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## SOC CD 303—RACE AND ETHNIC RELATIONS—Spring 2011

Race and Ethnic Relations is the comparative study of race relations, ethnic stratification, and the historical development of world capitalist system. Students learn to use sociological concepts, theory and method to reveal and explain underlying arrangements, processes, and structures that shape personal, group, national and international interests and perspectives. Attention is paid to questions of social justice and examples of social transformation for the purpose of thinking about how to overcoming the material inequalities and other asymmetries of power that divide us as people and limit human potential. Race and Ethnic Relations is part of the Ethnic Studies Domain of the General Education program at UW-Green Bay to impart “an understanding of the causes and effects of stereotyping and racism and appreciation of cultural diversity in the United States.”

### READINGS

All items are in the bookstore or online. Obtain the latest edition.

- Ward Churchill, *A Little Matter of Genocide*.
- Norman Finkelstein, *Image and Reality in the Israeli-Palestinian Conflict*.
- Juan Gonzales, *Harvest of Empire*.
- Manning Marable, *Rebellion, Reform, and Revolution*.
- Articles, essays, book chapters online on my web page (see schedule).

### COURSE REQUIREMENTS

Examinations (75 points total)

Exams cover all course material. Students take exams in class without benefit of notes or texts. A number two pencil and student ID is required. Students must place notebooks, book bags, and other items under the desk or behind or under their chair while exams are in progress. Students may not wear hats or sunglasses during exam. Cell phones and other electronic devices must be turned off (unless there is a legitimate accommodation to be made). Students should shield their answers from other students. If space permits, there should be a chair's distance between test takers. I may use different versions of the exams for security purposes. Cheating on any exam will result in a zero for that exam and referral to the Dean of Students. Please leave quietly after finishing. I do not return exams to students. I post scores on D2L. The mid-term exam is worth 25 points. The comprehensive final exam is worth 50 points.

I have identified a date for the mid-term exam in the schedule below; however, due to the emergent pace of lecture that date is subject to change. The university determines the final exam schedule. See the schedule below or consult the official university schedule for that date. Students may not reschedule a missed exam except in the case of a legitimate and verifiable emergency, such as a car accident or sudden serious illness. A compelling and verifiable reason must accompany a request for rescheduling

an exam prior to its scheduled administration. I use my discretion in judging the merits of the case. Any request to take the exam under different circumstances on the grounds of disability must be officially recognized and arranged well before exam time, preferably at the beginning of the semester.

#### Essays (100 points total)

All my courses include a written component. As college-level work involves a great deal of writing, you should purchase, if you have not already, a dictionary, thesaurus, handbook of grammar and punctuation, and the *Chicago Manual of Style*. I take writing very seriously and evaluate all aspects of written work, including grammar and spelling. Please use the Writing Center (Cofrin Library 109) to address any writing problems.

Papers must be turned in by their due dates or no credit will be given. Due dates are only the last moment you can turn in assignments; the D2L drop box for paper submissions opens mid-semester. Upload your paper to the course D2L site in Microsoft Word or Adobe PDF format. You will receive a zero on the assignment if you submit the paper in any other format and I will not allow you to resubmit it. If you are unfamiliar with these formats, then call the Help Desk (CIT). The number is 465-2309. Submit another electronic copy in either format to my university e-mail account listed at the top of this syllabus. Do not follow up submissions to the drop box and e-mail with addenda, as papers must be complete by the deadline. I do not require a paper copy of your written work. I post your grade on D2L when I have finished grading all papers. I do not return essays. I comment on your papers in D2L.

You are to use the author/date system of the *Chicago Manual of Style* and follow the instructions for writing science papers for my courses found on the web page and syllabus associated with this course. Do not use the *Chicago Manual of Style's* documentary note system. Except for quotations (used sparingly), written work must be in your own words and mainly the product of original thought (the more original the better). You must accurately cite all sources used in your paper. Do not use the Internet for authoritative sources, this includes Wikipedia, other course web pages, on-line encyclopedia, and similar resources. Use the library.

Plagiarism in any amount or degree will result in a zero for the assignment and you will not be allowed to repeat the assignment (since the deadline will have passed). Ignorance is no excuse for plagiarism; plagiarism does not depend on what you intend, but what you do. Students who unknowingly plagiarize suffer the same fate as those who do it knowingly. For information on what constitutes plagiarism, use this URL (uniform resource locator): <http://www.plagiarism.org/>. Study the information contained therein, including associated URLs.

There are two types of written assignments for this course:

#### Book Review (25 X 2 = 50 points)

You produce two book reviews. The first review covers one of the first two books assigned (due March 29); the second review covers one of the last two books assigned (due April 19). You choose which two books you review. Review length will be 500-750 words—no less, no more. Do not use existing reviews about the books in constructing your review. Please study book reviews in sociology journals to understand what a book review in sociology looks like.

### Historical-Comparative Essay (50 points)

You produce a comparative essay on a topic related to the study of race and ethnicity. Choose two countries or regions, or two time periods within a particular society, and contrast and compare ethnic relations and/or racial systems. Essays including discussions of class and gender as it relates to ethnicity and race are encouraged. The essay's length will be 750-1000 words—no less, no more—and is due on May 3. You may use lecture notes and assigned texts in constructing essays, but the emphasis is on outside scholarly publications, which includes academic books and peer-reviewed articles. You are not to use outside textbooks, however. You are required to use at least six outside scholarly sources for this assignment. Lecture, assigned text, and news articles found in the LexisNexis database do not count towards the mandatory six sources.

Although I do not require a paper copy of the analysis, I do require students provide photocopies of the first pages of their required sources, either the front page of the journal article with the title, abstract, and opening paragraph, or the title page of the book. If these photocopies are not provided the day of the deadline by 4:30 pm, the paper receives no credit. Bring the copies to class and give them to me at the end of the class period or leave them, stapled together with full name and class title on each page in legible handwriting, in the plastic pocket by my office door. The photocopies may also be submitted as PDF files with the paper upload (in which case they must be submitted before the paper deadline). I post grades on D2L when I have finished grading all papers. I do not return essays but make comments in D2L

Grading Scale: 90% A (157 points), 87% AB (152), 80% B (140), 77% BC (134), 70% C (122), 67% CD (117), 60% D (105), below 60% is failing

### OFFICE LOCATION AND HOURS

My office is located on the third floor of Mary Ann Cofrin (MAC) Hall, room 326A. I am willing to meet with students to clarify assignments, lectures and readings, study guides, and missed exam questions. You will find my office hours listed at the top of this syllabus. I am available by appointment, but because of my schedule, I ask that students try to meet with me during my office hours. I have been able to resolve most matters through email (see below).

### TECHNOLOGY

#### Course Email

Associated with this course is email that provides instructor and students access to all students in the class. The address is listed at the top of the syllabus. Students must have valid UWGB accounts to receive mail from the course email. The course email is a requirement and the university signs up every student for it automatically. I use this service to alert students to updates to the course page, events on campus of interest, and emergencies, address questions about course material or other pertinent inquiries, conduct discussions concerning relevant subject matter, review study guides and quizzes, debrief exam performance, and post news stories relevant to topics covered in the class. There are two basic rules to using the course email: (1) email contributions shall be thoughtful and written in a civil tone; (2) course email is not for student grievances; professor email and office hours are the proper places for student grievances. All students are responsible for information I sent to course or personal email whether they check their campus emails or not.

## Professor Email

My email is listed at the top of this syllabus. Email allows students to ask questions or voice concerns 24 hours a day, seven days a week. I find that most issues are resolved through email, saving everybody considerable time. Please note that if I answer emails after business hours (4:30 pm) or on weekends, it is because I choose to do so, not because I am required to do so. If you do not hear from me within 24 normal working hours, please resend the email. I get a lot of email over the course of a day and I don't want to miss any. Again, students are responsible for information I sent to course or personal email whether or not they check their campus email.

## Web Page

You will find the address to my web page listed at the top of the syllabus. Pages associated with my web site contain syllabi, instructions for constructing essays, links to our library and other web pages (if relevant), study guides, and on-line readings. You will also find links to other courses I teach, as well as a link to the Social Change and Development web page, where you can learn about the major for which this course serves as an introduction (in addition to serving as a general education course).

## REASONABLE ACCOMMODATIONS AND RULES OF CONDUCT

### Reasonable Accommodations Statement

As required by federal law and UW-Green Bay policy for Individuals with disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841 or 465-2849. I can make reasonable accommodations unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

### Academic Integrity

A diploma from an institution of higher learning signals to others that the holder of the degree has obtained the privilege through hard work and honest effort. By honest effort it is understood that examinations are performed without the unauthorized assistance of others or the use of material disallowed by the teacher; that essays, term papers, and research projects are unique compositions by the student wherein great care has been taken to properly attribute all derived thought to its original authors; that any requests for special assistance or consideration in completing course work rest on legitimate grounds and are based on truthful claims (UWS 14.03[2]). I treat acts of academic dishonesty as a serious matter and in accord with this institution's rules and procedures.

### Classroom Behavior

Behavior that disrupts the learning environment of my classroom will not be tolerated. Examples of disruptive behavior include but are not exhausted by talking with others when the instructor is speaking to the class or students are involved in discussion (this includes passing notes), inappropriate or off-topic monopolization of discussions to the exclusion of other students, irrelevant questions and comments, distracting or inappropriate expressions, gestures, or body language that hamper the conduct of the class. Some specific rules Remaining enrolled in this class means you have accepted the terms of the syllabus. The terms contained herein are standard practice and are nonnegotiable. The list is non-exhaustive: Students must turn off cell phones at the beginning of class. This includes vibration and

visual settings. Students may not text message in my class. No laptops or other handheld devices in operation during class. No listening to anything through headphones, headsets, ear buds, etc., during class time. No reading material (newspapers, etc.) other than assigned course material during class time. I prefer students not eat in class, but if you must, select quiet foods and packaging and sit in the back when eating.

#### Classroom Discussion

This is a lecture course. To foster intellectual development, discussion in the classroom will abide by the following rules: (1) I address questions seeking clarification during the course of the lecture; (2) I address questions or comments appropriate to discussion of the material covered in class in time allotted either before lecture begins or after lecture is completed. Please reserve questions appropriate to discussion until those times I call for questions and comments on the material.

#### On the Use of Audio and Video Recorders in the Classroom

The Board of Regents has determined that a teacher, for reasons concerning pedagogical practice and academic freedom, may forbid use of tape recorders in the classroom. The professor of this course expressly forbids students to make audio and video recordings in the classroom. Exception: "Regent Resolution 1556 provides that prohibitions of tape recorders in classrooms may not be imposed upon qualified students with disabilities who must utilize tape recorders because of the nature of their disability to effectively participate in a class provided such students have signed agreements that they will not release the tape recording or transcription to others."

#### On Bringing Guests and Minors to Class

I do not have a blanket objection to students bringing guests into the classroom. However, I do require students notify me and obtain permission 24 hours prior to bringing guests to the classroom and I ask that the guests be aware of the rules of my classroom. Moreover, I cannot take questions or comments from guests during class time as class time is for students who have paid for the services. As a parent of two children, I know how conflicting schedules can sometimes mean that children will accompany parents to various daily functions. For parents who bring their children to class, please be aware that I often present material that you may consider unsuitable for children. Graphic pictures and discussion of such subjects as genocide, lynching, slavery, torture, unethical medical experiments, and war typically disturb children. Indeed, it may traumatize them. Because of time pressures, I cannot alter my presentation to accommodate children. I cannot be responsible for what children see and hear in my classroom. If a situation arises wherein children must be with parents, I advise parents to sit in the back of the class by the door and remove the children when the material becomes objectionable.

## SCHEDULE OF READINGS, EXAMS, AND ASSIGNMENTS

Jan 25-27	Online Reading #1 and #2
Feb 1-3	A Little Matter of Genocide (ALMG)
Feb 8-10	ALMG; Online Reading #3
Feb 15-17	ALMG
Feb 22-24	Race, Reform and Rebellion; Online Reading #4
March 1-3	RRR Online Reading #5
March 8-10	RRR Online Reading #6 and #7 <b>Midterm Exam on Thursday</b>
March 15-17	SPRING BREAK
March 22-24	Harvest of Empire
March 29-31	HE <b>Book review #1 due Tuesday</b>
April 5-7	HE
April 12-14	Image & Reality of Israel Palestine Conflict Online Reading #8 and #9
April 19-21	IRIPC <b>Book review #2 due Tuesday</b>
April 26-28	IRIPC
May 3-5	<b>Comparative essay due Tuesday</b>
<b>Final Exam</b>	<b>Tuesday, May 10 1:00-3:00 p.m.</b>