



FLORIDA
ATLANTIC
UNIVERSITY

COURSE CHANGE REQUEST Undergraduate Programs

Department Sociology
College Arts and Letters

UUPC Approval 12/4/23
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Current Course Prefix and Number SYD 3700

Current Course Title
Race and Ethnic Relations

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.

Change title to:

Change prefix

From: _____ To: _____

Change course number

From: _____ To: _____

Change credits*

From: _____ To: _____

Change grading

From: _____ To: _____

Change WAC/Gordon Rule status**

Add Remove

Change General Education Requirements***

Add Remove

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

This course surveys sociological perspectives of intergroup relations. It examines the evolution of race, the construction of racial and ethnic distinctions, and the roles and experiences of racial and ethnic groups in the U.S. from a historical perspective.

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Summer 2024

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Yangsook Kim/kimy@fau.edu/561-297-0261

Approved by

Department Chair Ann Branaman

College Curriculum Chair [Signature]

College Dean [Signature]

UUPC Chair Korey Sorge

Undergraduate Studies Dean Dan Meeroff

UFS President _____

Provost _____

Date

11/6/23

11/13/23

11/14/23

12/4/23

12/4/23

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

Race and Ethnic Relations

SYD 3700-003, CRN 12833

Fall 2024

Department of Sociology

Yang-Sook Kim, Ph.D.

Meeting Time: Tuesdays and Thursdays

2:00 pm to 3:20 pm

Classroom: GS111

Credit Hours: 3.0 credits

Office: Culture and Society Building,
Rm. 245

Email: kimy@fau.edu

Phone: 561-297-3273 (please email)

Website: Canvas (<https://canvas.fau.edu/>)

Office Hours: Wednesdays 1:00PM to 3:00PM
and by appointment

TA: Roc Caldwell-Vardiman

TA email: rcaldwellvar2022@fau.edu

Course Description

This course surveys sociological perspectives of intergroup relations. It examines the evolution of race, the construction of racial and ethnic distinctions, and the roles and experiences of racial and ethnic groups in the U.S. from a historical perspective.

Race has long been persisting as an important aspect of American social life. Most Americans think they belong to one, whatever race may or may not be, while such race schemes can be less relevant in other societies. Yet such categorization has real life impacts on people's economic, political, social, and cultural life. What is race? Why does it matter? This course invites students to deepen their understanding of the complex and evolving concepts of race and ethnicity in contemporary societies. Questions around inequality are central to this course. Students will critically examine how race and ethnicity got increasingly entangled with class, gender, sexuality, and other categories of difference, and how intersecting power relations work to exacerbate social divisions and conflicts as well as foster solidaristic relations and practices. American racial phenomena can be best understood when we comparatively examine other societies. This course therefore draws

upon sociological, anthropological, historical, and cultural perspectives to better understand the racial phenomena across various global contexts.

The key learning objective of this course is to make sociological knowledge relevant to your life. Students will be required to complete a term project in a form of case study paper, creative project, or community-engaging project to demonstrate their understanding of course materials and applications of the knowledge to empirical cases or activities of their interests. This flexible assessment approach will not only extend learning beyond the classroom but also encourages students to exposed themselves to movement-based knowledges and practices that foster more just, emancipatory, and sustainable communities.

From the FAU course catalog: A survey of the sociohistorical perspective in the area of intergroup relations; the role of minorities in contemporary society. Emphasis placed on cross-cultural comparisons.

Course Objectives

Upon successful completion of this course, students will be able to:

- Understand sociological perspectives and critically analyzes the lingering social forces which have shaped the historical development of the structure of systemic inequalities.
- Explain how race works in contouring the structures of inequality and domination along key categories of difference such as race, gender, ethnicity, sexuality, ability, and citizenship.
- Document and analyze racial and ethnic phenomena focusing on struggles of marginalized groups in advancing transformative social changes.

Course Context

- Prerequisites: None.
- Requirements met: This course counts towards the sociology major or minor.

Required Texts

There is no required textbook. All readings will be posted on Canvas (<https://canvas.fau.edu/>). All students are expected to have completed the reading before class. This will prepare you actively engage in class discussions and help you develop your own ideas throughout the semester. Important announcements, class-related information, and any additional materials will be posted on Canvas, so please check the website regularly.

Assignments and Grading

Grading Components

Type	Description	Due Date	Weight
	Class attendance	-	15%
	Class participation	-	10%
Test	Midterm test	10/5	20%
Term project	Project proposal	9/28	15%
	Final Project outcome	12/11	25%
Presentation	Term project presentation		15%
			100%

Class attendance and participation (25%)

Attendance is an essential component of success in this course. Attendance is defined as being present in the classroom for the entirety of the scheduled class time. Students are expected to attend all classes regularly and punctually. At the end of every class, students submit a short memo with their name and a sentence or two that summarize their take-away from the class (starting from August 24th). Students need to submit at least 23 memos to get full point (15%).

If students have inevitable reasons for their absence, they have to inform the professor or TA in advance. In case of absences, students are required to provide legitimate reasons and supporting documentation. Frequent missing of the class will result in a low grade in attendance and participation. Class participations is also a crucial component of success in this course. The purpose of this policy is to encourage active engagement in the learning process, and to promote critical thinking, collaboration, and intellectual curiosity. Participation is defined as active engagement in class discussions, group activities, and other class-related activities. Students are expected to come to class prepared and ready to engage in thoughtful and respectful discussion. Participation also includes asking questions, sharing insights, and contributing to the overall learning experience of the class. Class participation is worth 10% of the final grade.

Mid-term test (20%)

The in-class test will take place on **October 5th**. It will consist of short answers, and essay questions (1-2 pages) covering readings, lectures, and discussions from the week 1-6 of the course. It is worth 20% of your final grade.

Term project (Project proposal (15%) + Project outcome (25) = 40%)

One of the objectives of this course is to provide students with opportunities to develop their creativity and critical thinking skills grounded in sociological knowledge. To achieve this objective, students have three options in their term project.

**Please upload your papers/project outcomes no later than Monday, December 11th.*

Option 1. Case study paper

For the final paper, you may write on any topic connected to the topics discussed this term. I encourage you to connect the topics of this course with your own research interests. The case study paper requires students to demonstrate their understanding of the empirical case and to answer the questions of “case of what?” by engaging in scholarly conversations around concepts and theories that can be used to analyze the case.

It could also be a research paper that engages a theme or theory we’ve covered this semester – either an empirical paper using qualitative and/or quantitative data or a theoretical paper that makes a novel argument by bridging together different theoretical approaches, etc. If you’d like to discuss your ideas, please feel free to make an appointment with me.

Option 2. Creative project

The creative project will be an original work that demonstrates the student's understanding of the course material and their ability to apply it in a creative and innovative way. The creative assignment can take many forms, such as an awareness-raising/advocating video, podcast, booklet, digital essay, and alternative textbook. The creative project should reflect the student's interests and strengths, while also meeting the guidelines provided below.

Guidelines:

1. Creative project should be an original work that has not been previously submitted for academic credit.
2. The creative project should be based on the course materials and should reflect the student’s understanding of the concepts and themes covered in the course. Students are encouraged to incorporate their own ideas and perspectives into the project.
3. The creative project should be accompanied by a written reflection that explains the creative process and the student’s decision-making. This reflection should be at least 3 pages (double spaced, font size 12).

The creative project will be graded on the following criteria:

1. Originality and creativity
2. Relevance to the course material
3. Technical proficiency
4. Quality of written reflection

Option 3. Community engaging project

If students are interested in advocacy/community-based activism, this course also allows them to use their sociological knowledge in their collective organizing experiences. Regular involvement with an organization, written reflections on their activities, and a tangible outcome at the end of the term is required for those who choose this option. You are required to volunteer at least approximately three hours per week for the entire semester to support the work of a non-profit organization of your interest. Your activity in the organization of your choice should be linked to the themes of this seminar, and you need to

start your project no later than the week 3. Your grade will consist of the following:

1. Create a template for your weekly volunteer log and submit every Monday using template weekly timesheets with a brief description of the tasks and activities completed that week (at least 10 submitted timesheets required on canvas).
2. The community engaging project should be accompanied by a written reflection or a creative product that explains the students' learning process. The written reflection should be at least 5 pages (double spaced, font size 12).
3. Students will also share their experiences at the end of the semester.

Proposal (15%): Students are required to submit a short proposal (max 2 pages. Double spaced, font size 12, proper citations required) that explains what their term projects are about, how the projects are connected to the course, and how they will proceed the project over the semester. Due September 28th.

Term Project Presentation (15%) You will present your term project at the end of the course. Peer evaluation will be incorporated into the grading of your presentation.

Final Grade Scale:

100-93	A	82-80	B-	69-67	D+
92-90	A-	79-77	C+	66-63	D
89-87	B+	76-73	C	62-60	D-
86-83	B	72-70	C-	59-0	F

Course Policies

Attendance: In accordance with university policy, absence from class will be excused for reasons that include religious observances, required and documented participation in a university-sponsored activity (such as athletic competition), and certain documented civic and military obligations. Students should notify me *in advance* of these absences, and they will be accommodated on an individual basis. Students are required to attend the first day of class for any course in which they are registered. For more information, see the FAU Academic Policies and Regulations:

<https://www.fau.edu/academic/registrar/FAUcatalog/academics.php#additionalgraduate>

Late Work: Late work will be accepted but penalized as appropriate given the nature of the assignment and/or the student's particular circumstances.

Technology: Cell phones, tablets, and laptops may be used during class but should be for notetaking or accessing information relevant to the active seminar discussion. Audio or video record of the seminar without consent is not permitted.

Academic Integrity: 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 the Code of Academic Integrity in the University Regulations:

[http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf)

Communication

Email is the best way to get in contact with me outside of class time or office hours. Please email me directly at kimy@fau.edu. Include “SYD6934” in the subject line of all emails. I check my email regularly during working hours. If I do not respond within 2 business days, please email me again.

Students with Disabilities: 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)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures. For more information, go to <http://fau.edu/sas/>

Syllabus Changes: I reserve the right to change the syllabus at any point. Any changes to the course schedule or reading list will be announced to students in advance.

FAU PROVOST POLICIES

COVID-19 Statement

Face coverings are no longer mandatory. However, I encourage everyone in the classroom to use caution and follow [CDC Guidelines](#). Quarantined 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. For additional information, visit www.fau.edu/coronavirus.

Attendance Policy

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 without any reduction in the student’s final course grade as a direct result of such absence.

Recording Policy

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

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/> or call 561-297-3540.

Accessibility Policy

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/.

Code of Academic Integrity

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's 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](#).

Tentative Course Schedule

All readings will be posted on Canvas (<https://canvas.fau.edu/>). You are expected to complete all assignments before the day they are listed in the syllabus. (Please note that this schedule is tentative, and I reserve the right to make changes during the semester.)

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

<p>Week 1 August 22 August 24</p>	<p>Course overview; Introduction</p> <p>Read: Goldsby, R.A., and M.C. Bateson. 2019. <i>Thinking Race: Social Myths and Biological Realities</i>: Rowman & Littlefield Publishers. (Chapter 2)</p> <p>Watch: The Life and Times of Sara Baartman: The Hottentot Venus. Directed by Zola Maseko. Brooklyn: Icarus Films, 1999. (Access link: https://docuseek2.com/v/a/uxr)</p> <p>We will introduce ourselves, go over the course outline, and talk about the short reading in our first meeting.</p>
<p>Week 2 August 29 August 31</p>	<p>Reading Statistics: Race as a “variable”</p> <p>Bonilla-Silva, Eduardo, and Tukufu Zuberi. 2008. <i>White logic, white methods : racism and methodology</i>. Lanham: Rowman & Littlefield Publishers.(chapter 2 and 7)</p> <p>Roth, Wendy D. 2012. <i>Race migrations : Latinos and the cultural transformation of race</i>. Stanford, CA: Stanford University Press. (Chapter 1)</p>
<p>Week 3 September 5 September 7</p>	<p>Theories of Race: Race as a construct of social processes</p> <p>Omi, Michael, and Howard Winant. 1994. <i>Racial formation in the United States : from the 1960s to the 1990s</i>. New York: Routledge. (Chapter 4. Raical formation)</p> <p>Bonilla-Silva, Eduardo. 1999. "The Essential Social Fact of Race." <i>American Sociological Review</i> 64(6):899-906.</p> <p>Watch: LA 92, National Geographic (2017). Available on YouTube.</p>
<p>Week 4 September 12 September 14</p>	<p>Theories of Ethnicity</p> <p>Brubaker, Rogers. 2002. "Ethnicity without Groups." <i>Archives européennes de sociologie</i> 43(2):163-89.</p> <p>Roth, Wendy D. 2009. "'Latino before the World': The Transnational Extension of Panethnicity." <i>Ethnic and Racial Studies</i> 32(6):927-47. doi: 10.1080/01419870802245042.</p>

<p>Week 5 September 19 September 21</p>	<p><i>Racist structure</i></p> <p>Watch: Free Chol Soo Lee (2022), Directed by Julie Ha and Eugene Yi</p> <p>Read:</p> <p>Bonilla-Silva, Eduardo. 2022. <i>Racism without racists color-blind racism and the persistence of racial inequality in America</i>. Lanham, Maryland: Rowman & Littlefield. (Chapter 1 and the chapter on The Central Frames of Color-Blind Racism (chapter number varies depending on the edition.)</p> <p>Hesse, Barnor. 2007. "Racialized Modernity: An Analytics of White Mythologies". <i>Ethnic and Racial Studies</i>, Vol. 30, No.4, July, pp. 643-663.</p>
<p>Week 6 September 26 September 28</p>	<p><i>Race and Empire</i></p> <p>Goldstein, Alyosha. 2016. "Promises Are Over: Puerto Rico and the Ends of Decolonization." <i>Theory & event</i> 19(4):1.</p> <p>Fujitani, Takashi. 2011. <i>Race for empire : Koreans as Japanese and Japanese as Americans during World War II</i>. Berkeley: University of California Press. (Introduction)</p>
<p>Week 7 October 3 October 5</p>	<p><i>White Settler Colonialism</i></p> <p>Moreton-Robinson, Aileen. 2003. "I still call Australia home: Indigenous belonging and place in a white postcolonizing society." In <i>Uprootings/Regroundings Questions of Home and Migration</i>. Routledge, pp. 23-40.</p> <p>October 5: IN-CLASS MIDTERM TEST</p>
<p>Week 8 October 10 October 12</p>	<p><i>Race/Ethnicity and Gender: Part 1.</i></p> <p>Le Espiritu, Yen. 2001. "'We Don't Sleep around like White Girls Do': Family, Culture, and Gender in Filipina American Lives." <i>Signs</i> 26(2):415-40.</p> <p>Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." <i>Signs</i> 18(1):1-43.</p> <p>Watch: <i>Belly of the Beast</i> (2020), directed by Erika Cohn (link: https://fau.kanopy.com/node/11120414)</p>

<p>Week 9 October 17 October 19</p>	<p><i>Race/Ethnicity and Gender: Part 2.</i></p> <p>Kimmel, Michael S. 2013. <i>Angry white men : American masculinity at the end of an era</i>. New York: Nation Books. (Introduction)</p> <p>Abji, Salina, Anna C. Korteweg, and Lawrence H. Williams. 2019. "Culture Talk and the Politics of the New Right: Navigating Gendered Racism in Attempts to Address Violence against Women in Immigrant Communities." <i>Signs: Journal of Women in Culture and Society</i> 44(3):797-822.</p>
<p>Week 10 October 24 October 26</p>	<p><i>Race and Institutions</i></p> <p>Neubeck, Kenneth J., and Noel A. Cazenave. 2001. <i>Welfare racism : playing the race card against America's poor</i>. New York: Routledge. (Chapter 1 and 6)</p> <p>Lee, Stacey J. 2004. "Up against Whiteness: Students of Color in Our Schools." <i>Anthropology & education quarterly</i> 35(1):121-25.</p>
<p>Week 11 October 31 November 2</p>	<p><i>Model Minority and the Illusion of Meritocracy</i></p> <p>Lee, Jennifer, and Min Zhou. 2015. <i>The Asian American achievement paradox</i>. New York: Russell Sage Foundation. (Chapter 1 and 9)</p> <p>Banerjee, Pallavi. <i>The Opportunity Trap: High-Skilled Workers, Indian Families, and the Failures of the Dependent Visa Program</i>. United Kingdom, NYU Press, 2022. (Introduction)</p> <p>Watch: Greenbook (2018), Directed by Peter Farrelly</p>
<p>Week 12 November 7 November 9</p>	<p><i>Race/Ethnicity and Health</i></p> <p>Banerjee, Pallavi, and Carieta Thomas. 2022. "Pandemic Perspectives: Racialized and Gendered Experiences of Refugee and Immigrant Families in Canada." <i>Canadian Ethnic Studies</i> 54(3):1-8.</p> <p>Fernandez, José, Mónica García-Pérez, and Sandra Orozco-Aleman. 2023. "Unraveling the Hispanic Health Paradox." <i>Journal of Economic Perspectives</i>, 37 (1): 145-68.</p> <p>USC News, July 16, 2021. Latinos are more likely to die from COVID-19, underlining racial and ethnic disparities in outcomes. LINK: https://news.usc.edu/188608/covid-racial-ethnic-disparities-latinos-hospitalization-death/</p>

<p>Week 13 November 14 November 16</p>	<p><i>Race/Ethnicity and identity</i></p> <p>Charles, C.Z., D.S. Massey, K.C. Torres, and R. Kramer. 2022. <i>Young, Gifted and Diverse: Origins of the New Black Elite</i>: Princeton University Press. (Chapter 4)</p> <p>Beaman, Jean. 2017. <i>Citizen outsider : children of North African immigrants in France</i>. Oakland, California: University of California Press. (Chapter 5)</p>
<p>Week 14 November 21 November 23 (no class)</p>	<p><i>Aliens, Threat, and Crisis</i></p> <p>Selod, Saher. 2015. "Citizenship Denied: The Racialization of Muslim American Men and Women post-9/11." <i>Critical Sociology</i> 41(1):77-95.</p> <p>Watch: <Distrcit 9> directed by Neill Blomkamp, 2009.</p> <p>Recommended: Chavez, Leo R. 2008. <i>The Latino threat : constructing immigrants, citizens, and the nation</i>. Stanford, Calif: Stanford University Press. (Chapter 1)</p>
<p>Week 15 November 28 November 30</p>	<p>Student presentations</p>