

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>1-31-22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Sociology College Arts and Letters	
Current Course Prefix and Number SYD3702	Current Course Title Race in Global Context	
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: To: Change course number From: 3702 To: 4702 Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small>	Change description to: Examination of race and ethnic relations from a contemporary global perspective. Three broad questions are explored: What does "race" mean? How do global processes and local contexts produce the meaning of race? In what ways has globalization changed the use of race classifications? This is a research-oriented course that requires students to complete an original research project on race/ethnicity and give a presentation of their work to the class. Change prerequisites/minimum grades to: SYA 3010 and SYA 3300 or permission of instructor. Change corequisites to: N/A. Change registration controls to: N/A. Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: Fall 2022	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Mark Harvey / mharve16@fau.edu / 561-297-3279		
Approved by Department Chair <u>Ann Branaman</u> <small>Digitally signed by Ann Branaman DN: cn=Ann Branaman, o=Florida Atlantic University, ou=Department of Sociology, email=branaman@fau.edu, c=US Date: 2022.01.22 14:21:45 -05'00'</small> College Curriculum Chair <u>Philip Lewin</u> College Dean _____ UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Daniel Meeroff</u> UFS President _____ Provost _____	Date _____ 1/22/22 _____ 1/25/22 _____ 1-26-2022 _____ 1-31-22 _____ 1-31-22 _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

**RACE IN GLOBAL CONTEXT
SOCIOLOGY SYD 4702, CRN XXX
FALL 2022**

Professor: Dr. Harvey
Term: Fall 2022
Day/Time: Tues 11-1:50pm
Office: CU 257
Credit Hours: 3

email: mharve16@fau.edu
Phone: (561) 297-3279
Classroom: SO170
Office Hours: Tu 2-5, Th 2-4
and by apt.

Prerequisites: SYA 3010 and SYA 3300

Requirements met: This course counts towards the sociology major or minor.

Overview:

There is *no biological basis* for categorizing people by race. That said, the *social fact* of race--as well as racism--continues to fundamentally affect: 1) how *individual* people identify themselves and others, 2) how people *interact* with others, and 3) how major social *institutions* such as job markets, school systems, and criminal justice systems distribute resources and justice. This course examines the role of race and racism in the development of the modern world. It applies a global, i.e., a *historical and comparative*, method of analysis to understand race as a human-made system of social domination (economic, political, and cultural) based on the *fiction* of racial difference. To illuminate this idea we will examine various cases of racial formation, including the treatment of Jews in mediaeval Spain, the status of African Americans in the U.S. South under slavery and segregation, the treatment of blacks and "coloureds" in South Africa, the treatment of Muslims and other immigrants in Europe and the US today. Ultimately, students will leave the class able to intelligently discuss such critical questions as what is race? What role did race play in shaping the development of modern capitalism and democracy? And, of crucial importance, what does racism (and anti-racism) look like today, in an era which many believe is "post-racial?"

Learning Objectives

The course provides students with substantive knowledge of the role of race and racism in the Modern world. It fosters the development of critical thinking skills by introducing students to competing theories of race and requiring them to apply theoretical constructs to substantive cases including Brazil, Germany, South Africa, and the U.S., among others. Feedback on written exams and a term paper strengthen writing skills.

Skills Developed

- Critical reading, writing, and thinking skills.
- Ability to apply sociological concepts and frameworks to contemporary social problems.
- Research and communication skills.

Course Readings (Available at the University Bookstore/Booksmart):

- Winant, Howard. 2002. *The world is a ghetto: Race and democracy since World War II*. New York, NY: Basic Books.
- Fredrickson, George M. 2002. *Racism: A Short History*. Princeton, NJ: Princeton University Press.

- Additional Readings will be posted on Blackboard (BB)

Course Requirements

Reading

This is an *upper-level* course involving a significant amount of reading and writing. It is important that you complete reading assignments *BEFORE* each class meeting. To do well in this course you must read consistently throughout the semester.

In Class Quiz/Exams

One in-class quiz and two exams will test your knowledge of the material presented in the readings, films, and lecture. The quiz will include only multiple choice and true false questions. The exams will include multiple-choice and true-false questions along with short-essays and one long essay.

Quiz and Exams

You need to bring a large blue scantron to the quiz and exams. For the exams, you need to bring a blue book on the day of the REVIEW which I will collect and return to you at the exam.

Review for Exams

Study materials including key concepts and sample questions will be posted on *Blackboard* five days before each exam. The last class before each exam will be set aside for review, which consists of you asking questions about the study materials.

Make-Up Exams

Make-up exams will be granted only in cases of *documented* emergencies (e.g., you will need a doctor's note or some comparable documentation) and all university-approved absences (e.g., religious holidays). If you miss an exam you need to be let me know as soon as possible (i.e., that day). Exams must be made-up within one week of the date it was scheduled. Failure to do so will result in a grade of zero on the missed exam/quiz.

English as a Second Language

If English is your second language you may see me about receiving some extra time on the quiz and exams. All requests for extra time must be made *BEFORE* the exam/quiz.

Research Paper

Sociology is ultimately about *doing* research. You are thus required to construct an 8-page, double-spaced research paper on a *course related* topic of your choice. We will discuss the details of the paper throughout the semester, however, the work will focus on 1) finding scholarly articles on the issue and 2) integrating the articles into a cogent paper that highlights what we, as sociologists, KNOW about the particular issue and HOW we know it. Each paper must utilize at least 4 *scholarly* sources, i.e., scholarly journal articles or books.

My TAs and I will be available to discuss your papers with you as much as you like upon request. Students who discuss their proposals with us generally produce better papers. I do not, however, read and comment on drafts. All students are strongly encouraged to bring their drafts to the **Writing Center** as poorly written papers receive lower grades.

Class Participation

This course is discussion-oriented. While class time includes lecture we will spend much of our time discussing the readings, etc... Participation includes asking questions (there are no stupid ones), offering informed comments, and responding to questions raised by myself and others.

Extra Credit

Students may receive extra credit by presenting short media clips (You Tube, NPR, etc...) in class that illustrates an aspect of race/ethnicity that is relevant to the material we will cover that day. They will explain to the class why they chose it, what it illustrates about race, and lead a brief class discussion of the piece. Extra credit may result in a student receiving a higher final grade, for example, a student with a high B+ average could receive an A-.

Grades

In determining grades, assignments are weighted as follows:

<i>Quiz</i>	15 percent
<i>Midterm Exam</i>	25 percent
<i>Final Exam</i>	30 percent
<i>Research Paper</i>	<u>30 percent</u>
Total	100 percent

Range

A = 94-100	C+ = 77-79	D- = 60-63
A- = 90-93	C = 74-76	F = 59 or less
B+ = 87-89	C- = 70-73	
B = 84-86	D+ = 67-69	
B- = 80-83	D = 64-66	

A = Mastery of course material. Students who receive an A demonstrate--through their participation in class, exams and paper--an ability to work with the concepts in an integrative fashion. This means you can apply them creatively to novel situations. It indicates more than merely demonstrating that you memorized the material.

B = Very good. Students who receive a B demonstrate a sound understanding of the concepts and information but fail to exhibit the ability to work with them in an integrative or creative manner.
C = Average – Students who receive a C present a weak understanding of the concepts and inability to apply them appropriately to substantive issues.

D = Students who earn a D in this class typically do not come to class regularly or do the reading, etc... Their exams and papers exhibit little to no understanding of the concepts.

F = Failure typically results from a failure to complete assignments or cheating (especially plagiarism).

Incompletes

Incompletes are awarded only in cases in which the student is able to *document* the reason (typically a medical issue that seriously interferes with the ability get work done). A student seeking an incomplete *must schedule a meeting to request it before the end of the semester*. Any request for an incomplete after grades are posted, for whatever reason, will be denied. There are no “second chances” to improve your grade.

Classroom Etiquette (i.e., rules)

- Students are expected to arrive on time and remain in class until the end of class. If you are late or need to leave early you need to let me know why either before or after class. Regarding EXAMS, no one should need to leave class during an exam, thus make sure you hit the restroom before.
- No electronic devices including laptops, i-pads, smartphones, i-pods, etc... may be used in this class. The class is discussion-based and all such devices tend to distract students from what is going on in the room. If you like to type-up your notes, doing so after class will present a good opportunity for review.
- The only conversations held during class are those about the material being presented. This is particularly important to remember when other students are speaking and when we are viewing videos.
- Race is a subject about which people hold very strong personal and political views ranging from the extremely liberal to the extremely conservative. What is more, persons hold different perceptions about what constitutes “racist” language and behavior. It is therefore imperative that students be respectful/mindful of the views/feelings of others, however much they may disagree with them.

COVID-19 Statement: *Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297- 3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/> In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.*

Attendance Policy Statement: *Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed 3 without any reduction in the student’s final course grade as a direct result of such absence.*

Disability Policy Statement: *In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow*

all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center: *Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

Code of Academic Integrity Policy Statement: *Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.*

Religious Accommodations: *Any student, upon notifying his or her instructor, will be excused from class or other scheduled academic or educational activity to observe a religious holy day of his or her personal faith. Such notification shall be made no later than the end of the second week of the applicable academic term. Students shall not be penalized due to absence from class or other scheduled academic or educational activity because of religious observances, practices or beliefs. Students should review course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from successfully completing the academic requirements of a course. Students who are excused from class or a specific work assignment or other academic or educational activity for the purpose of observing a religious holy day will be responsible for the material covered in their absence, but shall be permitted a reasonable amount of time to make up any missed work. Missed work shall be made up in accordance with a timetable set by the student's instructor or as prescribed by the instructor at the beginning of the academic term.*

COURSE SCHEDULE:

WEEK#

1. Aug 23 Introductions, Logistics, Overview
-- No reading
2. Aug 30 What is Race?
----Winant, Preface and Ch 1.
-- Holmes, "You're smart if you know what race you are" (BB)
-- Boyd, "Color's only skin deep" (BB)

What do you think race is? What race are you and how do you think race affects your life? According to the Boyd article, why is there disagreement over the question of whether race is *real*? In what ways is race real and in what ways is it

not real? Why does Winant argue that the “struggle against racism is stalemated?” If race is not biological, then what is it? Is it possible to get rid of racists yet still have racism?

**PART ONE:
THE DEVELOPMENT OF RACE and RACISM**

3. Sept 6 Religion and the Origins of Race/Racism
--Fredrickson, Introduction and Chapter 1

How does Fredrickson define racism? How do racial differences differ from ethnic and religious differences? What are the two key elements of a *racialized social system*? What is a racial “ideology?” What is a racialized “social structure?” What is not racism? Who were the “*conversos*?” What was the “*Limpieza de Sangre*” and why was it critical to the development of racism? Who was *Prester John*? What does he indicate about European attitudes toward Africans in the Middle Ages? What was the “Curse of Ham” and how did it affect the development of race? What was the *Sepulveda vs. Las Casas* debate about? Who won? How did the outcome affect the development of race in Latin America?

4. Sept 13 The Enlightenment: Reason and the Origins of Scientific Racism(s)
--Fredrickson, Chapter 2
--Sankar Gorton, “The surprising science of race and racism” (BB)
http://www.huffingtonpost.com/2015/06/30/racism-race-explained-science-anthropologist_n_7687842.html

What was the Enlightenment and why does Fredrickson say it was of a “dual nature?” What role did Enlightenment thinking play in the development of race and racism? How did Blumenbach conceive differences between racial groups and how did his “degeneration theory” explain them? What is the difference between “polygenetic” and “monogenetic” theories of race? How did the French and American Revolutions affect the rise of racism and why did scientific racism become more developed in the U.S. and France than in England? Compare German Anti-Jewish racism to U.S. Anti-Black racism. How are they similar and different? What does this indicate about race?

5. Sept 20 Race, Nation States, and the Global Capitalist Economy
--Winant Chapter 3
--Reilly, “Race and racism” (BB)

The economy of the modern world is marked by the exchange of goods between nation states on unequal terms, i.e., “core” nations (the U.S., Germany, England, the U.S.) use their economic, political and military power to systematically extract surplus value from “peripheral” nations (Mexico, Turkey, Jamaica). How did race contribute to the development of this system? Conversely, how did the development of capitalism and the nation state affect the development of racial categories and racism? Who does Winant say that slaves were the first global commodity?

6. Sept 27 Resistance to Racialized Slavery and Colonial Rule

--Winant, Chapter 4
 --Douglass, Frederick, "Life of an American slave" (BB)
 --In Class Quiz

Peoples who were racialized as inferior and enslaved did not accept their condition but rather struggled to define and emancipate themselves. What types of resistance did slaves employ? What is "manumission" and why did it vary between Latin America and the US? What is "marronage?" How did racial identity function as a positive resource in resisting slavery and its eventual abolition? What was the Palmares in Brazil? How did a "creole" differ from a "peninsulare" and why did it matter? How did differences between the racialized social system of the U.S. from Brazil affect their respective movements to abolish slavery?

7. Oct 4 After Slavery? White nationalism, Indentured Servitude, Segregation, and Eugenics.

--Winant, Chapter 5
 -- Brodtkin, "How Jews became white folks" (BB)
 Race and racism became more important after slavery, why? What tactics did whites in South Africa and the Southern United States use to keep non-whites in a state of quasi-slavery following Emancipation? What was the period known as "reconstruction" in the U.S. and how did the presidential election of 1876 (Hayes vs. Tilden) end it? What was at issue in the Supreme Court case of *Plessy vs. Ferguson* and how did the court rule? How did the approaches of Booker T. Washington and W.E.B. Du bois to segregation differ? What do these cases and laws suggest about the development of "free market capitalism?" Regarding South Africa, who were the Boers? What was the Boer War about and how was it resolved?

8. Oct 11 **FALL BREAK – NO CLASS**

9. Oct 18 The Height of Racism: Overtly Racist Regimes

--Fredrickson, Chapter 3
 --_Review for Midterm

Following the abolition of slavery, the social category of race in itself become more important to maintaining social hierarchy, resulting in the development of what Fredrickson calls the "overtly racist regime (ORR)"? What are the 5 features that characterize such a regime? What is "modernization" and why was it necessary for the rise of overtly racist regimes in Nazi Germany, the Southern United States, and South Africa? What economic and political factors distinguished these 3 regions from those that did not develop ORRs? What role did the state, i.e., government, play in the ORRs?

10. Oct 25 ***** MIDTERM EXAM*****

**PART TWO:
 THE NEW WORLD RACIAL ORDER**

11. Nov 1 The Sociology of Race and the Post-WWII “Break”
--Winant Chapters 2 and 6

What was the break? Why does Winant argue that the break represented a fundamental change in the operation of racism rather than its decline? In what fundamental ways has racism changed? How is the problem of racism today fundamentally different than that of the 1960s? What implications has this change had for confronting racial inequality and injustice?

12. Nov 8 Case 1: The United States
-- Winant, Ch 7
-- Golash-Boza Ch. 14 (BB)

Why does Winant consider the pre-Civil Rights Movement US to be “racial dictatorship?” The Civil Rights Movement fundamentally altered race relations in the United States. How the specific form of segregation in the U.S. led to the rise of the civil rights movement as a racially conscious resistance movement? How did the state respond to the civil rights marchers in a way that allowed for only a partially victory in the struggle against racism?

13. Nov 15 Case 2: Apartheid South Africa
--Winant Chapter 8
--TBA

What does the term “apartheid” mean? Why did the establishment of *Bantustans* make sense from the perspective of the Afrikaners and their black allies? What was the Sharpsville Massacre and how did it lead to the development of “black consciousness” among South Africans? What role did global capital play in ultimately undermining the Apartheid regime?

14. Nov 22 Case 3: “Racial Democracy” in Brazil
--Winant Chapter 9
--Telles, “Race in another America” (BB)

What is meant by the term “racial democracy?” How does it differ from “racial dictatorship?” According to Winant, is Brazil really a racial democracy or is racial democracy merely a more effective way of maintaining a racialized social system?

THANKSGIVING BREAK (DOES NOT AFFECT US)

15. Nov 29 Case 4: Race and Religion in Contemporary Europe
--Winant Chapter 10
--Keaton, “Muslim girls and the other France” (BB)

16. Dec 6 The End of Racism?
--Winant, Ch 11
--Fredrickson, Epilogue
--Review for Final Exam

17. Dec 13 * FINAL EXAM, 10:30-1pm**