

CLASS SYLLABUS Fall 2018

HTS 3026A/SOCIOLOGY Race and Ethnic Relations

MWF: 12:20-1:10 am

Room Location: ARCH (West), 207

Instructor : Dr. Willie Pearson, Jr.

Office Hours: MW: 10-11 am and 3:00-4:00 pm and
by appointment

Office Location: OCE, Room 119

Phone: 404-385-2265

Email: willie.pearson@hsoc.gatech.edu

During my regularly scheduled office hours, if you are unable to meet or if I am unavailable (due to meetings), please leave a voice-mail, email message or speak with me after class to set up an appointment for an alternative time.

Required Readings

See Course Calendar. The main required text, **Richard T. Schaefer (2016). *Race and Ethnicity in the United States*. 8th Edition. New York: Pearson**. Additional required readings will be distributed in class or posted on T-Square. The instructor reserves the right to make revisions to the syllabus and course calendar. In case of revisions, the revised document will be posted on T-Square. You are responsible for work according to all changes.

Introductory Statement

This course has as its primary objective, the study of race and ethnic relations from the sociological perspective. The course will examine the impact of both historical and contemporary events, while noting the usefulness of theoretical frameworks and social science constructs.

While recent patterns of race and ethnic relations in the United States have reflected periodic protests, concern has arisen over such issues as racial classification/identity profiling, removal of memorials/statues, immigration, law enforcement-involved shootings, voting rights, affirmative action, social and economic inequality, and English as the official language of the United States. In other countries, ethnicity has taken on new meaning and additional significance.

The materials discussed in the course provide an excellent opportunity to critically examine and reformulate many ideas about such diverse theoretical issues as the relationships between attitudes and behaviors, power and conflict, the complexity of race, ethnicity, class and gender relationships, and the interplay among social, economic and political systems.

Area E Approved Learning Outcome

Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

This course will focus on the extent to which racial and ethnic attitudes and behaviors, and related institutional policies and practices are socially constructed. Students will learn how various individual, group and institutional behaviors are directly and indirectly influenced by historical and contemporary social, political, and economic forces. The processes will be examined through patterns of inequality, public policies, economic trends, social interaction and demographic transitions. Students will demonstrate that they have met the Area E learning outcomes through a variety of assessment measures: examinations, oral presentations, and critical readings and writings.

Ivan Allen College Statement on Diversity and Inclusion

The rights of all people to function with dignity are crucial, whether we are interacting within this vibrant intellectual community or with others across our streets and around the globe. We recognize that engendering a spirit of inclusiveness and respect and creating, thereby, a climate in which we can all thrive requires each of us to be socially conscious and culturally well-informed, and to operate with a keen sense of ethical responsibility. We believe that, when we accept that human excellence has the capacity to emerge from many sources, a strong and enabling sense of community can be set in motion, a belief that facilitates the realization of our greatest expectations. At Georgia Tech and in the Ivan Allen College of Liberal Arts, we expect excellent performance and world-class achievements in research, education, and public action, and we believe that with an inclusive culture, these expectations become, not just possible but sustainable.

Course Objectives and Assessments

After studying the course materials, students should be able to complete the following objectives. The corresponding assessments will measure students’ ability to achieve the objectives below:

Objectives	Assessments
Distinguish between race and ethnicity.	Discussions, Presentations, Exams, and Critiques
Discuss the concept of a minority group in the context of power and demographic representation.	Discussions, Presentations, Exams, and Critiques
Recount the historical and contemporary experiences of selected U.S. racial and ethnic groups.	Critiques, Exams, and Presentations
Define and provide examples of six major patterns of race and ethnic relations.	Critiques and Exams
Define and describe the relationship between racial/ethnic stratification and ideology.	Critiques and Exams
Distinguish between prejudice and discrimination.	Discussions, Critiques, and Exams

Assess prospects for changes in racial/ethnic stratification in the United States in the context of interaction among race/ethnicity, gender, and economic privilege and disadvantage.	Critiques and Exams
Place U.S. race/ethnic relations in a global perspective.	Critiques, Exams, and Discussions
Enhance research presentation skills	Presentations
Write critical assessments of academic publications.	Critiques and Exams

Course Format

Research from the learning sciences indicates that people learn best when they are actively involved in the learning process. This course is designed to emphasize active student involvement and participatory learning. As a result, the class will be highly interactive and collaborative. While the course will focus on discussions and presentations, introductory lectures will be used to introduce and highlight critical knowledge areas.

Course Requirements

Note: The course requirements will be adjusted to serve the needs of students with disabilities that may negatively impact academic performance. The Georgia Tech Honor Code applies to all student work.

Please select **ONE** of the Options in Table 1 for your performance assessment and **complete and sign the form to be distributed in class:**

Table 1. Personal Performance Assessment Options

Assessment Mode	Percentage Score Distribution				
	Option 1	Option 2	Option 3	Option 4	Option 5
Class Participation	60.0	50.0	30.0	35.0	40.0
Paper Presentation	40.0	50.0	40.0	35.0	30.0
Exams	NA	NA	15.0	30.0	NA
Critiques	NA	NA	15.0	NA	30.0
Total	100.0	100.0	100.0	100.0	100.0

1. Class participation (individual and group): Over the course of the semester, each student will serve as a leader/co-leader of discussion by presenting a 10-minute (maximum) summary of the assigned readings; leaders/co-leaders are randomly assigned. The discussant(s) must identify the most relevant theoretical perspective(s), strengths and weaknesses of each reading, present the main argument of the reading in the context of themes of the course and the author's source; the discussion will then be opened to the entire class. At least three working days prior to the discussion due date, *the discussants are responsible for submitting 3-4 discussion questions to the instructor for distribution to the class* and PowerPoint summaries for submission to the instructor for distribution to the class. The instructor will post the materials on T-Square.

Given the criticality of class participation, it is imperative that you keep up with your reading assignments and be well prepared—this means having thought critically about the readings—to engage in a spirited but respectful discourse. During your reading, it is highly recommended that you take notes and formulate questions and comments for discussion. Always bring your readings, notes and questions to each class. Actively participating in class discussion is expected. Participation is not evaluated in terms of how many times you comment, but by both the clear demonstration that you have read and understood the assignments, and the quality of your overall engagement in the discussion. You are evaluated based on the thoughtfulness, depth of discussion, and analytical insight demonstrated.

Talkback Fridays: On Fridays, for the last half of class discussion will be open to current events generally related to class topics. Students are encouraged to discuss news articles or current events from the week. The format is casual with students presenting their observations, thoughts, and questions similar to an “open mic” forum. Participation will be noted and contribute to class participation grades.

2. Paper Presentation. Findings from your research will be presented during a scheduled class period. Scheduling is based on the chronological acceptance of abstracts. (A scoring rubric will be provided.) If your presentation involves the use of AV equipment, you are strongly advised to arrive early to test the equipment. If you plan to distribute handouts, you are responsible for providing a sufficient number of copies for the class—or a link to access them at least one class period before your presentation date. Note that any missed presentation cannot be rescheduled because slots are full. The presentation must be clearly and professionally delivered. Please dress appropriately (e.g., business attire).

3. Exams. Each exam consists of multiple choice, short-answer questions, and an essay covering both assigned readings and introductory lectures. For the exam date, see the Course Calendar. The time of the exam is to be arranged with the instructor. A study guide is provided upon request one week prior to the scheduled exam date.

4. Critiques. Critical analysis of each assigned reading must be submitted in class in hard copy—maximum of two double-spaced, two-sided typed pages per reading. For the due date, see the Course Calendar. *Critiques are not summaries.* Rather, they are focused arguments documented by evidence from the introductory lectures, and assigned readings. Informed opinions are encouraged. The critique must examine the following:

- What is the author's (authors') main argument (identify 3-4 points) and how does it relate to the current set of readings?

- If it is an empirical study, identify the hypothesis that is being tested, and the major issues. How appropriate are the data?
- How convincing is the argument in the context of rigorous review of the relevant literature, and analysis, assessment, and interpretation of the data?
- What are the findings, and how well supported were they by the evidence presented?
- What theoretical perspective(s) is/are exemplified?
- What methodological approach(es) is/are exemplified?
- Cite page number for direct quotes and reference to statistics and dates.

NOTE:

- **Your name and page number must appear on each page of all written assignments. Failure to do so results in an ungraded paper.**
- Because all written assignments are given far in advance, **no tardy assignment will be accepted.**
- A folder containing a weekly participation performance evaluation form and scored papers is provided in class for your review and records. **Each student is responsible for returning the folder with all graded work or work to be graded during the following class period.**

Grading scale

A = 100-90 (Exceptional understanding of all materials: general ideas, specific details and facts, as well as applications and connections.)

B = 89-80 (Very good understanding of most of the materials: some gaps in understanding details, applications, or connections.)

C = 79-70 (Satisfactory understanding of some materials: general ideas with substantial gaps in understanding of details, applications, or connections.)

D = 69-60 (Minimal understanding of the materials: superficial understanding of general ideas with significant failure to grasp details, applications, and connections.)

F = below 60 (Lack of understanding of the materials: general ideas, applications and connections.)

Attendance Policy

Each student is responsible for **signing the daily attendance sheet**; failure to do so is recorded as an absence. Approved absences typically include: illness, religious holidays, family and personal emergencies, and official representation of Georgia Tech in extracurricular events. To the extent possible, email or leave a voice message regarding anticipated absences. In the case of a borderline final grade (1-2 points from the next higher grade), those with no more than one *unexcused* absence will receive the higher grade.

Classroom Protocol

You are expected to respect your classmates by providing your undivided attention to their presentations, discussions, and comments.

- Please adjust your cell phone to the “**off**” position during class
- **Do not** arrive late

- **Do not** read unrelated course materials in class
- **Do** request permission to use your computer for purposes of taking notes for HTS 3026 only.