

Syllabus: SOC 4600, 6600, Race & Ethnicity; Fall 2014

Notice: This syllabus is subject to change.

There is one good, knowledge, and one evil, ignorance. Socrates

COURSE NUMBER

& TITLE: SOC 4600, 6600 Race & Ethnicity

SEMESTER & YEAR: Fall 2014

CLASS MEETS: 9:30-10:45 a.m., Tuesdays & Thursdays in Long 123, Clemson Campus.

Notice: This is a “flipped course” with a hybrid delivery schema. Therefore, check the course schedule carefully so that you see which days we will not meet face-to-face on the Clemson campus.

COURSE BEGINS: August 21, 2014. First class meeting.

COURSE ENDS: December 4, 2014. Last class meeting.

FINAL EXAM: 8:00-10:30 a.m. Wednesday, December 10, 2014

DETAILED SCHEDULE: Will be posted to the BlackBoard (“BB”).

PROFESSOR: Dr. Brenda J. Vander Mey, Professor of Sociology
Graduate Coordinator, MS Applied Sociology
President-Elect, South Carolina Sociological Association

Professor’s Office: 123-D Brackett Hall, Clemson University, Clemson, SC USA

Professor’s Phone: 864.656.3821. This should forward to my cell phone,
864.245.5913.

Professor’s E-mail: vanmey@g.clemson.edu

Practice Site :

<https://sites.google.com/a/g.clemson.edu/soc4600vandermey/?pli=1>

Office Hours: Online via discussion strings: Tuesday, 2:00-2:30 p.m.;
Wednesday, 10:00-11:00 a.m. and 3:30-4:30. Face to face,
Tuesday, 1:00-2:00 p.m. walk in only. Other times by appointment
only. I do not conduct office hours via email.

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.

Communication

Strategy:

Students should make maximum use of face-to-face class sessions and the office hours as explained above. Students should use the Q & A discussion strings for most questions that they might have. E-mails should be used only when these other avenues are not convenient or are not appropriate. Students also can make appointments to see me in person.

I will send emails to and receive emails from **your official Clemson email only** (“regular” or “g.”). You should not forward your official Clemson email accounts to other accounts such as yahoo or Hotmail or Gmail, etc. It is possible that you then might not receive an email that I sent because boxes are full or an account has been discontinued.



Announcements posted to the class on BlackBoard also are sent out on the class listserv.

RESPONSE TIME:

Instructor response is 36 weekday work hours for pertinent¹ questions posted to our Q & A Forum on the BB. This response time excludes weekends and official university closures, including holidays and weather-related closings. E-mails or posts sent on or after 2:30 p.m. on Fridays will be treated as if they were sent at the beginning of the following Monday. If the university is closed on that Monday, then the e-mail is considered as having been sent on the next day that the university is open for business.

If I have to travel and have limited access to Internet I will apprise you of this in advance.

Grading Time Frames:

Brief assignments and short quizzes² will be graded not later than 72 weekday work hours after the final due date. This time frame excludes weekends, holidays, or other times that the university is closed.

¹ Usually, questions that are not pertinent are those that would not have been asked if the pertinent materials had been read and reflected on.

² Some online quizzes may be graded automatically.

The major project for the course has several components. Some of the online discussion assignments will involve multiple entries from students over a period of time. For assignments such as these, a more reasonable grading time frame is somewhere between five to eight full working week days from the final due date. All efforts will be made to provide faster turnaround. However, some grading simply takes a long time. This gets compounded by having obligations to other courses, and to honor administrative, research, and service obligations.

ABOUT THIS COURSE

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 2010 and Junior Standing or Consent of Instructor for undergraduates. No prerequisite for graduate students.

COURSE OVERVIEW

This course addresses the origins, consequences, and perpetuation of stratification, specifically by race and ethnicity, and the intersections of race, ethnicity and racism 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, and theories emphasizing intersectionality and complexity. The primary emphases or referent points are: stratification in the U.S. in relationship to race, racism, and ethnicity; stratification in developed and developing countries; and, the internationalization and 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. We need to understand our immediate setting. Therefore, South Carolina as a place of study will be sustained throughout the course.

An international, global perspective will be pronounced throughout the course. It is important that students recognize that this is a social science course.

This is a readings- and discussion-heavy course. There is quite a bit of reading and writing involved in this course. Projects must be mindful and informed. 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. You also must actively participate in class discussions, whether f2f or online.

This course is in transition from a more standard, traditional lecture course to a hybrid, flipped one.

Our attention will be on empirical and theoretical social science research on 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 that informs 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 both simple and complex intersectionality are 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 though that other topic has relevance at that point. An in-depth treatment of the latter topic probably will be provided. This may seem confusing at first. The challenge here is that the “issues” or “concepts” or “phenomena” are not isolated one from that other.

This course is participating in the “Clemson Thinks²” critical thinking experiment.

You will be required to engage in some very deep, critical thinking. 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 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? Students will be engaged in discussions and writing that require moving beyond definitions and reiteration of readings to engagement in analyses of the complex and often nuanced ways in which race and ethnicity are continuously socially constructed and how these constructions affect and effect social realities.

Students are expected to hone their sociological imagination and critical thinking skills as they address issues and scholarship related to this course.

HOW DOES THIS COURSE INTERFACE WITH THE GENERAL EDUCATION COMPETENCIES?

Critical Thinking Competency: *Demonstrate the ability to assemble information relevant to a significant, complex issue, evaluate the quality and utility of the information, and use the outcome of the analysis to reach a logical conclusion about the issue.*

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

Social Science Competency: *Develop an understanding of social science methodologies in order to explain the consequences of human actions.*

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. These will be informed writings, i.e., analyses that rely on sound theory and empirical work and not mere opinions of students or other sources such as blogs.

Cross-Cultural Awareness Competency: *Demonstrate the ability to critically compare and contrast world cultures in historical and/or contemporary contexts.*

Students will have essay questions and exercises that will require deep thinking about cross-cultural and socio-historical dynamics and patterns of racism.

REQUIRED E-READINGS AND OTHER MATERIALS



The list of required texts and e-readings has been posted to the BlackBoard in the “Required Readings” document and comprises Appendix A of this syllabus.

There are two print texts and numerous e-readings assigned in this course. Most of the e-readings are available through Clemson’s e-journals. If no web link is provided for an article then you can retrieve it through our library system.

Some readings will be documents retrievable via the Internet. 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. These will be listed on work sheets, project guidelines or other appropriate documents.

Presentations, handouts, videos and other materials made by students also will be considered as required material for the course.

REQUIRED TECHNOLOGY

You will need to have a phone, laptop, tablet, notebook, or other device to access the Internet. You also will have to have Microsoft Office's Word, Excel, and PowerPoint software. Additionally, you will need computer speakers or headphones (ear buds).

You also must have a device for taking photographs outside of class. Most phones, e-notebooks, iPad, etc. have that function. However, you do not need to have a fancy camera. One that takes basic clear photos is all that is needed.



All Clemson students are **required** to own laptops. Most students also have phones that can be used to access the Internet and take photos.

Blackboard. You will have to use it for this course. You should check the Blackboard (BB) on a regular basis. Check for the course schedule, announcements, assignments, 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 should check the BB several times on class days. You also should check the BB Monday and Friday afternoons and during the discussion string times on Wednesdays.

Note: During f2f class sessions, 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.

COURSE FORMAT

Materials for all sessions, whether delivered in class or online, will be posted to the BlackBoard.

This is a quasi “flipped” course. A “flipped” classroom is one where students do the readings and preparatory assignments before class. That means that there are very few formal lectures delivered in the classroom. Some lectures will be available online. There are worksheets for all sessions. Students are to do the worksheets in advance of face-to-face (f2f) sessions. Worksheets greatly reduce the need for lectures and help structure f2f class sessions.

There are lectures and presentations posted to the BB that the professor has made. You may have to watch some videos as well as do some readings. In class, we will go over key ideas and concepts, and engage in group discussions, debates, Internet surfing, and other relevant activities. Likewise, we will have discussions and debates online.

Class sessions will rely heavily on **questions and questioning**.³ It is expected that students will have minds that are “on fire,” and will constantly seek questions. What sources of information are we using? Why are we using these? How accurate is the material? What was the context in which that particular speech or article was written? Does it have any relevance now? Are there any “hidden agendas” in this work? How could we know this? Why isn’t this issue as simple as we once thought it was? Why are we reading this? What else should we read?

Students will be expected to pose questions to one another. The professor is the facilitator. All students are active contributors to discussions and analyses. Students are learners and leaders. Students also are teachers.

Visual Sociology methods will be used in this course as part of the teaching format.

Work submitted for credit in other courses should not be submitted for credit in this course. This will be considered self-plagiarism and a breach of academic integrity. It will be reported to the academic integrity committee.

COURSE OBJECTIVES

At the conclusion of this course, successful students should be able to:

- Apply sociological perspectives to analyze racial and ethnic stratification systems.
- Analyze the counterintuitive relationship between recent waves of globalization and increased racism.
- Assess whether a “post racial” world is possible.
- Examine the personal and societal consequences of stratification.
- Examine the research on the motivations for and contexts of race hatred and hate crimes. Assess these works for their validity, reliability, and general use value.
- Examine the complex and overlapping 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 factor.

³ See the excerpt from *The Critical Thinking Handbook* (Richard Paul and Linda Elder, 2000) as posted by The Critical Thinking Community, <http://www.criticalthinking.org/pages/the-role-of-questions-in-teaching-thinking-and-learning/521>

- Review and critique theories regarding the etiology and perpetuation of status differentiation and inequality.
- Examine the differential impact of globalization on stratification systems and racial/ethnic social problems.
- Identify and explain the sociohistorical factors associated with the status and treatment of class, ethnic and racial groups in the United States and in other countries and regions of the world.
- Analyze the concept of “the color line” and its application to minority-majority relationships from the time of Frederick Douglass’ 1881 writing, and other early writings, to the current day.
- Explore the degree to which things have changed and the degree to which things have changed and nothing changed.
- Assess the applicability, validity and reliability of empirical works that pose solutions to racial and ethnic stratification and inequality.
- Incorporate intersectionality and socio-historical perspectives into a general sociological framework to assess the relative merits of works identifying solutions to racial and ethnic problems.

This course addresses situations, ideas, controversies and other pertinent matter that require intellectual and social maturity.

TECHNICAL SUPPORT

Clemson Computing and Internet Technology (CCIT) provides a wealth of information about Blackboard Learn, learning technologies, software and so on at: http://www.clemson.edu/ccit/learning_tech/. Notice that free short courses are available. CCIT also can help you with your computer or give you a loaner on a short term basis.

You can borrow Ipads, cameras, and other equipment from the Cooper Library on a short-term basis. See, for instance: <http://www.clemson.edu/library/services/where/iPads.html> Contact the library for more information.

Work submitted for credit in other courses should not be submitted for credit in this course. This will be considered self-plagiarism and a breach of academic integrity. It will be reported to the academic integrity committee.

PARTICIPATION EVALUATION PLAN

Participation is important. Participation will be assessed through participation in online sessions and in. The following rubric will be used for online participation assignments.

Online Discussion Rubric

CRITERIA	DOES NOT MEET EXPECTATION	APPROACHES EXPECTATION	MEETS EXPECTATION
INITIAL POST	0%	50%	100%

TIMELINESS			
WEIGHT 33.0%			
DISCUSSION CONTENT	0%	50%	100%
WEIGHT 34.0%			
PEER RESPONSES	0%	50%	100%
WEIGHT 33.0%			

OTHER RUBRICS

As fits the particular assignment or activity, the following rubrics from the Association of American Colleges and Universities⁴ will be used: Critical Thinking Value Rubric, Written Communication Value Rubric, Inquiry and Analysis Value Rubric, Quantitative Literacy Value Rubric, and Oral Communication Rubric. Original rubrics, created by Dr. Vander Mey, also will be used. These include those for the web work, project, and peer review. Some rubrics will be very simple; others more complex. Rubrics will be tied to the intended outcomes of the particular assignment. Students will have copies of the rubrics being used prior to the employment of them.

Grading Schedule:

90-100% *A=Excellent; work of a very high character, the highest grade given*

80-89% *B=Good; Above average work, though not of the highest quality*

70-79% *C=Fair; Work is of average or medium character*

60-69% *D=Pass; Work is below average and unsatisfactory, the lowest passing grade*

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 verbatim taken from Clemson University's Undergraduate Announcements 2014-2015, page 26.

<http://www.registrar.clemson.edu/publicat/catalog/2014/2014.htm>

Grading

Item(s)	Number and Points Per Item	Total Points	Total Relative Weight (% of Total Grade)
Syllabus Quiz	1 @ 10 points	10	1.7
Critical Thinking Pre-Test	1 @ 10 points	10	1.7
Course Entry Survey	1 @ 10 points	10	1.7
Online Discussions Note: These are separate from the discussion requirements for the major project.	2 @ 10 points	20	1.7 ea.; 3.4 total

⁴ <http://www.aacu.org/>

Online (teams) debates	2 @ 15 points	30	2.5 ea.; 5.0 total
Quizzes	2 @ 10 points; 2 @ 15 points	20 30	1.7 ea.; 3.4 total 2.5 ea.; 5.0 total
Tests	2 @ 60 points	120	10.0 ea.; 20.0 total
Final Examination	1 @ 75 points	75	12.5
Major Project	1 @ 150 points	125	20.8
Website Set up	1 @ 10 points	10	1.7
What's in the News? Web work	2 @ 15 points	30	2.5 ea.; 5.0 total
Picture This! Web work	2 @ 15 points	30	2.5 ea.; 5.0 total
Racism Exposed Web Essay	1 @ 15 points	15	2.5
Other Web work	TBD; 15 points	15	2.5
Critical Thinking Post-Test	1 @ 15 points	15	2.5
Course Exit Survey	1 @ 15 points	15	2.5
In-class Participation	1 @ 20 points	20	3.4
TOTAL POINTS POSSIBLE	600		
Note: Points and weights may be adjusted as warranted. In addition, an assignment may be modified or deleted if needed.			

All written work must use the American Sociological Association style.

PLAGIARISM STATEMENT

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.

Co-opting bibliographies, using parts or all of papers purchased, stolen, used in other semesters/courses, written by others and not by you is 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*.

My policy on self-plagiarism. Using work that you already have completed for another course or purpose or currently are doing so and getting credit for it in this course is self-plagiarism. Work for this course is to be unique to this course. Talk with me about how we should handle any work that you already have published. Work from other courses **will not** be accepted for credit in this course. You may want to load some work from your other courses to your website for this course. That can help you build and integrate your knowledge in this topical area. Nonetheless, work from other courses will NOT be accepted for credit in this course. Self-plagiarism will be handled in a formal manner.

THE GRADUATE SCHOOL'S PHILOSOPHY OF ACADEMIC INTEGRITY:

“An academic environment of integrity is one in which students, faculty and staff interact with each other from a position of mutual trustworthiness. As a member of the consortium of institutions comprising the Center for Academic Integrity, Clemson University has committed itself to preparing a community of scholars dedicated to integrity in teaching, research, scholarship, mentorship and the acquisition and display of professional values of trust, honesty, fairness, responsibility and respect... It is an expectation that Clemson graduate students avail themselves of the many opportunities and resources both on and off campus to learn how to engage in professional practice with integrity. The Graduate School and the community of scholars engaged in graduate-level education will vigorously and expeditiously respond to charges of violations of academic integrity. ...”

<http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integritypolicy>

The Graduate School recognizes that breaches of academic integrity may include but are not limited to “cheating, fabricating/falsifying information, facilitating violations of academic integrity, failing to cite contributors, plagiarizing, and thwarting others' progress.” Be sure to read the policy and procedures related to violations of academic integrity. See:

<http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integritypolicy>

Guides to you avoid plagiarism:

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>

There are materials about cheating available on the BlackBoard.

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. I will not use your self-check materials.

CLASSROOM POLICIES

Students who are not prepared for f2f class sessions will be marked absent and asked to leave.

Students who habitually wait until all other students, or nearly all other students, have participated will lose points on those assignments.

Undergraduates should read their *Student Handbook* to understand the parameters placed on their 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>

Please read the information regarding disorderly conduct in the classroom, as written by the Office of Community and Ethical Standards and reprinted verbatim below. See: <http://www.clemson.edu/campus-life/campus-services/student-conduct/classroom-behavior.html> Know that orderly conduct is expected for online courses as well.

Work submitted for credit in other courses should not be submitted for credit in this course. This will be considered self-plagiarism and a breach of academic integrity. It will be reported to the Academic Integrity Committee. My policy on self-plagiarism. Using work that you already have completed for another course or purpose or currently are doing so and getting credit for it in this course is self-plagiarism. Work for this course is to be unique to this course. Talk with me about how we should handle any work that you already have published. Work from other courses **will not** be accepted for credit in this course. You may want to load

some work from your other courses to your website for this course. That can help you build and integrate your knowledge in this topical area. Nonetheless, work from other courses will NOT be accepted for credit in this course. Self-plagiarism will be handled in a formal manner.

Only persons officially enrolled in this course may attend class sessions, whether f2f or online. Likewise, only persons officially enrolled in this course may use materials that were created for this course. You are not to share these course materials not enrolled in this course this session.

Mechanical recording (audio, photographic, cell phone and other means) of f2f sessions is **STRICTLY PROHIBITED**.

Never email coursework to the professor unless you have been given permission to do so. Submit coursework according to the directions provided in the assignment guidelines.

Late work will be accepted up to one week from the original deadline, with the exception of quizzes and tests. There may be a penalty applied to late work. Tests and quizzes must be taken at the times expressly set aside for them. Late work submitted one week from the original deadline may receive a failing grade. All work must be submitted by the last day of the course. No work will be accepted after the last day of class.

The quiz/testing software includes video capture of students while taking exams. Any assessments taken without the video proctoring software engaged will **not** count toward your grade. Do not let any student take quizzes or tests for you. Violators will be reported to the Academic Integrity Committee.

You must stay focused on your computer screen when doing assessments (quizzes or tests). Do not act in ways that make people think that you are looking at notes or at someone else's work, or talking with someone.

If I am late for a f2f session, wait 15 minutes. If I have not arrived, use the time to work on coursework either while there in the classroom or elsewhere. If we already have assigned the group project then the class time should be used to meet with your team mates.

OTHER REQUIRED UNIVERSITY POLICIES AND PROCEDURES

Copyright notice. The materials developed for this course are **original copyrighted works**. You are permitted to use them only when enrolled in this course and only for this course. You have no permission to retain these materials nor to distribute them to others or store them such that others may access them. They are provided to you as per the Teach Act.

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-1@clemson.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.

The Clemson University Title IX (Sexual Harassment) Statement

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorrf Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

ATTENDANCE

Careful attention must be paid to the course schedule so that you know which days are f2f sessions and which ones are not. Students who miss three f2f sessions will have a final grade that is one letter grade lower than that of the average earned for the 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.

Because online sessions are asynchronous you should be able to work around travel, field trips, or other events and still participate in a timely manner.

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 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 before I drop you from it.**

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

Documentation does not relieve a student of responsibilities.

Undergraduate 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.

Graduate students with **two** absences over the course of the session may 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 **three** absences may be dropped from the course.

Students who miss **two out of the first four f2f class sessions** will be dropped from the course. This includes the first day that the class meets. This includes graduate students

“But is this color prejudice the natural and inevitable thing it claims to be? If it is so, then it is utterly idle to write against it, preach, pray, or legislate against it, or pass constitutional amendments against it. Nature will have her course, and one might as well preach and pray to a horse against running, to a fish against swimming, or to a bird against flying. Fortunately, however, there is good ground for calling in question this high

pretension of a vulgar and wicked prepossession.” – Frederick Douglass, 1881:570.⁵

DATES TO NOTICE

Aug 18-19	Late enrollment
Aug 21	Classes begin
Aug 26	Last day to register or add a class
Sept 2	Last day to drop a class or withdraw from the University without a W grade
Sept 9	Last day to order diploma for December graduation
Oct 10	Last day for instructors to issue midterm evaluations
Oct 24	Last day to drop a class or withdraw from the University without final grades
Nov 3-4	Fall Break
Nov 5	Registration for spring and summer terms begins
Nov 26-28	Thanksgiving Holiday; University is closed.
Dec 4-5	Classes meet; exams permitted in labs only
Dec 8-12	Examinations
Dec 10	Exam for this course. 8:00-10:30. No exemptions, no exceptions.
Dec 15	9:00 a.m.–Deadline to submit candidate grades
Dec 17	9:00 a.m.–Deadline to submit other grades
Dec 17	Candidates for graduation may access grades
Dec 18	Graduation

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.

Clip art used in this syllabus came from Classroom Clipart, <http://classroomclipart.com/>

Appendix A

REQUIRED TEXTS

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

- Elder, Linda and Richard Paul. 2012. *The Thinker's Guide to Analytic Thinking*. Tomales, CA: The Foundation for Critical Thinking. www.criticalthinking.org
- Law, Ian. 2010. *Racism and Ethnicity: Global Debates, Dilemmas, Directions*. Essex, England: Pearson Education Limited (Longman).

⁵Douglass, Frederick. 1881. "The Color Line." *The North American Review* 132(295):567-577.

- Parrillo, Vincent N. 2014. *Strangers to These Shores*. 11th Edition. Boston: Pearson Education, Inc.

All Students: Free but Required Texts⁶

- Babbie, Earl. 1990. "The Essential Wisdom of Sociology." *Teaching Sociology* 18(4):526-530.
- Douglass, Frederick. 1881. "The Color Line." *The North American Review* 132(295): 567-577.
- Gans, Herbert J. 1972. "The Positive Functions of Poverty." *The American Journal of Sociology* 78(2): 275-289.
- Hardaway, Cecily R. and Vonnie C. McLoyd. 2009. "Escaping Poverty and Securing Middle Class Status: How Race and Socioeconomic Status Shape Mobility Prospects for African Americans during the Transition to Adulthood." *Journal of Youth and Adolescence* 38:242-256.
- Haskins, Greg R. nd A Practical Guide to Critical Thinking. Online: From skeptics.com at: <http://www.skeptdic.com/essays/Haskins.html>
- Hjerm, Mikael. 2005. "What the Future May Bring: Xenophobia among Swedish Adolescents." *Acta Sociologica* 48(4): 292-307.
- Merton, Robert. K. 1972. "Insiders and Outsiders: A Chapter in the Sociology of Knowledge." *The American Journal of Sociology* 78(1):9-47.
- Moore, Wilbert E. and Melvin M. Tumin. 1949. "Some Social Functions of Ignorance." *American Sociological Review* 14(6):787-795.
- Noel, Donald L. 1968. "A Theory of the Origin of Ethnic Stratification." *Social Problems* 16(2):157-172.
- Robot, Jesse C. and Nancy Lee Pelosi. 2003. "A Theory of Access." *Rural Sociology* 68(2):153-181.
- Rowe, Mary P. 1990. "Barriers to Equality: The Power of Subtle Discrimination to Maintain Unequal Opportunity." *Employee Responsibilities and Rights Journal* 3(2):153-163.
- Saperstein, Aliya, Andrew M. Penner, and Ryan Light. 2013. "Racial Formation in Perspective: Connecting Individuals, Institutions, and Power Relations." *Annual Review of Sociology* 39:359-378.
- Thomas, Rhondda. 2014. "'Slaves of the State': Convict and Labor and Clemson University Land and Legacy." *The South Carolina Review* 46(2):10-26. <http://www.clemson.edu/libproxy.clemson.edu/cedp/cudp/scr/current.htm>
- Turner, Bryan. 2002. "The Problem of Cultural Relativism for the Sociology of Human Rights: Weber, Schmitt, and Strauss." *Journal of Human Rights* 1(4): 587-605.

⁶ Other readings will be assigned over the course of the semester. It also is possible that a reading may be deleted. Journal articles can be retrieved via Clemson's e-journal system. All URLs were accurate at the time of posting. If a URL has changed, you should be able to find the new site by typing in the information that has been provided about the reading.

- 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/>
- Wagner, Jon. 2006. "Visible materials, Visualised Theory and Images of Social Research." *Visual Studies* 21(1):55-69.

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, such as those articles listed on this syllabus. If no web link is provided for an article then you can retrieve it through our library system.

Some readings will be documents retrievable via the Internet. 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.

Additional Readings for Graduate Students⁷

- Adesina, Oluwakemi A. 2006. "Between Culture and Poverty: The Queen Mother Phenomenon and the Edo International Sex Trade." *JENDA: A Journal of Culture and African Women Studies* Issue 8 (Online). ISSN: 1530-5686: <http://www.africaknowledgeproject.org/index.php/jenda/issue/view/12>
- Comeaux, Eddie. 2010. "Racial Differences in Faculty Perceptions of Collegiate Student-Athletes' Academic and Post-Undergraduate Achievements." *Sociology of Sport Journal* 27:390-412.
- Mouritsen, Per and Tore Vincents Olsen. 2013. "Denmark between Liberalism and Nationalism." *Ethnic and Racial Studies* 36(4):691-710.
- Reisel, Liza. 2011. "Two Paths to Inequality in Educational Outcomes: Family Background and Education Selection in the United States and Norway." *Sociology of Education* 84(4): 261-280.
- Sjoberg, Gideon, Elizabeth A. Gill, and Norma Williams. 2001. "A Sociology of Human Rights." *Social Problems* 48(1):11-47.
- Skey, Michael. 2013. "Why Do Nations Matter? The Struggle for Belonging and Security in an Uncertain World." *The British Journal of Sociology* 64(1):81-98.
- Sommerlad, Hillary. 2012. "Minorities, Merit, and Misrecognition in the Globalized Profession." *Fordham Law Review* 180(6/6):2480-2512.

⁷ Other readings will be assigned over the course of the semester. If need be, some readings also might be deleted.

- Stone, John. 1995. "Race, Ethnicity and the Weberian Legacy." *American Behavioral Scientist* 38(3):391-406.
- Thomas, Darryl C. 2013. "Cedric J. Robinson and Racial Capitalism: Africana Liberation Resistance Structures and Black Internationalism in the Twenty-First Century." *African Identities* 11(2):133-147.
- Thompson, Amanda. 2007. "Scientific Racism: The Justification of Slavery and Segregated Education in America" Corpus Christi, TX: Texas A&M University. Online: pat.tamu.edu/journal/vol-1/thompson.pdf
- Warikoo, Natasha and Prudence Carter. 2009. "Cultural Explanations for Racial and Ethnic Stratification in Academic Achievement: A Call for a New and Improved Theory." *Review of Educational Research* 79(1):366-394.
- Winant, Howard. 2000. "Race and Race Theory." *Annual Review of Sociology* 26:169-185