



Sociology C151 (CRNL 32862) Syllabus

Perspectives on Race and Ethnicity

Instructor of Record: Richard "Rocky" Maraccini

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Meeting Times: Monday 6:00-9:10 pm

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Room: 2KRVPL 7

Course website: <http://socb1rmaraccini.weebly.com>

"The cost of liberty is less than the price of repression."
- W.E.B. Dubois

Catalogue Course Description

In this class, students apply critical reasoning skills to the analysis of race, ethnicity, and racism. The class covers the cultural, political, and economic practices and institutions that support or challenge racism, racial and ethnic inequalities, and the patterns of interaction among various racial and ethnic groups. Through multiple and varied readings and classroom discussion, students discover the interrelatedness of concepts such as race, class, and gender, and the roots and future of our "melting pot" society.

The required text for this course is Vincent Parillo's *Understanding Race and Ethnic Relations*. Fifth Edition (Allyn and Bacon, 2016). ISBN13: 978-0205926763.

Reading Assignments and Lectures

Sociology C 151 follows a lecture-discussion format. Page 5 of the syllabus provides the reading list for each of the assigned chapters. The lecture slides are available for download at my website.

Attendance Policy

Regular active participation is expected of all students enrolled in the college. Students not actively participating may be dropped from the course. A student shall be dropped by the instructor for lack of active participation prior to the census (20%) date and any time up to the 60% date. A student also shall be dropped by the instructor anytime up to the 60% date when he or she has been absent from or not actively participating in class for a total of two consecutive weeks, or the equivalent amount of time for a short-term class. Students **MAY** be dropped when non-consecutive absences number the equivalent of two weeks of the course, or the equivalent amount of time for a short-term class. While it is the responsibility of instructors to communicate attendance and participation practices and to apply them to all students, it is the responsibility of the student to be aware of his or her current attendance/participation status. Students who have been absent or not actively participating in a course should notify the instructor of the reason. Students are responsible for officially withdrawing from any course or courses in which they no longer wish to be enrolled.

The last day to officially withdraw from a course with a refund "W" is Jan. 27th. The last day to withdraw without receiving a "W" is Jan. 29th, while the last day to withdraw from any semester length class for any reason and receive a "W" is Mar. 24th. Consult pages 21-22 of the *2016-2017 Cerro Coso Community*

College Catalog for further information about college policy concerning course withdrawals. Attendance will be taken twice: once at the beginning of class and again after the break. During the lecture, the instructor further asks that all cell phones be turned off.

There are two scheduled breaks for this class: Feb. 20th (Washington's Birthday) and March 20th (Spring Recess).

Course Goals

Upon successful completion of the course, the student will be able to:

1. Identify the cultural, political, historical, and institutional factors affecting the social construction of race and ethnic relations.
2. Compare and contrast the experiences of groups that have been historically marginalized, particularly groups defined by ethnicity and race.
3. Evaluate debates on current socio-political, racial, and ethnic issues such as affirmative action, immigration policies, criminal justice policies, and the future of race and ethnic relations.
4. Analyze intersections of race and ethnicity with gender, social class, and other locations of identity.

Exams

The exams will be comprised of a take-home essay question, along with an in-class portion comprised of multiple choice, matching and short answer or fill-in items. The take-home essay will be administered the week before the in-class portion. It must be typed and double-spaced. It should be stapled and have a title page. The take-home essay is due the following week at the start of the in-class portion of the exam. **The essay portion must be turned in the at the start of the in-class portion.** The in-class portion of the exams will be administered at the beginning of class on the following dates: March 6th, April 10th, and May 8th.

Each exam will be worth a total of 100 points. There will be a total of three exams. The exams combined will make up 300 points (two-thirds of the total grade). It is important that you arrange your schedule so that you can take the exam on the assigned date. I will only allow rescheduling of exams if given prior advance notice. **Prior notice does not mean the day of the test.**

Writing Assignments

Students will be required to answer the international scene and reality check questions located in the text:

Chapters 1-3: International Scene I, International Scene II, and Reality Check I:
Pages 9, 43, and 47. **Due Feb. 27th.**

Chapters 4-5: International Scene IV, Reality Check II, and International Scene V:
Pages 89, 99, and 114. **Due Apr. 3rd.**

Chapters 6-7: International Scene VI and VII: Pages 140 and 178. Handout: "Does the Election of Barack Obama Mean Race Relations are Better?" **Due May 1st.**

Don't just provide summaries of the reading material. Apply critical reasoning skills in your analysis of the assigned questions. You will be graded according to your incorporation of materials from the reading

material and class lectures. When quoting from the text, handouts, or any other scholarly source, citations and references must follow the APA style in accord with departmental policy. Spelling and grammar will factor into your grade as will clarity.

All the write-ups must adhere to the following guidelines:

- 12 pt. Times New Roman font
- Double spaced throughout the paper
- 1 inch margins (top, bottom and both sides)
- No extra lines between paragraphs
- Reference page is titled "References" to reflect APA style **not** Works Cited.

Make sure you include a cover page, including the title and personal information for the write-ups. The international scene papers must be one full-page in length. The handout "Does the Election of Barak Obama Mean Race Relations are Better?" will require a minimum of at least 2 pages and will require at least two outside scholarly references. You will be required to write a position paper. As with the international scene and reality check write-ups, don't provide me with mere summaries. Critically analyze the handout, giving me logically coherent arguments supported by evidence either for or against the proposition that race relations have improved under Obama. You must incorporate material from the scholarly references in defense of your position. The writing assignments (along with the test essays) will comprise a minimum of 1500 written words total.

The point totals for each of the write-ups will be as follows:

- International Scene and Reality Check write-ups: 8 x 15 = 120 points total
- Handout (Race Relations and Obama): 1 x 30 = 30 points

The write-ups combined will be worth a total of 150 points, and will comprise approximately one-third of your total grade. While papers have a one-week grace period in which they can still be submitted as late, late papers face an automatic 10% deduction. **After the grace period, I will no longer accept papers.**

Please consult the *Social Science Department Writing Policy - Grading Rubric* on page 6 of this syllabus in order to better understand how your papers will be graded. Guidelines on how I want the international scenes, the reality checks, and the position paper, are posted on my website. There is also an APA format template available on my website as well.

Grading

Course grades will be determined employing the following scale:

405 above = A
360-404 = B
315-359 = C
270-314 = D
Less than 270 = F

Please note: The above grading scale is tentative and subject to any changes that the instructor deems necessary.

Academic Integrity

According to the Cerro Coso Student Conduct Policy:

“Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge”.

Acknowledgement of an original author or source must be made through appropriate reference, i.e. quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

As allowed by District Policy 4F8G, “Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of options, which may be as severe as giving a failing grade for the course. Furthermore, the student may face other penalties as stated in the college's Student Conduct Policy. *Finally*, it must be understood that “a student who knowingly aids in another student's cheating, e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense.” Penalties for plagiarism will include failure on the particular assignment and may include a failing grade in the course, an official report of academic dishonesty, suspension, or expulsion.

Students are encouraged to consult pages 31-32 of the *2016-2017 Cerro Coso Community College Catalogue* concerning academic honesty.

Accommodations

Students who have verified learning disabilities and need assistive services or who, due to a sensory or processing disability, require additional assistance and/or alternative class materials should contact the Special Services Office at (760) 384-6250 or visit their offices on the 3rd floor.

Office Hours

I do not have scheduled office hours. However, my direct extension between the hours of 8:00 am to 4:30 p.m., Monday through Friday, is (661) 654-3219, while my office fax is (661) 654-6971. I can also be reached by email at rmaracci@cerrocoso.edu. Messages can also be left with me at the front desk at (760) 379-5501.

Welcome to Sociology C151!



Reading List/Class Schedule (Subject to Change)

Date:	Topic:	Assignment Due
Jan. 23	Sociological Study of Minorities.	Reading: Ch. 1, "The Study of Minorities."
Jan. 30	Sociological theories.	Finish chapter 1.
Feb. 6	Society and Culture.	Reading: Ch.2, "The Role of Culture." <u>Lecture Supplement:</u> Social Construction of Gender and Sexual Orientation.
Feb. 13	Social Structure and Stratification.	Reading: Ch. 3, "Ethnic and Racial Stratification."
Feb. 20	Washington's Birthday.	No class.
Feb. 27	Stratification (continued).	Finish chapter 3. <u>Lecture Supplement:</u> Social Class, Ethnic, and Gender Stratification Due: International Scenes I and II, and Reality Check I due.
Mar. 6		Exam #1: Chapters 1, 2, and 3
Mar. 13	Foundations: Prejudice	Reading: Ch. 4, "Prejudice".
Mar. 20	Spring Recess.	No class.
Mar. 27	Prejudice (continued).	Finish chapter 4. <u>Lecture Supplement:</u> Racism, Sexism, and Homophobia.
Apr. 3	Foundations: Discrimination.	Reading: Ch. 5, "Discrimination". Due: International Scenes IV and V, and Reality Check IV (TV).
Apr. 10		Exam #2: Chapters 4 and 5
Apr. 17	Intergroup Relations	Reading: Ch. 6, "Dominant-Minority Relations".
Apr. 24	Intergroup Relations (continued).	Finish chapter 6. <u>Lecture Supplement:</u> Women as a Worldwide Minority.
May 1	Current Issues	Reading: Ch. 7 "Immigration Patterns and Issues." Due: International Scenes VI and VII. Handout:
May 8		Exam #3: Chapters 6 and 7. Enjoy the Summer!

Social Science Department Writing Policy - Grading Rubric

Outcomes	Proficient	Adequate	Unsatisfactory
Thesis, Introduction, and Conclusion	The introduction relates to the paper's purpose, and the thesis clearly presents the focus of the paper	The introduction is inadequate in one or more of the following ways: it has a weak and/or general thesis, it seems to jump from idea to idea, or it seems completely forced and merely a response to an assignment.	The introduction is inadequate in one or more of the following ways: it is missing or lacks a thesis, it seems to jump from idea to idea, or it seems completely forced and merely a response to an assignment. Conclusion is lacking or does not aim to close the project.
Organization (Paragraph development, flow, and coherence)	The essay is organized logically, with a clear and interesting introduction, multiple organized body paragraphs presenting key ideas that directly support the thesis, and a brief, yet clear conclusion.	The paper is organized logically, with clear introduction, multiple organized body paragraphs presenting key ideas that can be interpreted to support the thesis, and a brief conclusion.	The paper lacks one or more of the following: an effective introduction, a thesis, multiple body paragraphs, topic sentences, or a conclusion.
Use of Evidence	All significant claims are supported by examples or information cited from sources, evidence is sufficient to support a claim without being overwhelming, and it is consistently introduced and placed in context for the reader.	A clear attempt is made to support claims, but they are sometimes not adequately introduced and placed into context or the evidence and examples are not quite sufficient to support a claim.	Paragraphs lack evidence to support and illustrate claims, or the paragraphs are little more than a list or patchwork of examples or information, leaving little of the writer's intentions and forcing the reader to figure out how examples and information support the claims made.
Analysis and Critical Thinking	Analysis is at a college-level, and clearly demonstrates an in-depth understanding.	Analysis is fair and generally college-level and supports the paper's topic.	Analysis is limited in scope, not properly college-level, or extraneous to the topic; it may seem to have been developed at the last minute with minimum effort.
Style (grammar, word choice, sentence construction)	Words are consistently precise, and sentences are strong, varied, and sophisticated. Only isolated minor proofreading errors present.	Words are sufficiently precise, and sentences are reasonably varied and controlled. The paper may have one or two major errors overall, and/or a handful of minor grammar and proofreading mistakes per page, but the errors do not interfere with the reader's ability to understand the ideas.	Words are used inaccurately, or the overall style impedes rather than helps convey ideas. Pervasive major and minor grammar and/or proofreading errors. Major errors include comma splices, run-on sentences, fragments, and other similar large errors. More than a handful of these and the paper cannot pass.
APA	The APA citation system is correctly employed, all outside sources are signaled and smoothly integrated into the paper using an assortment of strategies, and the APA format is correct.	The APA citation system is correctly employed, all outside sources are signaled and integrated into the paper, and the APA format is correct.	Seriously deficient in APA citation system, incorrect in-text citations, unattributed or untraceable evidence, inadequate paraphrase, or significant errors in work cited entries.