

**STATE UNIVERSITY OF NEW YORK AT ALBANY**

**Soc282  
Race and Ethnicity  
Spring 2009  
Call #3283**

**Professor**

Dr. H. D. Horton  
AS 320  
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**Office Hours**

M 4-5:30 p.m.

**Class Meetings**

M5:45-8:35  
LC23

**TAs**

Nicole LaMarre  
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AS 309

**Office Hours**

TBA

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AS309

TBA

**Course Objectives:** The purpose of this course is to provide the student with an introduction to the sociological study of racial and ethnic inequality in the United States. Specifically, the course emphasizes understanding the social, demographic, economic, political and historical forces that have resulted in the unique experiences of different groups of Americans. Further, the student will be provided with the opportunity to analyze and discuss the impact of public policy on issues that pertain to various racial and ethnic groups.

**Course Requirements:** Assigned readings and class attendance: The assigned readings for this course are all required. For the most part, these readings are easily understood. Consequently, the instructor will spend little time repeating or summarizing what you are required to read. These materials will be discussed in class, and you are encouraged to raise questions for purposes of clarification and elaboration. Because much additional material will be provided in class, and because this material as well as assigned readings will be covered on exams, regular class attendance (90%) is necessary for a high level of performance and high grade. It is the responsibility of the student to obtain missed lecture notes, changes in course assignments, etc.

**General Education Requirements:** This course meets the University's *diversity and pluralism* general education requirement. This course will provide substantial knowledge on the sociological perspective and contemporary sociological research on various aspects of race relations, racial and ethnic inequality, and racism in the United States and the world. In addition, students will have opportunities to think critically about issues that impact different racial and ethnic groups. Ultimately, students should walk away from the course with a better understanding and appreciation of the realities experienced by different groups of people. As a professor and citizen of this world, my own personal objective for the course is to help us all to better understand each other and to learn how to share our world.

**Texts:** Schaefer, Richard T. 2008. Racial and Ethnic Groups. 11<sup>th</sup> Edition.

Herring, Keith and Horton. 2004. Skin Deep: How Race and Complexion Matter in the Color Blind Era

Royster, Deidre. 2003. Race and the Invisible Hand: How White Networks Exclude Black Men from Blue Collar Jobs.

Yancey, George. 2003. Who is White? Latinos, Asians and the Black/Nonblack Divide.

### Respect as the Cornerstone of the Classroom Experience

In our class it is paramount that *respect* is the center of the classroom subculture. That means simply that we, as the professor and instructor, will respect you and likewise demand the same. Equally as important, you as students are required to respect each other. What does that mean? How is that operationalized? How does that “look” in the classroom? Simply put: it means that every person is given the common courtesy of having her/his views listened to. Every person has the right to freely voice their opinions as long as they are not infringing upon the rights and dignity of others. This philosophy is summed up in the following original saying: “*Every person must be respected, every voice must be heard.* Only when there is an environment that nurtures free and uninhibited thought can true learning take place. I firmly believe that as the professor, I learn as much from my students as they learn from me. It is for this reason that I often ask for “*questions, comments and testimonials.*”

It should be noted that students must also respect the professor, instructor, and the course. This means that private conversations, reading of newspapers and texts/materials from other courses, cheating on exams or any other form of disruptive behavior is unacceptable. Students found committing these acts will be asked to leave the class and in some cases (particularly cheating) will have official university disciplinary actions taken against them. Finally, students will not be allowed to use computers or any other electronic devices for note-taking, etc. unless they provide a note from disabled student services indicating that said device(s) are required for their participation in the class. In this instance, the professor will determine the seating arrangement(s) for students with these devices.

Grading: Your final grade will be based upon three components:

1. Examinations: There will be five regular exams and one comprehensive final. All will be in-class and objective in nature. Make-up exams are given only under these circumstances: (1) written certification from a physician is presented indicating that the student was too ill to take the exam; (2) a written certification of a death in the family is presented; (3) written certification from a coach is presented stating that attendance was necessary at a previously scheduled intercollegiate event; (4) when written certification is available for some other extra-ordinary event that makes attendance at the exam impossible. **ALL** make-ups will be given at 5 p.m. on the last day of finals.

2. Book Reports. There will be two book reports required, one each for the texts, *Race and the Invisible Hand* and *Who is White?* It should be noted that each book report is expected to be approximately 5-7 pages and must be submitted online and on time. Late book reports will be penalized one letter grade per day. It is also important to note that all book reports will be submitted to a national on-line service for verification of authenticity. Any book report found to

be in part of fully less than original will receive a grade of zero.

3. Quizzes: At anytime during the class period the professor has the option of giving a pop quiz. These quizzes will be very brief in duration and will cover any materials from the lecture and/or texts. Students will not be allowed to make-up for absences. Moreover, any student missing three quizzes without a medical or official reason verified in writing will receive an “E” for the course.

Exams (5)	50%
Book Reports	20%
Quizzes	10%
Final	20%

#### Grading Scale

90+: A	88-89: A-	
86-87: B+	80-85: B	78-79: B-
76-77: C+	70-75: C	68-69: C-
66-67: D+	60-65: D	59-: E

#### Topics and Readings

##### **I. Introduction to the Sociology of Race and Ethnicity**

Readings: Schaefer, Chapters 1-3

Herring, Keith and Horton Chapters 1 and 2

EXAM 1: February 9, 2009

BOOK Report #1: February 23, 2009

##### **II. European Immigration and Ethnicity and Religion**

Readings: Schaefer, Chapters 4 and 5

Herring, Keith and Horton, Chapters 3 and 4

EXAM 2: March 9, 2009

BOOK Report #2: March 23, 2009

### **III. African Americans**

Readings: Schaefer, Chapters 7 and 8

Herring, Keith and Horton, Chapters 5 and 6

EXAM 3: March 30, 2009

### **IV. Native Americans, Hispanic Americans, and Mexican Americans and Puerto Ricans**

Readings: Schaefer, Chapters 6, 9, and 10

Herring, Keith, and Horton, Chapters 7 and 8

EXAM 4: April 20, 2009

### **V. Muslim and Arab Americans, Asian Americans, and Other Contemporary Issues**

Readings: Schaefer, Chapters 11-13

Herring, Keith, and Horton, Chapters 9 and 10

### **VI. Jewish Americans, the Oppressed Majority, and Other Contemporary Issues**

Readings: Schaefer, Chapters 14-17

Herring, Keith, and Horton, Chapter 11

EXAM 5: May 4, 2009

FINAL EXAM: May 11, 2009