

FINAL

- **CLASS MEETS:** BRACKETT 212; 12:30-1:45. TUESDAY & THURSDAY
- **PROFESSOR:** DR. BRENDA J. VANDER MEY; 123-D Brackett Hall; 864.656.3821; vanmey@g.clemson.edu
- **OFFICE HOURS:**
Walk In: 2:30-3:30 TUESDAY & THURSDAY; Other: By appointment or convenience.

I am available by appointment only during the first half and first full week of classes, the last week of classes, and during the academic advising period.

The maximum time allowed for an office visit is **20** minutes. Plan accordingly. Be prepared.

BASIC COURSE INFORMATION

Official Course Description:

“Investigation of sociological perspectives on race, ethnic relations, and social stratification. Includes analysis of the impact of social class on minority movements.”

Prerequisites: SOC 201 and Junior Standing or Consent of Instructor for undergraduates. No prerequisite for graduate students.

Required texts

Required texts that must be purchased or rented, or somehow obtained:

- Law, Ian. 2010. *Racism and Ethnicity: Global Debates, Dilemmas, Directions*. Essex, England: Pearson Education Limited (Longman).
- Parrillo, Vincent N. 2011. *Strangers to These Shores*. Tenth Edition. Boston: Pearson Education, Inc.

Free but required texts¹:

- Babbie, Earl. 1990. “The Essential Wisdom of Sociology.” *Teaching Sociology* 18(4):526-530. <http://www.jstor.org/stable/1317643?origin=JSTOR-pdf>
- Douglass, Frederick. 1881. “The Color Line.” *The North American Review*, 132(295): 567-577.
- Gabennesch, Howard. 2006. “Critical Thinking: What is it Good For?” *Skeptical Inquirer*, 30(2). Online.
http://www.csicop.org/si/show/critical_thinking_what_is_it_good_for_in_fact_what_is_it/

¹ There will be other readings that will be assigned over the course of the semester.

- United Nations. 1948. *The Universal Declaration of Human Rights*. New York: The United Nations. <http://www.un.org/en/documents/udhr/index.shtml>
- United Nations Millennium Development Goals. Main page plus some reports (scan and reference): <http://www.un.org/millenniumgoals/>

Required E-Readings and Other Materials: There are e-readings assigned in this course. Most of the e-readings are available through Clemson's e-journals. Some readings will be documents retrievable via the Internet. Full source citations for articles are provided in the *Schedule of Lectures, Assignments and Due Dates* developed for this course. Students should use the source citations to retrieve these articles. Government documents and documents from sources such as the United Nations may be placed on BlackBoard (BB), or links to them will be posted to BB. Handouts and videos also will be used as required materials for this course. There will be several videos, and some in-class "visits" to data sites on the Internet.

Required Technology:

We will use Top Hat Monocle for some class exercises and quizzes. You will be given the access information at the beginning of the semester. You have to use a device that gives you access to the Internet in order to engage in the Top Hat activities. All Clemson students are supposed to own laptops. Thus, at a minimum it is expected that you will bring your laptop.

To access Top Hat and learn more about it, see: <https://app.tophat.com/>

The code for this course is 967512. To go directly to the course: <https://app.tophat.com/e/967512>

If you are using Top Hat only for this course the cost is \$20.00 (paid to Top Hat, online) for this one semester.

If you are using Top Hat for more than one course, the fee is \$38.00 and the, for five years, you will have access to all courses for which you are enrolled that are using Top Hat for.

I will send you an invitation to join our Top Hat "course." I will not do that until August 30, which is one day after the last day to add a class.

Note: During class session, the e-technologies are only to be used when requested and as instructed. All devices must be turned off and stored out of sight when we are not using them for specific class activities. Using these devices when they are not supposed to be out and/or on will be seen as disruptive behavior.

BlackBoard: We use this. You will have to use it for this course. You should check the BlackBoard (BB) on a regular basis. Check for announcements, items on the course calendar, documents, discussion strings, etc. It is expected that you will check the BB well in advance of a class session. You also should check your email.

I do not put my notes and slides files on the BB for students. You will have to take notes in class (written ones). However, to the extent possible I do put worksheets on the BB. You are to use these for note taking and as study material for quizzes and tests.

Objectives:

- To provide a sociological perspective and understanding of the processes and ideologies underpinning social placement in the U.S. and other countries;
This perspective will be employed to understand stratification and race/ethnicity and minority/majority issues from the supra-macro to the micro levels of analysis.
This general sociological perspective will help make reference to and illustrate the Sociological Imagination (Mills 1959) throughout this course
In addition to a general sociological perspective, there will be an exploration of the main sociological perspective/schools of thought as applied to the topics covered in this course
- To examine the processes of stratification, its perpetuation, and factors affecting changes in stratification systems, with a primary focus on race and ethnicity, and intersections with sex/gender, social class, country of origin and residence, sociohistorical periods, and other relevant factors;
- To review and critique theories regarding the etiology and perpetuation of status differentiation and inequality; underscoring the interaction effects of social class, ethnicity, gender, and race;
- To examine the personal and societal consequences of stratification;
These consequences include differential impacts of life chances and quality of life. That includes things such as mental and physical health, vulnerability, poverty, hunger, homelessness, and social, civil and legal rights.
- To understand the sociohistorical factors associated with the status and treatment of class, ethnic and racial groups in the United States and other countries and regions of the world;
- To be conversant with contemporary concerns, conflicts, controversies and dynamics associated with race, ethnicity and class;
- To understand laws and other social forces having bearing on treatment of persons based on sex, race, ethnicity, religion, class and caste;
- To examine the impact of globalization on stratification systems, statuses and roles
- To interweave intersectionality, socio-historical perspectives, and current realities using a sociological frame of reference.

Purpose of this Course: This course is a stratification course. It addresses the origins, consequences, and perpetuation of stratification, specifically by race and ethnicity, and intersections with social class, caste, gender, country, culture, region of the world, type of country, and stratification within statuses.

Students will be introduced to an array of theories and empirical research regarding stratification and inequality, theories of race, racism and ethnicity, theories of social class, etc. The primary emphases or referent points are: stratification in the U.S. in relationship; race, racism, and ethnicity in developed and developing countries, and the internationalization/globalization of the U.S. and the world and its relationship to racial and ethnic relations and complex intersectionality. There will be several class sessions focused on current social problems that are related to or are a consequence of racial and ethnic stratification.

An international/global perspective will be pronounced throughout the course.

THIS IS A SOCIOLOGY COURSE. It is important that students recognize that SOC 4600/6600 is a social science course. It is not a humanities course, nor is it a talk show. Students are expected to hone their sociological imagination as they address issues and scholarship related to this course.

► **Notice:** This course addresses situations, ideas, controversies and other pertinent matter that requires intellectual and social maturity.

Our attention will be on **empirical and theoretical social science research** stratification, inequality, social movements to effect or retard equality, socialization processes, race, ethnicity, gender and social class as they intersect with each other and with larger social forces. One goal of this course is to reduce individualistic reductionism and uncritical personal opinion orientations. Another goal of this course is to engage students in critical, sociological thinking -informing our awareness and understanding of the ways in which various agents of socialization and general, larger social forces affect the composition and functioning of societies.

You will find that simple and complex intersectionality is underscored throughout this course. You also will find that a topic might be handled initially in a cursory fashion when some other topic is the primary focus but that other topic does apply. You also will find that later an in-depth treatment of the latter topic probably will be provided.

This is an upper-level undergraduate and master's-level course. The expectations generally held for courses at these levels are enforced in this course. There is quite a bit of reading and writing. The project has to be a mindful, informed one. You are expected to be able to form cogent grounded assessments of materials based on the facts and theories as best you can know them.

This is a Critical Thinking Course.

You will be required to engage in some very deep, critical thinking. Therefore, we need to discuss what we mean by “critical thinking.” We will do this in class. But, the short answer is something along the lines of slowing down, reading, thinking, analyzing, and synthesizing. You will be expected to ask and answer tough questions related to race and ethnicity as “social facts.” You will be asked to evaluate the sources of information that we have at our disposal that affects what and how we think about race and ethnicity. You will be asked to “get serious” about stratification, prejudice, and discrimination. You will be asked to take the role of a leader who must make decisions that will have dire consequences for others. What “evidence” do you need to make your decisions? What is available? It is reliable? It is unbiased? Does it address what you have to address? Is it relevant? What must you know in order to make sense of things?

How does this course interface with the General Education Competencies?

Students will have exercises/questions that could be used for the Critical Thinking as they analyze the objectivity, reliability, validity and general use value of a selected piece of scholarship.

Students will have essay questions about majority group treatment of minorities and the consequences of the behavior for both minority and majority group members. These essays will require that the students rely on studies that used the methods of social science in order to understand the consequences of human behavior.

Students will write essays to address the BIG questions related to the forces perpetuating or escalating racial and ethnic strife and inequality and the factors that might reduce this strife and inequality.

Course Mechanics for SOC 4600/6600:

There will be two quizzes, two projects, two tests and a final examination in this course. There are no make ups provided for quizzes. The final exam is actually Test III. It is not a comprehensive exam. There also will be 30 Top Hat points for questions and 10 Top Hat participation points. Total: 40 Top Hat points.

Quizzes, tests and the final will rely on a combination of multiple choice, definitions, short answer and essay questions. Matching and fill-in-the blank questions also will be used. Quizzes also can be in-class work related to videos, finding and presenting data and information from online sources, etc.

Maximum points on required work: Quizzes: 15 points each (total=30); Projects: 50 points each; Tests I and II, and Final exam (Test III): 100 points each (total=300); Top Hat 40 points. Total points possible for the course: 470. One quiz will be a critical thinking exercise.

Graduate Students: Tests will be different from those given to undergraduates and the projects or final papers will be more extensive and substantive. Graduate students have more readings assigned to them than do undergraduates.

Graduate students will meet with me early in the semester to agree on standards and products.

Orderly and relevant student participation is expected. Nonparticipants will be considered absent.

Points and Relative Weights of Requirements:

Quizzes: 3.2% each (6.4% total)

Projects: 10.6% (21.2% total)

Top Hat: 8.5%

Tests I, II and Final exam (Test III): 21.3% each (63.9% total)

Grading Schedule:

423-470 points (90-100%) A=Excellent; work of a very high character, the highest grade given

376-422 points (80-89%) B=Good; Above average work, though not of the highest quality

329-375 points (70-79%) C=Fair; Work is of average or medium character

282-328 points (60-69%) D=Pass; Work is below average and unsatisfactory, the lowest passing grade

0-281 points (0-59%) F=Failed; The student knows so little of the subject that it must be repeated in order that credit can be received.

Descriptions or interpretations of letter grades were taken from the most recent edition of Clemson University's *Undergraduate Announcements 2013-2014*, page 26.

<http://www.registrar.clemson.edu/publicat/catalog/2013/acadreg.pdf>

Note: Attendance is part of the "work" in this course.

MISSED TESTS, QUIZZES AND CLASS EXERCISES:

Students should complete assigned work at or by the scheduled times. However, if unforeseen and/or extenuating circumstances prohibit this, I will work with you to make reasonable solutions if circumstances are justifiable. These circumstances must be very serious in nature. You do not automatically have the option of a makeup work in this course. The nature and extent of a make-up work is at the discretion of the professor.

If you absolutely cannot complete the work at the scheduled time, contact me. If I am not in, leave a message. Include your complete phone number – include your area code. Please send an e-mail. Please make every effort to contact me before the scheduled work is due. If you have failed to contact me within 24 hours after the work has been administered or is due, no make-up work is allowed. Exception: A truly extenuating situation that made it impossible for you to contact me in any way. In that case, please do it as soon as possible.

Topics and Issues Include

Sociological perspectives and methods; Critical thinking and the Sociological Imagination in race and ethnic relations

Key terms and concepts associated with stratification;

What constitutes minority status; racial, ethnic, and religious minorities;

Theories of ethnicity and racism

The relationships between prejudice and discrimination

The Insider-Outsider phenomenon as related to race and ethnic dynamics and the study of race relations

Theories about stratification

The intersectionality of race, ethnicity, class/caste, gender, age, and other socially significant statuses such as region of residence, country or part of the world

Human rights; Sociological approaches to human rights

Global Inequality; The Globalization of Racism

Status and plights of indigenous peoples

Factors associated with cultural change

The Millennium Development Goals

Intergroup relationships, treatment and reactions

The Color Line –historically and as affected by immigration, demographic changes and globalization, and intersectionality.

Diversity training, cultural competence and other approaches to reducing contrived stratification and inequality

Sex-based stratification. “Gender” and “gendering;” intersectionality of sex and other stratification variables – from a global perspective

Chilly Climate; double and multiple jeopardy

Class-based stratification; the capitals; life chances; poverty, hunger and homelessness.

The American South: poverty, race, class and caste

ATTENDANCE: Students are referred to the most recent version of *The Clemson University Student Handbook*, which can be accessed from Clemson University’s website using this URL: <http://www.clemson.edu/administration/student-affairs/student-handbook/index.html>

Attendance will be taken on a regular basis. It is expected that students will attend class - regularly and punctually. **Students are held responsible for all material covered, presented,**

discussed and/or assigned regardless of their absence - or reason for their absence.

Students who miss the final examination should consult the *Student Handbook*. As a rule, failing to complete the final constitutes forfeiture of a grade for that test. That is, if you miss the final you receive a score of "0" for that test. Exceptions are made only when true emergencies preclude the student from taking the final. In that case, the student may be granted a temporary grade of "Incomplete" and will have to work with the professor to arrange for a makeup exam.

→→→To be in attendance means that you are physically *and* mentally present in the classroom. Students who are studying for other tests, playing on their electronics, reading magazines or other material not associated with the course, and/or otherwise not attending to lectures and class discussions will be marked as absent. ←←←

Attendance Policy for This Course.

Students who must miss class due to the scholarship-related obligations must present proof that the absence(s) was due to said obligations. Likewise, some students may have to miss class in order to honor a stipulation for their scholarships, grants-in-aid, or participation in co-curricular activities such as field trips or professional conferences. In every case, I should be informed in advance of these events. Students are held responsible for course material and activities even when they are out of class for these other matters.

Students with extenuating circumstances should have a conference with the professor at the **earliest possible** time. That is, do not wait until the end of the session to inform me of these circumstances. "Conference" means an actual face-to-face meeting with the professor. This conference should be scheduled as a regular appointment. A brief exchange after class does not constitute a conference or meeting. We also will discuss, if needed, any allowable make-up work, the nature and extent of this, and the date for completing it.

At the same time, I try to be reasonable, especially when absences are due to scholarship and/or co-curricular events such as field trips. However, students with extreme absenteeism simply are not fully participating in the course/class. We can only excuse so many absences.

All students must document their absences. In addition, please know that while my policy is to make reasonable accommodations as per necessary absences, there is a limit to absenteeism. Attendance is absolutely crucial. Regular and punctual attendance is a student obligation. If you really cannot attend the class, drop it.

Please remember that you can quickly alert me to your need to be absent by using the absence feature (NOA) found in MyCLE/BlackBoard. That provides the alert; you still will have to document your absence.

Students with **three** absences over the course of the session will receive a final grade for the course that is one grade lower than that expected as per the grading schedule for this course. Students with **four** absences may be dropped from the course.

Note: Extreme and/or frequent tardiness may be counted as absences.

Students who miss **two out of the first four class sessions** will be dropped from the course. This includes the first day that the class meets.

About Exemption from the Final Exam: No exemptions, no exceptions.

Late Work: Late work will be accepted at the discretion of the professor. In cases where it is accepted, penalties may apply.

ACADEMIC INTEGRITY:

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “seminary of higher learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.” Source: Clemson University, “Academics,”
<http://www.clemson.edu/academics/academic-integrity/>

Academic integrity involves more than refraining from plagiarism. It involves having integrity, being honorable, giving credit where credit is due, and being honest, among other things. It involves refraining from false criticisms and declarations, and being fair to others. It also involves citizenship.

Plagiarism is theft – of ideas, scholarship, creative works, intellectual property and so forth.

Self-plagiarism is plagiarism and will be treated as such. Co-opting bibliographies, using parts or all of papers purchased, stolen, used in other semesters/courses, written by others and not by you constitutes plagiarism and violates academic integrity. Presenting others’ ideas as if you were the original author also is plagiarism. Depending on the circumstances, legal repercussions can be incurred. Technically, all works are automatically covered by copyright. Professor’s works are their property and not yours. Co-optation of their work may result in formal action. In the case of my work, it will.

Important Notes about Student Behavior:

You are adults. While you have freedom of speech you also must remember that everyone else also has freedom of speech, include your professors.

Everyone has the right to the reasonable assurance that they will be treated with dignity, fairness, and respect. This includes faculty and staff. You – or someone/some agency – are paying so that you have the privilege of being enrolled in courses at Clemson University. Payment is for the opportunity to learn from courses and coursework, peers, staff and faculty. That learning involves expectations of professional conduct.

You are free to take reasoned exception to course assignments, but you are responsible for them nonetheless. Faculty are trained professionals and are expected to broaden your horizons, facilitate in you the ownership of knowledge and skills, and to otherwise mentor you and help further your preparation for or enhanced engagement in the professional world. You will not always get things your way nor may you dictate what the course is to be about and how it should operate. This includes the readings and assignments.

Please read your *Student Handbook* so that you understand the parameters placed on your behavior as students at Clemson University. Ignorance of the information contained in that publication does not constitute an excuse for unacceptable or illegal behavior. Use your common sense to understand the legal parameters placed on your behavior as adults in the United States. Remember also Clemson's Core Values: Honesty, Integrity, and Respect.

To access Clemson University's *Student Handbook*:

<http://www.clemson.edu/administration/student-affairs/student-handbook/universitypolicies/index.html>

To access Clemson University's information on Student Conduct:

<http://www.clemson.edu/administration/student-affairs/student-handbook/code-of-conduct/student-conduct.html>

Guides to Help You Avoid Plagiarizing:

You always can address your concerns to me. I will try to help you in this matter. If you are worried about whether you are plagiarizing work for this course, you please see me *before* turning in that work. I am very willing to help you on this very important matter, and would rather serve as your guide and advisor than as a more negative entity. I prefer that you learn and master material rather than plagiarize in order to make a deadline or try to get an "A."

There are several sources that can help you understand what does and does not constitute plagiarism, and what you can do to avoid it.

Clemson is home to the International Center for Academic Integrity:

<http://www.academicintegrity.org/icai/home.php>

Clemson's Office of Academic Integrity provides valuable, sound resources to help you understand academic integrity and how to comply with standards for avoiding plagiarism, giving credit where credit is due, etc.: <http://www.clemson.edu/academics/academic-integrity/integrityplagiarism.html>

Clemson's TurnItIn feature can help you analyze the level of similarity of your document with other sources:

http://www.clemson.edu/ccit/learning_tech/computer_training/ott/turnitin/index.html

I use TurnItIn to check your work for originality. I also will open self-check TurnItIn slots if you want to check something before officially turning it in.

Using work that you already have completed for another course or purpose or currently are doing so is self-plagiarism. Work this course is to be unique to this course.

There are materials about cheating available on the BlackBoard.

STUDENTS WITH DISABILITIES:

Students with disabilities who need accommodations should make an appointment with Dr. Arlene Stewart, Director of Disability Services, to discuss specific needs within the first month of

classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (656-6848; sds-l@clemsun.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

Appropriate accommodations will be made for students with disabilities that are documented as ADA. Students should read the information provided by Student Disability Services at: <http://www.clemson.edu/campus-life/campus-services/sds/>.

Students **must** present a letter stating that the disability has been documented and must meet with the professor to discuss the specific accommodations during the **first full** week of classes.

It is the responsibility of the student to give the professor one-week's notice prior to each instance where an accommodation will be needed.

Notes about My Office hours:

I am available by appointment only during the first full week of classes, the last week of classes, and during the academic advising period.

The end time for an office hour is in fact the end time. You should be sure to come well in advance of the end time.

The maximum time allowed for an office visit is 20 minutes. Plan accordingly. Be prepared.

Open House: I sometimes will announce "open house" hours. These can be used when the regular office hours don't work for you, you want additional guidance on an assignment, or you want to just chat.

Other Important Notes:

I usually begin each day with "What's in the news?" This includes news in general, news pertinent to this course, and news pertinent to Clemson – including sports.

Sometimes, we just must be flexible. Things do occur that are beyond our control, and we must adjust accordingly. Examples include: inclement weather; crashing of BlackBoard and other IT services; death of student; death in professor's family; catastrophes; wide-spread contagious diseases.

Only persons officially enrolled in this course may attend class sessions. This is for your safety. If you have a friend or relative who wants to visit the class, please see me in advance.

Mechanical recording (audio, photographic, cell phone and other means) is STRICTLY PROHIBITED. Mechanical recording of lectures will be considered an intrusion upon academic freedom.

Turn off and store away your electronics unless you are specifically instructed to use them.

This is not a "laptop" course. All laptops, palm pilots, cell phones, video and audio players and

other mechanical devices should be turned off and stored out of sight during our class sessions. I consider it rude and disruptive for students to use these items during class periods. This behavior also is seen as unprofessional. Action will be taken against students who do not respect the rule against use and display of these devices and items. At the very least, the student will be asked to leave the classroom and will be counted absent for that day. Other sanctions may be applied as circumstances warrant. See your *Student Handbook*.

Exception: In-class exercises that require the use of laptops or other devices.

► You do not need to use your cell phone or other devices to check the time. Just look toward the front of the room. The clock is that big round thing with numerals on it and “hands,” plus some other information.

Student participation is required. Students are encouraged to raise questions and make pertinent comments. I perceive education to be a life-long, ongoing and enjoyable process. I also fully respect the fact that all of us are mindful, thinking beings, with our own perspectives, knowledge bases, and life experiences. Given this perception, I tend to be somewhat informal, welcoming questions, comments and challenges with, from and between students and myself.

► You should feel free to have your textbooks open during class sessions. You also should bring with you and use the assigned readings (or notes from them) and any notes that have been provided. I think that this is helpful and very acceptable.

Disruptive behavior will not be tolerated. See your *Student Handbook* for a listing of behaviors and actions that may be considered as disruptive. See also the information provided on this syllabus.

Mutual respect should guide all interactions. The same rules apply to e-mails sent to the professor or to other students enrolled in this course when the e-mail relates to the course.

If I am late, you must wait 15 minutes. If I have not arrived, no substitute has arrived, or other suitable arrangements made, please dismiss yourselves in a quiet and orderly fashion.

About e-mails:

I will try to limit the number and length of e-mails that I send to you. You should understand that when I send e-mails I expect you to read them. Remember to check the BlackBoard for messages from me.

There are several circumstances under which I delete e-mails. This includes e-mails that:

- do not have information in the subject line;
- do not have statements in the body of the email;
- show a non-Clemson address with which I am not familiar;
- have attachments that could be harmful to my computer; and
- evidence multiple forwarding.

General guidelines about e-mails:

- Send emails only when you absolutely must do so.
 - If you have questions about assignments, check the syllabus, schedule, and any assignments guidelines before sending the e-mail.
- Anticipate that there may not be immediate responses.
 - In some cases, you should not expect any response at all.
 - Sometimes other tasks, obligations and even e-mails have higher priority.
 - My job requires that I be in settings (e.g., classrooms, meetings) where it is not possible to provide immediate responses to e-mails, regardless of the source
 - When I travel I sometimes have limited or no Internet access. And, usually when I am traveling the bulk of my time is spent in actual transport and in attending to whatever it is that made the travel necessary.
- Use proper English, including punctuation and grammar. E-mails are not text messages.
- Properly address the person to whom the e-mail is being sent.
- Remember that it is unreasonable to expect faculty and staff to be available to respond to your emails over the weekend or on any days when the university is closed.
- Regardless of the fact that you are college students, you are held legally responsible for all behaviors related to your emails and use of Clemson's computing and IT technologies, systems, software and hardware, etc.
- E-mails sent on Friday afternoons are considered "drop and runs" and will be treated as if they were sent on the following Monday.

Websites that might be of value to you:

- The Diversity Web <http://www.diversityweb.org/>
- The Society Pages, Social Science that Matters: <http://thesocietypages.org/> See especially, the section "The Color Line"
- Understanding Prejudice.org <http://www.understandingprejudice.org/about/>
- Poverty & Race Research Action Council <http://prrac.org/index.php>
- University of Leeds, Center for Ethnicity and Racism Studies (UK) <http://www.sociology.leeds.ac.uk/research/ethnicity-racism/cers/>
Note: Ian Law is the Center's Director. We are using his book *Racism & Ethnicity*. See the first page of this document for the full source citation.
- Human Rights Watch <http://www.hrw.org/>
- Amnesty International, <http://www.amnesty.org/en>
- Amnesty International's 2012 Report: <http://www.amnesty.org/en/annual-report/2012>
- TED <http://www.ted.com/>
- Poodwaddle <http://www.poodwaddle.com/>
- United Nations <http://www.un.org/en/>
- South Carolina Commission on Minority Affairs <http://www.state.sc.us/cma/>
- University of Pittsburgh, School of Social Work, Center on Race & Social Problems: <http://www.crsp.pitt.edu/>
- Social Capital Gateway: <http://www.socialcapitalgateway.org/>
- South Carolina Slavery Laws and Summary http://www.slaveryinamerica.org/geography/slave_laws_SC.htm
- Socioweb <http://www.socioweb.com/>
- The Center for Inquiry, <http://www.centerforinquiry.net/>
- Purdue University's Purdue Online Writing Laboratory (OWL), <http://owl.english.purdue.edu/owl/>

Note: With rare exception, websites will be listed on each worksheet made for you use. These websites are listed for your information. No endorsements are intended.

Emergency Procedures: Information about emergency procedures have been posted in all buildings and in all elevators at Clemson University. You should read and review those procedures for your own safety.

Topical Outline²

- Week I** Course overview. Refresher on Sociology. Some basic key terms. The Sociological Imagination. Subjectivity and objectivity in science. Social distance studies. Ways of knowing. Indigenous peoples and ways of knowing. The Insider-Outsider. The Stranger.
- Week II** Stratification: types; processes; features; and systems. Elements in the process of stratification. Groups, types of groups. Power and authority. The Dillingham Flaw.
- Week III** General theoretical perspectives and frameworks in Sociology. Sociological perspectives and understanding race and ethnicity. Historical groundings in the global formation of racism.
- Week IV** Sociological research: An overview with application to this course. Issues in sampling, survey construction, dichotomization, and the protection of human participants in research. Culturally appropriate research. Categorizing people. The rise, fall, and resurrection of race science. Darwin and race science.
- Week V** **TEST I.** Culture. What's culture got to do with it? Culture shock. Cultural lag. Dominant American Values. Social class as intersecting with race and ethnicity. The insider-outsider phenomenon.
- Week VI** Discrimination? Types of discrimination. The relationship between prejudice and discrimination. Racial and ethnic discrimination and exclusion in Europe. Social exclusion of Gypsies, Roma and Travellers in the UK.
- Week VII** Sex-Based Stratification. Gendering. Social class and stratification: Mobility and status attainment. Life chances. The intersections of class, race, ethnicity, and gender.

² This is only a topical outline. This outline is subject to change.

- Week VIII** **Fall Break.** Intergroup Relations. Treatment of minority groups by power groups. Minority group responses. Majority group reactions.
- Weeks IX, X** Rights and rights movements.
- Week XI** **Test II. Everything since Test I.** European and Asian Americans. White ethnics. White privilege.
- Week XII-XIV** Visible Minorities; Student Presentations.
- Week XV** The ever-changing U.S. mosaic. Prospects for a Post-Racist, Post-Ethnic World. Course wrap up.

EXAM: MONDAY, DECEMBER 9, 3:00-5:30 P.M.

DATES TO NOTICE	
Aug 19-20	Late enrollment
Aug 20	University Convocation
Aug 21	Classes begin
Aug 27	Last day to register or add a class
Sept 3	Last day to drop a class or withdraw from the University without a W grade
Sep 10	Last day to order diploma for December graduation
Oct 11	Last day for instructors to issue midterm evaluations
Oct 14-15	Fall break
Nov 4	Registration for spring and summer terms begins
Oct 29	Last day to drop a class or withdraw from the University without final grades
Nov 27-29	Thanksgiving holidays
Dec 5-6	Classes meet; exams permitted in labs only
Dec 9-13	Examinations
	Our exam is scheduled for Monday, December 9, 3:00-5:30 p.m.
Dec 16	9:00 a.m.–Deadline to submit candidate grades
Dec 18	9:00 a.m.–Deadline to submit other grades
Dec 18	Candidates for graduation may access grades
Dec 19	Graduation