

Bridgewater College
RACIAL AND ETHNIC STUDIES
SOCIOLOGY 333
Fall 2016

Instructor: Dr. Mwizenge S. Tembo
Office: Bowman Hall 225
Phone: 828-5351
E - Mail: mtembo@Bridgewater.edu
Class Schedule: TR 12:30 – 1:45PM

August 30, 2016
Office Hours: Posted on Office
Door and by Appointment

All Cell Phones, Beepers, and Wrist Watch Beepers should be turned off before class. Cell Phones and Beepers should be put away and will not be used during class.

You are expected to read the document at the link below titled: “Ethics in Academic Work”. It includes a discussion about plagiarism. The document is also on the BC web page:
<http://www.bridgewater.edu/WritingCenter/BCplagiarism.htm>.

"Bridgewater College educates the whole person by providing a challenging and supportive learning community that fosters the growth of its students and empowers and motivates them to live educated, intelligent, healthy, purposeful and ethical lives in a global society. The college embraces the core values of integrity, equality, service and community, which have been inspired by its history with the Church of the Brethren. The College is a welcoming, diverse and vibrant community, committed to understanding and respecting individual differences and actively engaging all of its members".

- Bridgewater College Catalog

DISABILITY

Bridgewater College is committed to providing all students equal access to the college's academic programs and activities. Students who have or think they may have a condition (attention, learning, visual, hearing, physical, psychological or chronic medical) that impacts learning and for which an accommodation may be desired, are encouraged to contact the Director of Academic Support, Dr. Chip Studwell, 540, 828-5370 or cstudwel@bridgewater.edu. A letter is required from the Academic Support Office, each semester, in order to receive accommodations at Bridgewater.

SEXUAL MISCONDUCT

Bridgewater College prohibits sexual harassment, including sexual violence. Under our school policies and procedures, I am a “responsible employee”. That means that I am someone who is required to pass on to the school's Title IX Coordinator any instances of sexual misconduct that I see or hear about, including things that you may tell me.

We do this to ensure that we provide a safe environment for everyone and to make sure that we help people who have been subjected to these behaviors. I am a resource for you but I want to know that if you tell me about something that happened to you or someone else, I will keep the information private, but I can't keep it confidential because I have to tell the Title IX Coordinator. If you want to talk with someone who can keep it confidential, these are the people you can contact:

Counseling Services (540) 828-5402

- Randy Hook

Health Services (540) 828-5384

- Paige French
- Linda Bowers

Chaplain (540) 828-5383

- Robbie Miller

Title IX Coordinators:

- Heidi Hoover: 540-828-8063
- Crystal Lynn: 540-828-5356
- Jean Willi: 540-828-5400

For more information on the sexual misconduct policy at Bridgewater College, please refer to <http://bridgewater.edu/about-bc/sexual-misconduct-title-ix> or The Eagle Student Handbook.

COURSE OBJECTIVES

- Using **Course Content** to introduce students to and explore the nature of Racial and Ethnic inequality in the historical and contemporary context in America in all its complexity.
- The Big Question of 2016-17 Academic Year Question: “**Where do we go from here?**” will be explored.
- To Critically **Explore** and **Discuss** concepts and theoretical perspectives of race and ethnicity, religious and gender inequality, the history of racial and ethnic composition, immigration history and patterns of the American society in relation to the development of capitalism on the international and domestic scale, and the impact of legal and recently illegal immigration patterns on societal attitudes.
- To Critically **Explore and Discuss** the impact of the Civil Rights movement, racial and ethnic conflict and harmony, prejudice, and inequality on race relations using **Public and Civil Discourse**.
- **Public Citizenship** practices, **Civil Discourse**, and **Course Content** will be used to determine the origins and status of affirmative action, racial and ethnic discrimination, multiculturalism and the nature of the current debates.
- All of these issues will be explained, discussed, critically analyzed, and synthesized in the context of social change in the American and global context within the frame work of **Civil Discourse** both in and outside the classroom.
- To help each student become an effective **Academic Citizen**. To achieve this objective, the instructor will encourage students to engage or participate in **Public and Civil Discourse, Perspective Taking, Public Reasoning, and Self-Authorship** in exploring Racial and Ethnic Studies through as many in-class activities as possible. In the process

of engaging in Civil Discourse, the student should be able to explore and respond effectively to the Big Question: “**Where do we go from here?**”

- To participate in and practice **Public Discourse** through **Active Listening, Reframing, Public Reasoning** within a context of a **Public Audience, Safe Space** and being able to learn to be a **Facilitator** in the process in the course of studying about race and ethnicity.

The Instructor will use some of the following methods of teaching to achieve these objectives: Lectures, Books, Video Clips, Essays, Tests, Civil Discourse, Class Presentations, Class Participation, Class Group Reviews, Field Trips, PowerPoint Presentations, The Internet, Newspaper, Articles, Journal Articles , Guest Speakers

COURSE GOALS

At the end of the course the student should be able to:

1. Identify major patterns and factors (historical, economic, political, and social) that shape racial and ethnic relations in the US and other societies of the world in the past as well as in contemporary times.
2. Identify major concepts, theoretical perspectives, and paradigms that are used to **Explain** and **Analyze** Racial and Ethnic conflict and inequality.
3. Identify and Explain major arguments, fallacies, myths, facts, perspectives and themes that are used in **Public** and **Civil Discourse** on racial and ethnic inequality, the Civil Rights Movement, affirmative action, and multiculturalism.
4. Be aware of the brief history and the common patterns of development of racial and ethnic relations, inequality, and conflict in the US and the global world.
5. Plan and execute a research project that will **Explore** or Investigate, **Analyze**, and **Synthesize** some significant aspects of racial and ethnic inequality employing the **Civil Discourse** framework.
6. Must be aware of unique problems, challenges, and obstacles confronting racial and ethnic minorities in achieving economic, social, and environmental *sustainability* in development given the pressures of social inequality and discriminations in the process of pursuing economic development and globalization in the context of nation-states.
7. Become a better and effective **Academic Citizen** by participating in **Civil Discourse, Perspective Taking, Public Reasoning, and Self-Authorship**. The student should be able to respond to and determine the Big Question “**Where do we go from here?**” in exploring some of the main issue regarding race and ethnicity. The student will become a better scholar of race and ethnicity after all the practical experiences during the course.
8. Must be able to participate in and effectively practice **Public Discourse** through **Active Listening, Reframing, and Public Reasoning** within a context of a **Public Audience, Safe Space** and being able to learn to be a **Facilitator** in the process in the course of studying about race and ethnicity.

REQUIRED READINGS

1. Schaefer, Richard T., Racial and Ethnic Groups, 14th Ed., New York: Pearson, 2015.
2. Steinberg, Stephen. The Ethnic Myth: Race, Ethnicity, and Class in America, Boston: Beacon Press, 1989, 2001.

RECOMMENDED:

Johnson, Jr., William. Retting, Richard. Scott, Gregory M., and Garrison, Stephen M., The Sociology Student Writer's Manual, 6th Edition, New York: Prentice Hall, 2004, 2006, 2010.

READING ASSIGNMENTS

Week 1

Aug 29- Sept. 4: Introduction, Exploring Race and Ethnicity, and Definition of Concepts;

- Schaefer, Ch. 1, pp. 1-30

Week 2

Sept 5- 11: Origins of American Racial and Ethnic Relations,

- Steinberg, Ch. 1, pp. 1-43.

Week 3

Sept. 12- 18: Prejudice, Theories, Ethnic Conflict and Antagonism

- Schaefer, Ch. 2, pp. 31-57
- Steinberg, Ch. 2, pp. 44-74.

Week 4

Sept. 19 – 25: Discrimination,

- Schaefer, Ch. 3, pp. 58-82;
- Steinberg, The New Darwinism, Introduction, Ch. 3, pp.77-105

Week 5

Sept. 26 – Oct. 2: Immigration and the United States,

- Schaefer, Ch. 4, pp.83-109;
- Steinberg, Exploring Myths of Ethnic Inequality, Culture of Poverty, Ch. 4, pp.82-105
- Steinberg, Ch. 6, pp. 151-166.

Week 6

Oct. 3 - 7: Ethnicity and Religion

- Schaefer, Ch. 5, pp. 111-139
- **Public Discourse**

- *Fall Break*

Week 7

Oct. 12 - 16: Native Americans: The First Americans

- Schaefer, Ch. 6, pp.140-166

- Steinberg, The "Iron Law of Ethnicity" Revised, Introduction, Reconstruction of Black Servitude, Ch. 7, pp.169-200

Week 8

Oct. 17- 23: African Americans & African Americans Today

- Schaefer, Ch. 7 & 8, pp.167-206

Week 9

Oct. 24-30: Latinos: The Largest Minority

- Schaefer, Ch. 9, pp. 207-224

Week 10

Oct. 31-Nov. 6: Mexican Americans and Puerto Ricans

- Schaefer, Ch. 10, pp. 225-241

Week 11

Nov. 7- 13: Muslim and Arab Americans: Diverse Minorities

- Schaefer, Ch. 11, pp. 242 – 260

Week 12

- Nov. 14, 16, & 18: **PowerPoint Project Public Discourse Presentations**

- *Thanksgiving Break*

Week 13

Nov. 28 – Dec. 4: **Public Discourse Review for the Final Exam Presentation.**

Women: The Oppressed Majority & Beyond the United States: The Comparative Perspective, Overcoming Exclusion.

- Schaefer, Ch. 15 & 16, pp. 323- 365
- Schaefer, Chapter 17, pp. 366 – 384

Week 14:

Dec. 6: **Review for Final Exams Presentations**

Final Exams Dec. 12: Monday 10:30-12:30PM

Racial and Ethnic Studies Syllabus | 2016

<u>DUE DATE</u>	<u>ASSIGNMENTS</u>	<u>POINTS</u>	<u>% GRADE</u>
Sept. 6	Race and Ethnicity Hot Topics	20	3.34%
To be Announced	3 Tests (60 points each)	180	30.00%
Sept. 15	Myth and Fact Paper (5 pages)	50	8.33%
To be Announced	Civil Discourse Class Presentations (5)	150	25.00%
Nov. 15, & 17	PowerPoint Presentation (Civil Discourse Myth and Fact & What I Learnt from Racial and Ethnic Studies) (6 minutes)	100	16.67%
Nov. 17 (Thursday)	Civil Discourse Myth Project Paper (5 pages)	50	8.33%
Dec. 12 (Monday) (10:30-12:30AM)	Public Discourse FINAL EXAM	50	8.33%
TOTAL		600	100.00%

- For all written assignments students must ALWAYS first up-load the assignment to the course Moodle Page.
- Second, must turn in the hard copy of the assignment to the instructor.
- There will be no revisions of the paper permitted after it has been graded and returned to the student.

GRADING:

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
59% and below	F

PAPER

All academic papers must always be well organized with a good title, introduction, well defined thesis www.indiana.edu/~wts/pamphlets/thesis_statement.shtml or objectives, well written, with proper punctuation, proper paragraph length, good spelling, proper paper length, proper citing of sources in the text of your paper, and a reference list at the end of the paper. Paper must show you have participated in and practiced **Civil Discourse, Perspective Taking, Public Reasoning, and Self-Authorship** about key aspects of controversial topic(s). Monosource never make for good research papers. Always use several sources which are a mix of types of sources; books, journals, and the internet.

45-50 points (A): Paper has all of the above very well done with a good conclusion with a clear demonstration of your point of view based on the alternative hypotheses, arguments, perspectives and discussions clearly demonstrated in the paper.

40-44 points (B/B+): Paper has some or all of the above done in an average to satisfactory manner.

35-39 points (C/C+): Paper has some of the above done but in a below average manner with the paper being rather short.

30-35 points (D/D+): Paper is poorly written with very few of the above done. Paper might be poorly organized and rather short.

Below 29 points (F): Bad paper with most of the above missing

CIVIL DISCOURSE and PRESENTATIONS

All class presentations must always show evidence that you have engaged, participated in and practiced **Civil Discourse, Perspective Taking, Public Reasoning, and Self-Authorship** about the topic(s). Presentations must have be well discussed and clearly organized after practicing **Active Listening, Reframing**, before a **Group, Class or Public Audience**, in a **Safe Space** with each participant in the group practicing being a **Facilitator**. The presentation should have a clear introduction, good explanation of the main ideas, facts, points, the arguments that compel and enable you to engage in **Civil Discourse** and critical theoretical analysis. The presentation must have adequate detail, voice projection, poise, composure, abiding to the time limit and possible provocative questions raised for class discussion at the end of the presentation. The presentation should be completed in the assigned time limit and have a good clear conclusion. Merely reading text from the PowerPoint screen during the presentation and treating the **Civil Discourse** criteria as a meaningless check list that should be parroted back to the class and the instructor does not constitute a good presentation.

45-50 points (A): Presentation has all of the above very well done with a good conclusion with a clear demonstration of your engagement in Civil Discourse and **your** point of view based on the alternative hypotheses, arguments, perspectives, clearly demonstrated in the presentation.

40-44 points (B/B+): Presentation has some of the above done in an average to satisfactory manner.

35-39 points (C/C+): Presentation has some of the above done but in a below average manner with the presentation being rather short and abrupt

30-34 points (D/D+): Presentation is poorly done with very few of the above done. Presentation might be poorly organized and rather short.

Below 29 points (F): Bad or Poor presentation

Students will be expected to attend all classes, participate in class discussions, do all the required reading before the class, use the Internet, do assignments, and take their own lecture notes. Whenever necessary, readings will be put on reserve in the library. The **STUDENT** has the responsibility to contact the instructor for assignments missed for any reason.

ALL ASSIGNMENTS MUST BE TURNED IN TO THE INSTRUCTOR ON THEIR DUE DATE. ASSIGNMENTS TURNED IN LATE WILL BE PENALIZED (3 points deducted) FOR EACH DAY OVERDUE.