
SOC 4600, 6600; RACE & ETHNICITY; CT² COURSE; CLEMSON UNIVERSITY; SPRING 2014

CLASS MEETS: 322 BRACKETT HALL; 2:00-3:15, TUESDAYS & THURSDAYS

PROFESSOR: DR. BRENDA J. VANDER MEY; 123-D Brackett Hall; 864.656.3821;
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Office Hours: 10:57-11:57 a.m. Tuesday & Thursday; 3:30-4:30 p.m. Thursday¹
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. Because I must conduct research, engage in service activities, and manage the MS Applied Sociology Program, I cannot be immediately available at all times. Please respect that.

My website for this course: <https://sites.google.com/a/g.clemson.edu/race-ethnicityct-bjwvm/>

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.

THIS COURSE IS PARTICIPATING IN THE “CLEMSON THINKS²” CRITICAL THINKING EXPERIMENT

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? 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.

¹ *Except: January 23; February 27; March 13; March 27; and, April 24.*

The skills that Clemson lists as critical thinking skills are derived from the ETS Proficiency Critical Thinking battery:

1. *Determine the relevance of information for evaluating an argument or conclusion;*
2. *Recognize flaws and inconsistencies in an argument*
3. *Evaluate competing causal explanations*
4. *Evaluate hypotheses for consistency with established fact*
5. *Determine whether an artistic interpretation is supported by evidence contained in the work*
6. *Recognize the salient features of themes in a work of art*
7. *Evaluate the appropriateness of procedures for investigating a question of causation*
8. *Evaluate data for consistency with established facts, hypotheses, or methods.*²

STUDENT LEARNING OUTCOMES IN THE CONTEXT OF CRITICAL THINKING

Explore complex challenges.

- Identify, compare and contrast stratification, racial, ethnic, and minority/majority issues from the supra-macro to the micro levels of analysis.
- 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.

Analyze multi-dimensional problems

- 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.
- 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.

Extrapolate from one conceptual context to another.

- 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.

² Clemson University. 2012. *Clemson Thinks² Clemson University Quality Enhancement Plan*. Clemson, SC: Clemson University, Office for Institutional Assessment. <http://www.clemson.edu/assessment/thinks2/index.html>

Synthesize alternative solutions to multi-dimensional challenges.

- 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.

Communicate effectively complex ideas.

- Create clear, concise, and well-documented analyses of selected topics.
- Create essays and papers that fully examine selected issues in race and ethnic relations, relying on selected sociological perspectives and research using different methodological approaches.
- Make oral presentations to the class.
- Engage in class discussions.
- Lead class discussions.

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.

Specifically, in the context of Critical Thinking, you must be able to:

- Determine the relevance of information for evaluating an argument or conclusion.
- Determine the relevance of a selected work to the larger questions that have been posed.
- Identify the implicit and explicit assumptions undergirding the work.
- Evaluate the robustness of the methodology and analytical elements of the work.
- Determine whether statistical procedures used are appropriate, sufficient, and efficient.
- Evaluate empirical works in terms of the data's consistency with established fact, hypotheses or methods.
- Evaluate the relevance of information in relation to the current state of affairs related to racial and ethnic issues and concerns.

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.

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.

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

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 students rely on studies that used the methods of social science in order to understand the consequences of human behavior. For example, students will write essays on the motivations for and contexts of race hatred and hate crimes. At the same time, students will critically assess these works for their validity, reliability, and general use value.

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 TEXTS

ALL STUDENTS: 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.

ALL STUDENTS: FREE BUT REQUIRED TEXTS³

- 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/
- 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> It is vital that you read and understand this material.
- Hjern, 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.

³ 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.

- Noel, Donald L. 1968. "A Theory of the Origin of Ethnic Stratification." *Social Problems* 16(2):57-172.
- 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.
- 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.
- 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 STUDENTS⁴

- 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.
- Thomas, Darryl C. 2013. "Cedric J. Robinson and Racial Capitalism:

⁴ Other readings will be assigned over the course of the semester. If need be, some readings also might be deleted.

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;
- Stone, John. 1995. “Race, Ethnicity and the Weberian Legacy.” *American Behavioral Scientist* 38(3):391-406.

REQUIRED TECHNOLOGY

We will use **Top Hat Monocle** for some class exercises and quizzes.

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. Most students also have phones that can be used to access our Top Hat “course.”

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

The code for this course is 333309. To go directly to the course: <https://app.tophat.com/e/333309>

Top Hat course name: **Spring 2014 - Race & Ethnicity**

Direct URL: <https://app.tophat.com/e/333309>

6-digit course code: **333309**

You will need to have your phone, laptop, or other e-device to access the Internet to engage in many of our class sessions. It would be best if you use a device that makes it possible for you to create materials using Microsoft Office.

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. 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. Top Hat Monocle interfaces with Blackboard.

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.

PRE-POST TEST AS PART OF A CRITICAL THINKING COURSE

In this course we will use the Critical Thinking Assessment Test (CAT) to evaluate and monitor changes in your critical thinking abilities. You will take the pre-test as soon as the last day to add a class has passed and you will take the post-test during the last week of classes. You will not receive grades for

these tests, but failure to take these tests could compromise your participation grade for this course.

TEACHING STRATEGIES

This course will be a **modified lecture-based, quasi-flipped class**. You will have prompts and worksheets to help you prepare for each class session. The professor will set the framework for lectures, but class discussion will be expected. Students are to actively engage in discussing key concepts and topics, analyzing readings, suggesting other readings and so forth. **Videos** and **web sites** will be used along with textbooks and journal articles.

Class sessions will rely heavily on **questions and questioning**.⁵ 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? For instance, do we have the information that we need to make sound decisions about what steps can be taken to reduce race hatred and hate crimes?

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

It is assumed that everyone in the room is a learner and a teacher. Each one is to teach one.

By relying on questions and questioning, and having everyone be both learner and a teacher, critical thinking skills can be enhanced. Establishing a classroom culture that prohibits the traditional approach to courses at universities, i.e. the professor drones on and on, feeds students the reading materials, makes declarative statements and does not challenge students to ask questions nor ask questions themselves, is vital to that end.

Students also will be asked to engage in critical sociological reflections of their ideas, experiences, and understandings in larger contexts such as the historical period in which we are living, community norms, previous educational experiences and so on.

It is imperative that critical thinking skills be developed and continuously refined.

Visual Sociology methods will be used in this course as part of the teaching format. Visuals will be used as data and not just as image helpers.

STUDENT ARTIFACTS

Students will create and maintain an e-journal that will contain reflections, essays, drawings, musings, etc. that related to the materials being used for the course and class discussions. Specific guidelines for the e-journal will be distributed early in the semester. Students should expect that the e-journal must have substance and at the same time be creative. Students will be given information about and examples of work in the field of Visual Sociology. Students’ e-journals will contain their own Visual Sociology creations.

⁵ 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>

Tests will have analysis questions on them that students should add to their e-portfolios. Students who want to make videos can contract for an exception to a quiz and make a video instead. Guidelines for videos will be developed by the professor and the interested students.

RUBRICS

As fits the particular assignment or activity, the following rubrics from the Association of American Colleges and Universities⁶ 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. Students will have copies of the rubrics being used prior to the employment of them.

PURPOSE OF THIS COURSE

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; 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.

It is important that students recognize that this is a **social science course**. It is a **Critical Thinking Course**. It is not a humanities course, nor is it a talk show. Students are expected to hone their sociological imagination and critical thinking skills as they address issues and scholarship related to this course.

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

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.

⁶ <http://www.aacu.org/>

COURSE MECHANICS FOR SOC 4600/6600⁷

Undergraduate Students: 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 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 may rely on a combination of multiple choice, definitions, short answer, essay questions, and matching and fill-in-the blank questions. “Essay” questions can be exercises such as assessing the relative validity and reliability of a study or the utility of proposed changes to laws or policies. Quizzes may take the form of in-class work such as finding, synthesizing, and presenting data and information from online sources or making story boards to explain theoretical perspectives, concepts such as racialization or phenomena such as hate crimes and hate groups. A structured debate or field trip may be used in lieu of a quiz. Quizzes and essays can take the form of **Visual Essays**. Visual essays will be posted to the students’ websites for this course.

Maximum points on required work: Quizzes: 15 points each (total=30); Projects: 50 points each (total=50); Tests and the final exam: 100 points each (total=200); Top Hat: 40 points; e-journal: 100 points, and, participation: 30 points. Total points possible for the course: 500. All work will require the use of critical thinking skills, regardless of the type and format of questions, exercises, or analyses comprising the work.

Points and Relative Weights of Requirements for Undergraduate Requirements:

Quizzes: 3.0% each (6.0% total)
Projects: 10.0% (20.0% total)
Top Hat: 8.0%
Participation: 6%
E-Journal: 20.0%
Test and Final exam: 20.0% each (40.0% 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>

GRADUATE STUDENTS: Students will create and maintain an e-journal (100 points), write five comprehensive essays (20 points each, for a total of 100 points), complete a substantive project that includes a presentation (150 points), and a take-home comprehensive final (100 points). There also will be a maximum of 50 points for classroom participation. At least one comprehensive essay will be a **Visual Sociology** creation. Visual essays will be posted to the students’ websites for this course.

⁷ These mechanics are subject to change. For instance, we might replace a quiz with a field trip or attendance at a public lecture.

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

Readings other than those already showing on this syllabus will be tailored to each student's focal areas. For instance, a student working on the dynamics and complexities of globalized racism or racialized realities in the globalized world, will read articles that identify the social, political, and legal issues associated with community planning that can compound racial and ethnic strains in a community and those that could serve to mitigate the stain and provided for more participatory planning and community engagement.

Relative Weights of Requirements for Graduate Student Work:

E-journal: 20%
Project: 30%
Essays: 4% each, for a total of 20%
Comprehensive final: 20%
Participation: 10%

Grading Schedule for Graduate Student Work (Interpretations are the same as for undergraduate grades)

A= 465-500 points (93- 100%); B= 415-463 points (83-92%); C= 350-414 points (70-82%); D= 300-349 points (60-69%); F= 0-299 points (0-59%)

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.

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 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.

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.

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. This includes graduate students.

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.

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>

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.

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>

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.

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.

Undergraduates should read their *Student Handbook* to 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>

Please note the following 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>

Disorderly Conduct

- No student shall take any action, which, is disorderly, lewd, or indecent, or be found in a grossly intoxicated condition.
- No student shall take any action that creates hazardous conditions including, but not limited to, actions such as dropping, throwing, or causing objects to fall from windows, doors, ledges, balconies, or roofs.
- No student shall take any action, which intentionally interferes with or disrupts normal University or University-sponsored activities including, but not limited to, teaching, service, research, or administration.

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.

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.

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

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 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.

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.

Websites that might be of value to you:

- The Diversity Web, <http://www.diversityweb.org/>
- The Project Gutenberg, <http://www.gutenberg.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>
- United Nations <http://www.un.org/en/>
- United Nations Permanent Forum on Indigenous Issues;
<http://www.un.org/esa/socdev/unpfi/en/declaration.html>
- 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/>
- The International Visual Sociology Association, <http://visualsociology.org/>
- 500 Nations, Native Americans SuperSite; <http://500nations.com/>
This site contains information on the Indian casinos, location of Indian tribes, contact information for tribes, places to visit, exhibits, and so on. This site is copyrighted by 500 Nations, and all rights are reserved.

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.

COURSE SCHEDULE⁸

WEEK (S)	TOPICS/ACTIVITIES	READINGS AND OTHER RESOURCES ⁹ AND CT QUESTIONS	MORE CT QUESTIONS
Jan 9, 14	Course Introduction; Introduction to Critical Thinking; Refresher on Sociology	Babbie; Gabennesch; Paul & Elder ¹⁰ ; Parrillo, chapter 12; Worksheet; Video: Frenchyboy1. 2008. Introduction to Sociology. Visual Sociology. http://www.youtube.com/watch?v=7FZzArGuDzU&feature=related	What is Sociology? What is the Sociological Imagination? What is Critical Thinking? What are the similarities between Critical thinking and thinking like a sociologist? Seeing like a sociologist? Is the Babbie article sufficient for answering the “So What?” question about Sociology? Is Gabennesch’s piece an exemplar for Critical Thinking?
Jan 16 Critical Thinking Skills Pre-Test.			
Jan 21, 23	Insiders and outsiders. Barriers to understanding. Sociology & the study of race and ethnicity.	Merton; Moore & Tumin; Parrillo, chapter 1; worksheet In its most absolute form, how does the insider/outsider stance prohibit cross-group or cross-cultural learning and understanding? Does Merton’s work give us all of the possibilities of the application of the sociology of Knowledge and understanding and addressing race and ethnicity?	Is ignorance “a good thing” – or does it depend on where you are socially located? What contributions can Sociology make to an informed understanding of stratification, race and ethnicity?
Jan 28, 30	Stratification: types; processes; features; and systems. Elements in the process of stratification. Groups, types of groups. Power and authority. The Dillingham Flaw. Social Distance.	Parrillo, chapter 1; Noel; Graduate students add Warikoo and Carter.	What is the major, most significant consequence of stratification? How does this play itself out in everyday life? What reasoned exceptions might be taken to the Davis-Moore hypothesis? What does that work tell us about the US in the 1950s?
Feb 4, 6, 11	Theorizing race, ethnicity, and racism. Sociological perspectives and understanding race and	Law, chapter 1 and 3; chapters 1 and 2 and pp. 76-82 in chapter 4 of the Law text; pertinent sections of Parrillo’s chapter 1; Douglass; Merton; Graduate students add Thompson.	What are three significant elements of Anna Julia Cooper’s (1892) contributions to theorizing about race and to efforts to fairly and factually addressing misrepresentations and

⁸ This schedule is subject to change. Readings may be added or dropped. Videos will be added. We may have a guest speaker.

⁹ Check the information on required readings and resources listed earlier in the syllabus. Videos will be noted in the weeks that they will be shown. Readings that pertain only to graduate students will be noted as such. Worksheets are provided by the professor.

¹⁰ 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>

	<p>ethnicity. The social construction of race. Possible origins of the concept of race. Understanding the linkages between race, ethnicity and nation. Intersectionality. Complexity. Racialization. The Color Line. Scholarly contributions made by Max Weber, W. E. B DuBois, Frederick Douglass, Franz Fannon, and Anna Julia Cooper. Race Thinking and the Insider-Outsider Phenomenon.</p>	<p>Thought questions:</p> <p>What did W. E. B. DuBois mean when he described the United States as “racialized?” Is that still the case? Explain, using examples. Is the world racialized? Explain the structure-functionalist perspective, and how it is a run-up to systems and complexity theory. Why are these approaches valuable for the understanding of race and ethnic relations? How is intersectionality a part of this picture?</p> <p>How can it be argued and documented that there has been and continues to be a “double use” of race ideas? According to Law, what are the two core concepts that comprise racism across all cultures and times? How sufficiently does Law support his case?</p> <p>Discuss genocide in Rwanda. (See Law, chapter 4). Select three different theories of ethnicity and their weaknesses in satisfactorily explaining why genocide has occurred and is occurring.</p>	<p>over generalizations, and problematic frames? Just as her work provides insights into the gendered and racialized realities that African American women faced, what insights and did she bring forward regarding African American men and black masculinity? What aspects of her work could give African Americans and others focused on improving the status and quality of life for African Americans reasons for hope? What changes were taking place – and were documented and documentable – did Cooper discuss that could give rise to hope?</p> <p>In his 1881 work, The Color Line, how did Frederick Douglass explain that there is no prejudice against color itself? What is/are Douglass’s definitions of “prejudice?” (You may have to analyzer the reading in order to capture the definitions.) Identify the ways in which Douglass clearly illustrates that color prejudice is not natural. Is Douglass’s writing still relevant? Briefly explain.</p>
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Feb 13 TEST I All students take this test in the classroom.

<p>Feb 18, 20</p>	<p>Sociological research: An overview with application to this course. Overview 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. The Tuskegee Experiment.</p>	<p>Parrillo, chapter 12; Law, chapter 2; article by Wagner; Lecture. Graduate students: Re-read Thompson. Video: “Tuskegee Experiment on Black Males.” By Cashiem 2009 (Probably; ownership is not made explicit): http://www.youtube.com/watch?v=mi8DQspNeX4</p> <p>How might Weber’s “ideal type” serve as an effective mechanism for minimizing bias in social research? Select two articles assigned for this course. Assess each with regard to its culturally appropriate or inappropriate methods. What questions were not asked that should have been? Were there any unnecessary elements in these studies? If you were allowed to pursue only two topics in the areas of the sociology of race and ethnicity, what would these be and how would you study and research them?</p>	<p>Explain why researchers continued the Tuskegee Experiment even after funding was withdrawn and the atrocities made known. What alternatives could have been used to answer the question that the study was pursuing?</p> <p>Why did the United Nations call for an immediate cessation of the Genographic Project? Do you think that this decision is “right?” What are some possible benefits and repercussions to continuing the project? Where is the harm?</p> <p>The need for nonlinear thinking and multi-level analysis. Complexity constrained by parochialism.</p>
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Feb 25, 27	Discrimination. Prejudice. The relationship between prejudice and discrimination. The Chilly Climate. Micro-inequities. Diversity Training. Cultural Competence. Racial and ethnic discrimination and exclusion in Europe. Social exclusion of Gypsies, Roma and Travellers in the UK.	<p>Parrillo, Chapter 3; Law, chapter 7; Rowe. Graduate students: Read Comeaux; Re-read Warikoo & Carter.</p> <p>All students: re-read Moore & Tumin.</p> <p>Discuss the formal and informal practices that schools use to perpetuate the segregation of Roma and Traveller children from other children. Based on your reading of this chapter, insights from class and your own Sociological imagination, explain how the schools are getting away with this.</p> <p>Why is it that education programs designed to promote intergroup understanding have not had the universal positive effects that it was thought that they would have in the United States?</p>	<p>What are three conceptions of equality that are fairly commonly understood across the United Kingdom today? According to Law, what problems does the sociologist Jonathon Turner see with these conceptions? What bearing does this discussion have on a larger appreciation of racial and ethnic relationships in the United States?</p> <p>Select three different theories of ethnicity and their weaknesses in satisfactorily explaining why genocide has occurred and is occurring.</p>
Mar 4, 6, 11	Culture. Social Class. Sex-based stratification. Dominant American values. Human Rights.	<p>Parrillo chapter 3; Law chapter 4; Turner; Gans; Hardaway & McLoyd; United Nations' <i>Universal Declaration of Human Rights</i>. Graduate students add Reisel; Sjoberg.</p> <p>Videos:</p> <p><i>American Indians Living in Extreme Poverty</i> – RT 100315 http://www.youtube.com/watch?v=M7VuwOJ98f0 Uploaded by LiquidGenerationTube, October 7 2010</p> <p>What is Julius Wilson's thesis regarding race and class in the United States? Do you think that his thesis holds equally for minorities in each social class, or is there variability of applicability by social class?</p> <p>What is the relationship between The Black Belt and persistent poverty?</p> <p>Explain two US core values as identified in the work by Robin Williams that are in line with the Universal Rights document of the United Nations. Then, identify and explain one core US value that not only contradicts all other core values of the US but contradicts also at least one article of the rights document. Why is this value present in the U.S. regardless of its contradictory nature?</p>	<p>Why might people in the US take reasoned exceptions to statements such as "You can be whomever you want to be," and "No one can oppress you unless you let them."</p> <p>Assess Gans' analysis of the functions of poverty. Could the intersections between race and class be strengthened?</p> <p>Explain why women constitute a minority group even though they statistically are a majority. What will have to happen to alter the systems of absolute or nearly absolute patriarchy to afford women and girls improved quality of life?</p> <p>Why is it that some factors theoretically associated with a decline in sex-based stratification under some circumstances do not function that way? What other factors might be present that prohibit the decrease in sex-based stratification/inequality even though theoretically it should?</p>

March 13. No class session. Work on your projects at your own pace. Use BB discussion strings if you need them.

March 17-21 Spring Break.

March 25 Catch up. Review.

March 27. Test II. Everything since Test I, unless otherwise noted.

April 1, 3, 8, 10	Continue the focus on human rights. Intergroup Relations. Treatment of minority groups by power groups. Nationalism. Minority group responses. Majority group reactions. Types of assimilation and segregation. Accommodation, amalgamation, labeling and other theories. Hate groups. Nationalism. Civil Rights movements. Black Americans. Middle Eastern and North African Americans. Race and Media. Hispanic Americans. The Gullah of South Carolina The Kalinago of Dominica	Parrillo, chapters 4, 7. 9-10; Law, chapter 8. Graduate students add Adesina; Thomas; Videos: Trokosi Freedom http://www.youtube.com/watch?v=w6vr5aHc8hg Modern Slavery – Human Trafficking http://www.youtube.com/watch?v=VZTN0TbsRYA Uploaded by jerm9023 Websites: Orangeburg Massacre http://www.orangeburgmassacre1968.com (Brutalization of South Carolina State University students in 1968) World History Archives Information on time line of African Americans' shift to black power: http://www.hartford-hwp.com/archives/45a/index-n.html Southern Poverty Law Center http://www.splcenter.org/ (Hate groups; hate crimes in the US) University of Leeds, Center for Ethnicity and Racism Studies (UK) http://www.sociology.leeds.ac.uk/research/ethnicity-racism/cers/ (Similar to the SPLC in tracking hate crimes and hate groups)	Who is at risk for enslavement and trafficking? (Who isn't?) What markets are being served by these practices? Why are people "getting away" with this? Include in your discussion the groups that are targeted for trafficking/slavery here in South Carolina. Why is human trafficking occurring in plain sight and "right under our noses," but yet we do not "see" it? Account for the different approaches that Rev. Martin Luther King, Jr. and Malcolm X took in their efforts to improve the rights and quality of life for African Americans. Explain the world-wide indigenous rights movement that is occurring now. Why wasn't the UN's first charter on human rights not enough? Why wasn't the UN's indigenous peoples' rights declaration not enough? What are some very real perils that the remaining indigenous groups face around the world?
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April 15, 17 Student Presentations. Order to be agreed upon.

April 22 Critical Thinking Post Test

<p>April 22, 24</p>	<p>The ever-changing US mosaic. The prospects for a post-racist, post-ethnic world.</p> <p>Nationalism.</p>	<p>Parrillo, chapter 15; Law, chapter 9. Hjerm, re-read Turner; Rowe. Graduate students: add Skey and Mouritsen and Olsen.</p> <p>Explain this statement in Law’s text, chapter 9, page 225: “The level of ethnic and cultural diversity in a society does not have any significant effect on the likelihood of racial and ethnic conflict and associated violence and genocide.” Do you agree or disagree? Is his argument sound?</p> <p>Do you believe that it is possible that there could be a post-racial, post-ethnic world during your lifetime?</p> <p>What is the relationship between global systems of communication and reawakened nationalism and other phenomena that run counter to enlightening people about race and culture and moving toward the creation of a post-racial, post-ethnic world?</p> <p>What are some elements of post-national politics?</p> <p>Grad students: Has Denmark gone backward?</p>	<p>What is “color-blind” racism? How does it help conceal or obscure racial injustice?</p> <p>Parrillo states that: “Social capital offers resources to racial or ethnic minorities that are beyond their individual reach.” Isn’t that true for non-minorities as well? How does this relate to having a post-racial, post-ethnic world?</p> <p>Assess Law’s arguments about the three social forces that sociological analysis should take into consideration when trying to improve understandings of the way the world works. What might happen if we ignore these social forces or treat them lightly?</p> <p>Explain the very sophisticated analysis that Hjerm provided with his analysis of xenophobia among Swedish youth. Do you share the reservations that he has about his study?</p>
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<h3 style="text-align: center;">DATES TO NOTICE</h3>	
Jan 6-7	Late enrollment
Jan 8	Classes begin
Jan 14	Last day to register or add a class
Jan 20	Martin Luther King, Jr. holiday. University is closed.
Jan 22	Last day to drop a class or withdraw from the University without a W grade
Jan 29	Last day to order diploma for May graduation
Feb 28	Last day for instructors to issue midterm evaluations
Mar 14	Last day to drop a class or withdraw from the University without final grades
Mar 17-21	Spring break
Mar 31	Registration for spring and summer terms begins
Apr 5-12	Honors and Awards Week
Apr 24, 25	Classes meet; exams permitted in labs only
Apr 28-May 2	Examinations
May 1	Exam for this course. 8:00-10:30.
May 2	9:00 a.m.–Deadline to submit candidate grades
May 7	9:00 a.m.–Deadline to submit other grades
May 8	Candidates for graduation may access grades
May 9	Graduation