SOCI 006: Race & Ethnic Relations
Summer 2017: Session I
Tuesdays and Thursdays, 5:30pm-7:25pm
Location: TBD
Instructor: Shantee Rosado
Office hours: By appointment

Course description

Race and ethnicity remain salient topics in the U.S. today—and particularly so with the rise of the Black Lives Matter movement and the election of Donald Trump to the presidency. In this course, students will learn how these issues have developed over time and affect us today. We will begin with a brief history of the rise of the race concept, followed by a look at how racial/ethnic categories are formed and transformed over time. Students will then learn about immigration to the U.S. and its impact on notions of race and ethnicity. In the second half of the course, we will address subtopics including interracial marriage, residential segregation, and race/ethnicity in the U.S. criminal justice system. For their semester project, students will apply their knowledge of race and ethnicity to analyze a social issue in Philadelphia.

Course objectives

• Develop foundational knowledge on the concepts of race and ethnicity.
• Understand how race and ethnicity are associated with inequities in education, housing, and employment.
• Understand how racism and prejudice operate at interpersonal and structural levels in society.
• Develop a working knowledge of past and contemporary debates on immigration.
• Learn how to facilitate a large-class discussion.
• Learn to develop convincing arguments about race and ethnicity in written form.

Assessments

Grades will be determined by the following:

• Attendance and participation- 20%
• Reading reflections- 20%
• Leading class discussion- 20%
• Semester project- 40%

Attendance and participation- 20%

All students are expected to come to class having read the materials assigned for that date on the syllabus.
Participation grades are determined by the degree and quality of students’ engagement in class discussions. Note: this does not mean that only those who speak the most in class will be graded favorably. I am more interested in active, thoughtful engagement with the class materials.

**Reading reflections- 20%**

Students will write short reading reflections for each class session, beginning with session 2. Readings reflections should include one or more passages from the readings for that class and a discussion question for your classmates concerning the passage(s). Reading reflections are due by 11:59pm the night before class.

**Leading class discussion- 20%**

Students must choose a date during which they will lead discussion with 1-2 other students in the class. The point here is not to summarize the readings for your classmates, but to place that week’s readings in conversation with past readings and facilitate a lively discussion by using open-ended questions and interactive activities. Students will be graded on their personal contribution to their group’s facilitation, the quality of the discussion, and the extent to which the discussion/activities critically engaged the readings for that week.

**Semester Project- 40%**

Students will, over the semester, explore a social issue evident in Philadelphia and apply their knowledge of race and ethnicity to better understand that issue. This exploration will culminate with an 8- to 10-page (double-spaced) research paper and short (5-minute) presentation on the topic. The paper must reference a minimum of 5 academic sources not listed in the syllabus. The grade for the project will be based on timely submission of the following:

1. One-page topic summary- 5%
2. Site-visit write-up- 5%
3. Outline of the paper- 5%
4. Rough draft of the paper- 5%
5. Short presentation- 5%
6. Final paper- 15%

**Course policies**

**Community of trust**

Throughout this course, we will discuss very difficult topics. To ensure a space in which we can share our perspectives and experiences, we have to agree to be respectful of each other and grant confidentiality of information shared during class when that is requested. My role as instructor is to create a safe learning environment, and I have found that this trust is crucial.
Attendance

Students are allowed one unexcused absence for the semester (no need to provide a note). All other absences must be excused or will result in a penalty to the student’s final grade. If you anticipate needed an extended absence from class due to illness, family issues, etc., please contact the instructor as soon as possible to develop a plan for making up work.

Late work

Extensions for late papers and assignments are not permitted in the course. If you encounter extenuating circumstances that might prevent you from completing your work in time, it is your responsibility to contact the professor before the due date of the assignment to make accommodations. Requests for extra credit made at the end of the semester will not be honored under any circumstances.

Communications

If you have any questions or concerns about the course or course materials, please read the syllabus carefully to ensure the answer is not included therein. After reviewing the syllabus, feel free to email the instructor. Please allow 24-48 hours for the instructor to respond.

Accommodations for students with disabilities

Penn provides reasonable accommodations to students with disabilities who have self-identified and been approved by the office of Student Disabilities Services (SDS). Please make an appointment to meet with me as soon as possible to discuss your accommodations and your needs. If you have not yet contacted SDS, and would like to request accommodations or have questions, you can make an appointment by calling SDS 215.573.9235. The office is in the Weingarten Learning Resources Center at Stouffer Commons 3702 Spruce Street, Suite 300. All services are confidential.

Academic integrity

Plagiarism and other forms of academic dishonesty will be reported to the Office of Student Conduct and may result in the a failing grade and/or expulsion from the course. You are not allowed to copy any or all of another person’s work for your personal use. While students are encouraged to collaborate in discussing class materials, any collaboration for written assignments must be approved by the instructor. You may use the services at www.turnitin.com to assess the integrity of your written assignments prior to submission.
Course Schedule

**Subject to Change**

Module 1: What are race and ethnicity? How should we study them?

Session 1 (05/23): Rise of the race concept


Session 2 (05/25): Epistemology, intersectionality, and the study of race and ethnicity


Module 2: History of race and ethnicity in the U.S.

Session 3 (05/30): Blacks and immigrants in the early- to mid-1900s

- Due: Topic summary for final paper

Session 4 (06/01): Civil Rights meets immigration reform & the neoliberal era


Module 3: Sociological studies of race and ethnicity

Session 5 (06/06): Employment discrimination

Session 6 (06/08): Residential segregation & educational stratification
- Due: Site-visit write-up

Session 7 (06/13): Interracial relationships and intermarriage

Module 4: Where are we today?
Session 8 (06/15): Mass incarceration and police brutality
- Due: Final paper outline

Session 9 (06/20): Colorblind racism and the rise of Trump

Session 10 (06/22): Revisiting DuBois
- Field trip to the former Seventh Ward
- Due: Rough draft of the final paper

Session 11 (06/27): Presentations
- Due: Short presentation AND Final paper