I  Course Mechanics

Semester Hours: 1
Instructor: Dr. Henry Codjoe (pronounced KOJO)
Office: Library 206
Class Day and Time: Mondays, 12:15 p.m. – 1:05 p.m.
Classroom: Liberal Arts 201
Office Hours: Monday, 10 a.m. – Noon and by appointment
Telephone: 706.272.4406
Fax: 706.272.4589
E-mail: hcodjoe@daltonstate.edu
Home Page: http://www.daltonstate.edu/faculty/hcodjoe

II  Course Description

This course introduces students to the study of racial and ethnic relations in the United States, with emphasis on the historic and social development of the concept of “race” in the United States and how different beliefs and perceptions about “race,” ethnicity and culture have been constructed. As well, the course will examine the histories, experiences and cultures of the various “races” and ethnicities that make up American society, including issues of racism, discrimination, and stereotyping. The objective here is to help students develop sensitivity, knowledge, and understanding for effective functioning in a diverse and multicultural society, and an increasingly interdependent world. It is to reach toward a more accurate, more inclusive understanding of American society and its diversity. The course is developed under the premise that because racial and ethnic divisions still create serious problems in our society, understanding the perspectives of many groups and cultures that makes up the United States enriches the lives of all, supports cross-cultural competence, and promotes a more equitable and just society for all. As well, the course supports the contention that, “to understand the entire American story is to make sure that we understand all of the American people.” Indeed, the more we understand, the less we fear.

Students will be asked to engage in critical inquiry and reflection; to construct meaning by connecting new information obtained from your readings, class discussions, guest speakers, audio-visual materials to your own personal experience and observations; and to explain and propose solutions.

III  Course Objectives

1. To further the college’s mission of providing a curriculum reflective of the multicultural components of “an open, democratic, and global society.”
2. To introduce students to the historical experiences, values, cultures, and beliefs of the major racial and ethnic groups that make up the population of the United States.
3. To provide students with the necessary knowledge and tools of critical analysis to act as informed citizens in a diverse society.
4. To promote the valuing of diversity and cultivate an awareness of the similarities and differences among individuals from diverse racial, ethnic, and cultural groups, and stimulate a positive attitude toward human diversity.
5. To highlight ethnic and racial injustices of all kinds in order to make explanations and propose solutions.
6. To foster sensitivity and skills important to informed citizenship, such as critical thinking, social participation, and positive intergroup interaction.
7. To help students become more understanding, tolerant, and accepting of people who are different and move toward a society that values (rather than just tolerates) difference.

IV Student Learning Outcomes

Upon completion of this course, students should be able to:
1. know the racial and ethnic composition of the United States
2. recognize that race and ethnic identity are socially constructed
3. learn to value diversity in American society by recognizing, appreciating, and analyzing perspectives and values of diverse racial and ethnic groups in the United States
4. know and understand key terms, definitions, issues, and concepts used to analyze race and ethnic relations in American society
5. recognize various forms of stereotyping, racism, and discrimination
6. have knowledge and strategies to combat prejudice and discrimination.

V Course Format/Delivery

Classes will include lectures, discussions, and perhaps guest speakers. To supplement lectures and readings, we will view a series of videos that will develop our understanding of the sociological perspective for the study of race and ethnic relations in American society.

VI Course Policies

Attendance
Students are expected to attend all classes and complete all assignments and projects by the due date. No unexcused absences are permitted in this class. More than two (2) unexcused absences will result in an automatic letter grade drop. Excused absences must be made up through an assignment to be determined jointly. Two tardies or leaving class early (or a combination thereof) equals one absence. I will be taking attendance at every class meeting. Poor attendance, lack of preparedness and not reading assigned chapters in text will make it extremely difficult to perform successfully on the various aspects of the classroom assessment. Attendance is also strongly encouraged because much important information will be presented during lectures by the instructor and guest speakers that do not appear in the textbooks. Exam questions may also be constructed from lectures, videos, discussions and guest speakers.

Email
All email will be sent to your Dalton State email account.

Electronic Devices
Use of cellular telephones, pagers, CD players, radios, PDAs and similar devices are prohibited in the classroom. Cell phones and pagers must be set to silent mode and used only in emergencies. If you are expecting an emergency phone call, please talk with the instructor prior to class so that you may be seated near the door.
VII Required Textbook


Recommended Web Site:

I also invite you to subscribe to the following electronic multicultural list-serv:

*Tolerance.org online newsletter,* a periodic e-mail about tolerance issues:
http://www.tolerance.org/newsletter/index.html

VIII Class Attendance and Participation

The daily presence as well as each student’s contribution to class “life” is important. This is your class, and without your presence and ongoing contributions, we may not realize our individual and group objectives. The expectation is that participants will be thoroughly prepared for class, i.e., will read all material and will thoughtfully participate in class discussions. The assigned readings not only provide you with the opportunity to obtain and process information, but also to provide you with the opportunity to develop your analytical, critical and problem-solving skills. Remember that most of the course requirements will be primarily based on the text readings. In general, I will not cover the reading material directly, although the topic chapters will guide my lecture and presentation. My teaching style is not the traditional “stand and deliver” approach where the instructor only lectures and students keep mute and listen. I hold the view that your learning is expected to be achieved through your own reading, reflection, critical thinking and discussion. If you have questions or comments about the readings you should raise them during the class discussion. I thus encourage and seek active participation of students in class. Much of the value of this class comes from class discussions and participation. I strive to create a collaborative learning environment where everyone feels respected, is inspired to put forth his or her best effort. I believe that an environment of openness is created and maintained when we respect and listen to one another. Since this class will deal with subjects and issues that are emotional and sensitive, it is thus important that we respect each others views and perspectives. Because we come from different backgrounds and experiences, it is the only way that we can empathize with or understand the perspectives of others, and realize we can learn a great deal from each other. I will try to encourage and maintain a classroom room dynamic that is conducive to honest open discussions about topics that are often uncomfortable to talk about.

IX Course Requirements and Basis for Grades

1. Oral multicultural autobiographical (10%)

The purpose of this oral presentation is to provide you with an opportunity to tell the class “who you are” as it relates to your citizenship/membership in America’s increasingly diverse society. It will challenge you to critically explore and actively engage your self-identity, cultural assumptions, and life experiences. The key question to explore is “How have I come to be who I am?” Consider the influence of broad factors such as race, ethnicity or nationality, socioeconomic status, gender, sexual orientation, language, religious influences, geographic location, as well as personal factors. An additional question to consider is “How have my experiences of diversity influenced my identity?” Or, how much interaction or close associations have I experienced with people whose cultural context is different (how different?) from mine? What difference has the answer to this question caused for me? Some suggested areas to consider:
(b) Ethnic background: who are your “ancestors” / “people?”
(c) Upbringing: where were you raised? Socioeconomic class? Urban/Rule? Language? How did this affect your culture?
(d) A description of the multicultural/diversity attitudes of you or your parents.
(e) Description of the areas where you lived or visited in terms of their multicultural characteristics.
(f) Religion: how did your religion influence your culture?
(g) Schooling: schools you attended. How diverse was your school? How did the culture of your school affect your teen years and beyond?
(h) Your recollections of the first instance of racial, ethnic or gender discrimination you recall.
(i) Experiences with diversity: what experiences have you had with other ethnicities, cultures, religions, socioeconomic classes, languages? Can you recollect your first instance of meeting someone of a different race, culture, ethnicity, or religion?

You don’t have to talk about everything above; you may select one or two areas and tell the class about it.

2. Quizzes (40%): August 24, September 14, November 16, and November 23.
3. Test #1 (25%): Chapter 3 – October 12.
4. Test #2 (25%): Chapter 15 – Exam period (December 1-4).

X Summary of Requirements

1. Weekly: attendance, readings completed, participation in class discussions
2. Assessments: 4 quizzes
3. October 12: Test #1
4. December 1-4 (TBA): Test #2

XI Summary of Evaluation Procedures

The final course grade will be based on the following five factors:

<table>
<thead>
<tr>
<th>Activities/Assignments</th>
<th>Points</th>
<th>Due Date</th>
<th>Assessment Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral autobiography</td>
<td>10</td>
<td>N/A</td>
<td>Class presentation</td>
</tr>
<tr>
<td>Quizzes</td>
<td>40</td>
<td>N/A</td>
<td>True/false questions</td>
</tr>
<tr>
<td>Test #1</td>
<td>25</td>
<td>October 12</td>
<td>Multiple-choice questions</td>
</tr>
<tr>
<td>Test #2</td>
<td>25</td>
<td>Exam period (Dec. 1-4)</td>
<td>Multiple-choice questions</td>
</tr>
</tbody>
</table>

XII Grading Scale

A = 90-100 Excellent work. The student demonstrates exceptional mastery of course material.
B = 80-89 Good work. The student demonstrates above average knowledge of the course material.
C = 70-79 Average work. The student demonstrates satisfactory understanding of the course material.
D = 60-69 Passing work. The student demonstrates the minimal skills considered necessary to pass.
F = 60 or less Failure. The student demonstrates inadequate knowledge of the course material.
XIII  Drop/Withdrawal Statement

The last day to drop this class without penalty is **Monday, October 26, 2009**. You will be assigned a grade of **W**. After this date, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the Schedule Adjustment Form. Students who are assigned to the Academic Advising Center for advisement must meet with an advisor or staff member at the Academic Advising Center (107 Liberal Arts Building) to initiate the withdrawal process. All other students must meet with a staff member or advisor at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member or advisor, all students will then finalize the withdrawal process in the Financial Aid Office. Students who fail to complete the official drop/withdrawal procedure will receive the grade of **F**. **Withdrawal from class is a student responsibility.** The grade of **W** counts as hours attempted for the purposes of financial aid.

XIV  Access Statement for Students with Disabilities

Students with disabilities or special needs are encouraged to contact Disability Support Services in Academic Resources. In order to make an appointment to obtain information on the process for qualifying for accommodations, the **student** must contact the Coordinator of Disability Support Services. Contact information:

Andrea Roberson  
Pope Student Center, lower level  
706/272-2524  
aroberson@daltonstate.edu

XV  Workforce Development

If a student receiving aid administered by the DSC Workforce Development Department drops this class or completely withdraws from the College, the Schedule Adjustment Form must be taken to the Workforce Development Office located in Room 214 of the School of Technology Building. The Office is open on the following schedule:

Monday/Tuesday/Thursday: 9:00 a.m.-12:15 p.m. and 1:30 p.m. - 5:00 p.m.  
Friday: 8:00 a.m. - 12:00 p.m. The office phone number is 272-2635.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>August 17</td>
<td>• Course introduction and syllabus overview&lt;br&gt;&lt;br&gt;• Why the study of race and ethnicity?&lt;br&gt;• Does race still matter in the US?&lt;br&gt;• The shifting demographic landscape</td>
</tr>
<tr>
<td>Class 2</td>
<td>August 24</td>
<td>The Study of Minorities</td>
</tr>
<tr>
<td>Class 3</td>
<td>August 31</td>
<td>• What is ‘race’?&lt;br&gt;• What are ‘racial’ groups&lt;br&gt;• What is ethnicity?&lt;br&gt;• What are ethnic groups?</td>
</tr>
<tr>
<td>September 7</td>
<td>Labor Day</td>
<td>College closed – No classes</td>
</tr>
<tr>
<td>Class 4</td>
<td>September 14</td>
<td>Culture and Social Structure&lt;br&gt;&lt;br&gt;• What is culture?&lt;br&gt;• What is ethnocentrism?</td>
</tr>
<tr>
<td>Class 5</td>
<td>September 21</td>
<td>Is ‘race’ biological or a socio-cultural phenomenon? What are racial groups?</td>
</tr>
<tr>
<td>Class 6</td>
<td>September 28</td>
<td>‘Race’ as a social construction</td>
</tr>
<tr>
<td>Class 7</td>
<td>October 5</td>
<td>Prejudice and Discrimination&lt;br&gt;&lt;br&gt;• What is racism?</td>
</tr>
<tr>
<td>Class 8</td>
<td>October 12</td>
<td>Test #1</td>
</tr>
<tr>
<td>Class 9</td>
<td>October 19</td>
<td>Stereotyping and Intergroup Relations</td>
</tr>
<tr>
<td>Class 10</td>
<td>October 26</td>
<td>‘White’ America: Northern &amp; Western Europeans</td>
</tr>
<tr>
<td>Class 11</td>
<td>November 2</td>
<td>Asian Americans</td>
</tr>
<tr>
<td>Class 12</td>
<td>November 9</td>
<td>Middle Eastern Americans</td>
</tr>
<tr>
<td>Class 13</td>
<td>November 16</td>
<td>African Americans</td>
</tr>
<tr>
<td>Class 14</td>
<td>November 23</td>
<td>Hispanic Americans</td>
</tr>
<tr>
<td>Class 15</td>
<td>November 30</td>
<td>Issues and Solutions</td>
</tr>
<tr>
<td>TBA</td>
<td>Test #2</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** If you lose this course syllabus, you may print another syllabus [here](http://www.daltonstate.edu/faculty/hcodjoe)  
Syllabus subject to change based on weather conditions, unforeseen circumstances, students and/or instructor expectations.
_____ I received a syllabus for SOCI 1000 – Fall 2009.

_____ I read and understood the syllabus for this course.

Student Name and Signature _______________________________________________________

Date ____________________