

CLASS SYLLABUS Fall 2014 Updated 2/18/2015

Women in Science & Engineering HTS 3021/**SOCIOLOGY** 11:05-11:55 AM **MWF: ARCH (East), Room 107**. Instructor: Dr. W. Pearson, Jr. Office: OCE, Room 119
Phone: 385-2265 E-mail: willie.pearsonjr@hts.gatech.edu Office Hours: MWF: PM
and by appointment.

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 message or speak with me after class and we can set up an appointment for an alternative time.

Required Readings: See Course Calendar

The required text, 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 distributed in class. You are responsible for work according to any and 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 reflect 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 racial classification/identity, immigration, bilingual education, affirmative action, English as the official language, etc. 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 relating to such diverse theoretical issues as the relationships between attitudes and behaviors, and power and conflict, the complexity of class relationships, the interplay among social, economic and political systems, etc.

Area E. Social Science learning objectives. Studies will learn how social, political, and economic forces influence social behavior. Students will demonstrate that they have met **Area E**, social science objectives through writing weekly critical reviews on assigned readings, completing a final research paper on a top related to the course materials and giving a final presentation on their research.

COURSE OBJECTIVES AND ASSESSMENT

After studying the course materials, students should be able to:

1. Distinguish between race and ethnicity.
Assessment: Discussion; Presentation; Exam; Critique; Research paper
2. Discuss the concept of a minority group in the context of power and numerical representation.
Assessment: Discussion; Presentation; Exam; Critique; Research paper
3. Recount the experiences of most U.S. racial and ethnic groups.
Assessment: Critique; Exam; Presentation
4. Define and provide examples of six major patterns of race and ethnic relations.
Assessment: Critique; Exam
5. Define and describe the relationship between racial/ethnic stratification and ideology.
Assessment: Critique; Exam
6. Distinguish between prejudice and discrimination.
Assessment: Discussion; Critique; Exam
7. Assess prospects for changes in racial/ethnic stratification in the United States, in the context of interaction among race/ethnicity, and economic privilege and disadvantage.
Assessment: Research paper; Critique; Exam
8. Place U.S. race/ethnic relations in a global perspective.
Assessment: Critique; Exam; Discussion
9. Enhance research presentation skills
Assessment: Presentation; Research paper
10. Write critical assessments of academic publications.
Assessment: Critique; Research paper; Exam

COURSE FORMAT

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

COURSE REQUIREMENTS

NOTE: The course requirements will be adjusted to serve the needs and capabilities 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:

Table 1. Personal Performance Assessment Options

Assessment Mode	Percentage Score Distribution				
	Option 1	Option 2	Option 3	Option 4	Option 5
Class Participation	33.3	40.0	20.0	25.0	25.0
Research Paper	33.3	40.0	20.0	25.0	25.0
Paper Presentation	33.3	20.0	20.0	25.0	25.0
Exams	NA	NA	20.0	25.0	NA
Critiques	NA	NA	20.0	NA	25.0
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 discussion or co-discussion leader by presenting a 10 minute maximum summary of the assigned readings, after which the discussion will be opened to the entire class. The discussant(s) must identify the most relevant theoretical perspective(s), strengths and weaknesses of each reading. 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. You are expected to be an active participant. Always bring your text, readings, notes and questions to each class. Participation is not evaluated in terms of how many times you comment, but by both the clear demonstration that you have read and understand the assignments, and the quality of your overall engagement in the discussion.

2. Research paper. The paper--10-12 pages, typed, double-space (including an abstract and **ANNOTATED** bibliography) may be single or co-authored. At least 80% of the references must be derived from scholarly journals and/or books. Details on the format and structure of the paper will be addressed in class. Both the abstract and final paper **MUST** incorporate one or more of the theoretical perspectives and methodologies covered in the lecture and text, and the implications of the findings for further research, programs, and policies. Any use of websites must have links embedded in the text. You are encouraged to seek assistance from the professionals at the GT library. The library staff is very knowledgeable about databases and other information sources. At various

points during the course, you are provided class release time to work on your research. Approval of the topic is based on the acceptance of an abstract (see Course Calendar).

3. Paper Presentation. Findings from the research paper will be presented during a scheduled class period. (A scoring rubric will be provided.) If your presentation involves the use of AV equipment, you are strongly advised to arrive early in order to test the equipment. If you plan to distribute handouts, you are responsible for providing a sufficient number of copies for the class. **Note** that any missed presentation cannot be rescheduled because slots are full. The presentation must be clearly and professionally delivered. Please dress appropriately.

4. Exams. Administered quarterly, each exam consists of multiple choice and short – answer questions, and an essay covering an equal number of chapters and related assigned readings. For the due date, see the Course Calendar. The time of the exam is to be arranged with the instructor.

5. Critiques. Hardcopy submitted quarterly in class (maximum 12 double-spaced, typed critical analysis of each assigned reading). For the due date, See the Course Calendar. **Critiques are not summaries.** Rather, they are focused arguments documented by evidence from the text, lectures and other assigned readings. Informed opinions are encouraged. The critique must examine the strengths and weaknesses of the authors' argument. In all cases, one or more of the theoretical perspectives covered in the text and lecture must be applied in the assessment.

NOTE: Your name and page number must appear on each page of all written assignments. Failure to do so results in an ungraded paper.

Assignments are scheduled for each week. Because all written assignments are given far in advance; no tardy assignment will be accepted.

NOTE: Each student is responsible for returning each graded assignment to the coursework folder within one class week. A folder containing a weekly participation performance evaluation form and scored papers is provided in class for your review. You are responsible for returning the folder and its contents during the following class period.

Attendance Policy. Each student is responsible for signing the daily attendance sheet. Approved absences typically include: illness, religious holidays, family and personal emergencies, and official representation of GT in extracurricular events. To the extent possible, email and 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 fewer than *two unexcused* absences will receive the higher grade.

Classroom Protocol. Please adjust your cell phone to the “off” position during class.
Do not:

- use your computer for purposes other than taking notes for HTS 3026,
- arrive late, or read unrelated course materials.

You are expected to respect your classmates by providing your undivided attention.

Grading scale:

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

