?</i> (51 minutes)</li> <li>Discussion board posts</li> </ul>

### Week 3. Sept 11 - 17

Topics	Read	Complete
What is Racism?	7. From Traditional to Liberal Racism, <i>Zamudio and Rios</i> 10. What is Racial Domination? <i>Desmond and Emirbayer</i> 11. Discursive Colorlines at Work, <i>Embrick and Henricks</i> 13. Raceblindness in Mexico, <i>Christina Sue</i>	<ul style="list-style-type: none"> <li>Discussion board posts</li> <li>Journal 1</li> </ul>

### Week 4. Sept 18 - 24

Topics	Read	Complete
The Origins of Race and Ethnicity	Intro to Origins of Race and Ethnicity, <i>Garcia and Emerson</i> (pgs. 144-145) 14. Antecedents of the Racial Worldview, <i>Smedley &amp; Smedley</i>	<ul style="list-style-type: none"> <li>Quiz 2</li> </ul>

	15. Building the Racist Foundation, <i>Joe Feagin</i> 16. The Racialization of the Globe, <i>Frank Dikotter</i>	
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**Week 5. Sept 25 – Oct 1**

Topics	Read	Complete
Migration and Immigration	4. Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race, <i>Tomás Jiménez</i> 17. Excerpt from <i>Becoming Mexican American</i> , <i>George Sánchez</i> 18. Migration to Europe since 1945: Its History and Its Lessons, <i>Randall Hansen</i>	<ul style="list-style-type: none"> <li>• <b>Watch film:</b> <i>Latino: The Changing Face of America</i></li> <li>• Journal 2</li> </ul>

**Week 6. Oct 2 - 8**

Topics	Read	Complete
Arab Identity and Islam	eRes: <a href="#">The Arab Immigrant Experience</a> , <i>Michael W. Suleiman</i> eRes: <a href="#">“But Muslims Aren’t Like Us!”</a> <i>Jen’nan G. Read</i> Online: selections from <a href="#">“Special Status Report: Hate Crime in the U.S.”</a> California State University Online: <a href="#">“Frequently Misunderstood Islamic Words”</a> and <a href="#">“Sharia”</a> from <a href="#">Teaching Tolerance/SPLC</a>	<ul style="list-style-type: none"> <li>• Quiz 3</li> </ul>

**Week 7. Oct 9 - 15**

Topics	Read	Complete
Discrimination	30. The Complexities and Processes of Racial Housing Discrimination, <i>Roscigno, Karafin, and Tester</i> eRes: <a href="#">Kristen v. Aisha; Brad v. Rasheed: What’s in a Name and How It Affects Getting a Job</a> , <i>Amy Braverman</i> eRes: <a href="#">Climate of Fear</a> , <i>Southern Poverty Law Center</i>	<ul style="list-style-type: none"> <li>• Discussion board posts</li> </ul>

**Week 8. Oct 16 - 22**

Topics	Read	Complete
The Uneven Playing Field	29. Wealth in the Extended Family, <i>Ngina Chiteji</i> 31. Racial Segregation and the Black/White Achievement Gap, <i>Condrón et al</i> 32. Differential Vulnerabilities, <i>Robert Bullard</i>	<ul style="list-style-type: none"> <li>• <b>Watch film:</b> <i>Against All Odds: The fight for a black middle class</i></li> <li>• Journal 3</li> </ul>

**Week 9. Oct 23 - 29**

Topics	Read	Complete



Criminal Justice & Race	33. Racialized Mass Incarceration, <i>Bobo and Thompson</i> eRes: <i>The New Jim Crow, Michelle Alexander</i> eRes: <i>The Mark of a Criminal Record, Devah Pager</i> Optional reading: eRes – <i>The War on Drugs that Wasn't, Netherland and Hansen</i>	<ul style="list-style-type: none"> <li>Quiz 4</li> </ul>
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**Week 10. Oct 30 – Nov 5 \*Note time change this Sunday\***

Topics	Read	Complete
Race, Gender, and Intersectionality	eRes - <i>Race, Class, and Gender as Categories of Analysis and Connection, Pat Hill Collins</i> Online: <i>Ain't I a Woman? Sojourner Truth</i> Optional reading: eRes – <i>Racializing the Glass Escalator, Adia Wingfield</i>	<ul style="list-style-type: none"> <li>Discussion board posts</li> </ul>

**Week 11. Nov 6 - 12**

Topics	Read	Complete
The Company You Keep	23. <i>Young Children Learning Racial and Ethnic Matters, Van Ausdale and Feagin</i> 25. <i>From Bi-racial to Tri-racial, Eduardo Bonilla-Silva</i> 27. <i>Who We'll Live With: Neighborhood Composition Preferences, Lewis et. al.</i> 28. <i>The Costs of Diversity in Religious Organizations, Christerson and Emerson</i>	<ul style="list-style-type: none"> <li>Quiz 5</li> </ul>

**Week 12. Nov 13 - 19**

Topics	Read	Complete
Thinking Strategically	34. <i>The Return of Assimilation? Rogers Brubaker</i> 35. <i>Toward a Truly Multiracial Democracy, Joe Feagin</i> 36. <i>Destabilizing the American Racial Order, Hochschild, Weaver, and Burch</i>	<ul style="list-style-type: none"> <li>Quiz 6</li> </ul>

**Week 13. Nov 20 – 26 \*Thanksgiving Week\***

Topics	Read	Complete
Race and Popular Culture	eRes: <i>Racism and Popular Culture, Danielle Dirks and Jennifer Mueller</i> eRes: <i>Names, Logos, Mascots, and Flags: The Contradictory Uses of Sports Symbols, Stanley Eitzen</i>	<ul style="list-style-type: none"> <li>Watch film: <i>Racial Stereotypes in the Media (42 mins)</i></li> <li>Discussion board posts</li> </ul>

**Week 14. Nov 27 – Dec 3**

Topics	Read	Complete
Altering Individuals and Relationships	37. A More Perfect Union, <i>Barack Obama</i> 38. What Can Be Done? <i>Van Ausdale and Feagin</i> 39. The Multiple Dimensions of Racial Mixture in Rio de Janeiro, Brazil, <i>da Silva and Reis</i>	<ul style="list-style-type: none"> <li>• <b>Paper due at midnight on Sunday, Dec 3rd.</b></li> </ul>

**Week 15. Dec 4 - 10**

Topics	Read	Complete
Altering Structures	40. The Case for Reparations, <i>Ta-Nehisi Coates</i> 41. Undocumented and Citizen Students Unite, <i>Laura Enriquez</i> 42. Racial Solutions for a New Society, <i>Emerson and Yancey</i>	<ul style="list-style-type: none"> <li>• Journal 4</li> </ul>

**Week 16. Dec 11 – 15 \*The final exam closes on Dec 13<sup>th</sup>\***

Topics	Read	Complete
Final Exam Week	No new readings. Final exam will open at 8 AM on December 11 <sup>th</sup> . You must complete the exam once you open it. You cannot re-take the exam after you submit it.	<ul style="list-style-type: none"> <li>• <b>FINAL EXAM CLOSES @ 11:59 PM on Dec 13th.</b></li> </ul>