Instructor Information
Name: Jesus Gregorio Smith
Email: Jgsmit9804@email.tamu.edu
Phone: 915 867-0729
Office Location: Academic Building Room 411
Office Hours 3:00 pm to 4:00 pm M/W/F; by appointment T/R

Course Information
Class-room: Room 204, HECC
Class Days: Mon./ Wed./Fri.
Class Time: 1:50 p.m. to 2:40 p.m.
Prerequisites: None
Course Credit Hours: 3

Required Course Materials:
There will be additional readings for the class posted on eCampus that you will be responsible for. If you have any problems getting these readings, inform me immediately via e-mail.


Han, C. Winter. 2015. Geisha of a different Kind: Race and Sexuality in Gaysian America.
ISBN =9781479855209

Course Description: This is an introductory course on the sociological examination of race and ethnicity in U.S. society. It will be an overview of theories and methods in the study of race and ethnicity, how these function as individual and group-level entities, and organizing principles in social institutions. In this class we will do three things: 1) identify what race and ethnicity are according to sociologists who study them, 2) understand how racial inequality develops and persists in society today, and 3) recognize the way these phenomena work in tandem with other inequalities in society.

Course Goals: The goal of this course is to challenge you to understand the importance of the scientific study of race and ethnicity in the U.S. today and to think critically about a subject some think is “common sense.” That is, we must ask ourselves these questions. Why study race and ethnicity in society? What does this have to do with the real world in which we live and work? What will we get out of this? We will be able to be more critical of information we receive daily from films, television and the internet about our racial group as well as others. We will be able to question more things and not just willingly accept what we grew up believing. With an open mind we can walk away from this course with a greater understanding of how we as a society develop and maintain differences and we can try to learn empathy for those we perceive as different from ourselves.
Letter grades will be assigned based on the percent of total points possible. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
<td>or 450-500</td>
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<tr>
<td>B</td>
<td>80-89%</td>
<td>or 400-449</td>
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<tr>
<td>C</td>
<td>70-79%</td>
<td>or 350-399</td>
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<tr>
<td>D</td>
<td>60-69%</td>
<td>or 300-349</td>
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<tr>
<td>F</td>
<td>0-59%</td>
<td>or 0-299</td>
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Final grades will be calculated as follows:

- **Reading Quizzes** 20% or 100 pts.
- **Midterm Exam** 20% or 100 pts.
- **Research Paper & Presentation** 60% or 300 pts:
  - Paper topic and research question 10 pts.
  - 1 page introduction and writing center visit 25 pts.
  - 3 page literature review 50 pts.
  - 1 page data and methods 25 pts.
  - 3 page argument/contribution 50 pts.
  - 2 page conclusion 50 pts.
  - Reference pages 15 pts.
  - Final paper, public presentation, three guests 75 pts.

Total 100% or 500 pts.

Students should expect reading and writing assignments appropriate for a lower division social science course. The final grade will be computed based in part on the assignments described below.

**Class Expectations and Breakdown**

**Class Participation**
All students are expected to attend class regularly, to have completed the assigned readings before class, and to be prepared to offer thoughtful commentary and/or ask questions. I understand that participation can mean different things to different people, therefore if you are not comfortable speaking in class please inform me the first week and we can discuss alternative ways for you to participate.

**Reading Pop Quizzes (20%)**
Students will be given pop quizzes over weekly readings as a method to ascertain comprehension of the readings and to make sure the work is getting done. Some quizzes will be multiple choice, with five questions and worth a maximum of 10 points. Others may be one or more question(s), with written responses, also worth 10 points. You will be given a short time period to answer these questions. They will be given randomly, in the beginning, middle or end of class and so attending class, arriving on time and not leaving before the end of class is optimal in order not to miss these quizzes. Other forms of reading “pop quizzes” will include in class debates, where students will be called up to the front of the class to either defend a position given in the readings or argue against a position. For these debates, students will be allowed to use notes and occasionally work in teams. This will be elaborated on in class. A third form of reading quizzes will be reflections papers on presentations or visits we do as a class where you are expected to make connections between readings and the presentation. No quiz will be dropped and the total number of points earned on all ten quizzes will equal ONE exam grade (100 points). Any missed quizzes with excused absences will be allowed to take a make-up quiz within one
week of returning to class. The make-up will be a two page reflection paper on the readings that represent the week of the missed quiz. Non-excused absences will automatically receive a score of zero (0) that will count toward your final grade. **TOTAL POINTS: 100**

**Midterm Examination (20%)**
Your midterm examination will be anywhere from 25 to 50 question, multiple choice and short answer exam in which you will be expected to answer questions using information from the course readings and from lectures. The exam will be 50/50, with half coming from class lectures and slides and half from outside readings. Your grade will be based upon your grasp of the concepts presented in assigned readings and class lectures. Students are expected to be ON TIME for exams. Once the exam has begun no students are allowed to leave or enter except in case of emergency. Students with University excused absences must bring proof in order to take a make-up exam (e.g. a doctor’s note if ill, proof of funeral attendance if someone died, hospital and room of friend so I can send flowers if an emergency with a friend or yourself takes place). Anyone with an excused absence will be allowed to make up the exam within one week of returning to class. The make-up will have all new questions. **TOTAL POINTS: 100**

**Research Paper & Presentation (60%)**
You will conduct original research and write a scholarly paper based on your findings exploring a topic of your choice that focuses on the sociological importance of studying race and ethnicity in society. You must use primary data. Your paper will include: an introduction that presents the topic at hand, its historical overview and its importance to understanding society, an in-depth critical review of the relevant literature, your argument and contribution based on said literature, a conclusion, and a list of ASA-style references (15 academic, peer reviewed). You will complete this paper via a number of partial drafts. The draft of the introduction must be reviewed by writing consultants at TAMU’s University Writing Center. As a class, we will plan and convene a 1 day, on-campus academic conference to showcase our research projects. You will participate in promoting the event and generating registrations (i.e., by getting 3 people to attend). The methods and ways of presenting the research will be discussed at length in class. This will be included in your final grade. The rubric for grades will be distributed and discussed in class. **TOTAL POINTS: 300**

**Attendance:** All students should acquire any notes missed due to absence from fellow students. Otherwise, I strongly suggest you attend every day and get your money’s worth. I will not take attendance but not attending classes will mean you will only be halfway prepared for the exams and final paper and will receive zeros on any missed quizzes. I will not post slides online. You must attend class in order to know what the slides say and information from in-class discussion and slides WILL be on exams.

**Access to Grades:** Students will be able to access their grades within eCampus. It is a violation of the *Family Educational Rights and Privacy Act of 1974 (FERPA)* to reveal any information about grades in email, even with student permission or at student request.

**Extra Credit:** In the case that extra credit events arise, I will offer students those opportunities. They can be watching films, going to speaking engagements or participating in events I find are valuable to the class. Students can attend these event(s) and write a one-page review on them for a few points of extra credit that can be put towards pop quizzes or the exam.

**Borderline Grades:** I will not award points just because students want them in order to achieve a higher grade. All points must be earned.
**Incomplete**: I give a grade of “incomplete” (I) only under rare circumstances when students provide detailed documentation of a significant crisis (e.g., serious illness of the student or death in the immediate family) near the end of the semester and they are unable to finish the course. “Incompletes” will not be given under any other circumstances. Students who are in a situation that is negatively affecting their class performance should discuss it with me immediately, rather than waiting until the end of the semester and then asking for an “incomplete.”

**Readings**: Several readings, both academic and non-academic will be assigned weekly to provide further understanding about the topics in class. I will post these ecampus. The two books we have in class will be covered over the course of several weeks. You will be expected to read anywhere from 75 to 100 pages per week.

**PowerPoint**: I will post PowerPoint slides but I encourage you to attend class for information to add to slides.

**Classroom Policies**: Phones should be turned off in class so as not to interrupt class. Laptops may be used but only for notes unless told otherwise (e.g., to look things up). Please no food or drink in class, no side chatter so as not to be rude and disrespectful to other students, no surfing the web or reading the Battalion. Get your money’s worth from it by coming to class prepared and by paying attention.

**Classroom Civility, Respect and Tolerance**: You should be made aware that part of the value of a university education is exposure to a wide range of different ideas, viewpoints, and types of people from various backgrounds. Many sociology courses involve content that might challenge deeply-held beliefs of some students. I will not allow incivilities or intolerance in my classroom. Students are expected to treat one another (and me) with respect. You should understand that my classroom is a place where students can express a diversity of viewpoints, but that those viewpoints must be expressed respectfully and involve no personal attacks. Also, students can challenge the views of others, but they must do so respectfully, present their arguments following “rules of evidence” that I will explain in class, and have evidence supporting their view compared to evidence supporting other views.

**Instructor Error**: I am not perfect and I expect that I will err sometimes as well. Consequently, students should keep an extra copy of any work they submit, and keep graded assignments and tests until final course grades have been posted.

**Academic Integrity Statement and Policy**

An Aggie does not lie, cheat, or steal or tolerate those who do.

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code (above), to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.
**Plagiarism:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. If you have any questions regarding plagiarism, please consult the latest edition of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

**Americans with Disabilities Act:** The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Rm. B118, or call 845-1637.

**RECOMMENDATION FOR CLASS PARTICIPATION**

1. Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.

2. Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, and the like is that we are all systematically misinformed about our own group and about members of other groups. This is true for members of privileged and non-privileged groups.

3. We agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.

4. Agree not to "blame victims" for the conditions of their lives.

5. Assume that people--both the groups we study and the members of the class--always do the best they can.

6. Actively pursue information about our own groups and those of others.

7. Share information about our groups with other members of the class, and never demean, devalue, or in any way "put down" people for their experiences.

8. Agree to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

9. Create a safe atmosphere for open discussion. If members of the class may wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that the class agree not to repeat the remarks.

**NOTES:** These guidelines were initially developed by Lynn Weber, currently the Director of Women's Studies and a Professor of Sociology at the University of South Carolina. To read more about the guidelines, see Lynn Weber Cannon, "Fostering Positive Race, Class and Gender Dynamics in the Classroom," Women's Studies Quarterly, Vol. 18, Spring/Summer, 1990.
Tentative Course Calendar

The calendar below may be subject to change.
Note: Readings should be completed before class time on the dates indicated below.

Section I: Theoretical Foundations of Race and Ethnicity

January 18th – January 20th: Introduction Week

January 18th: Syllabus Reading
   1. Introduction to course lecture
   2. Boat activity
January 20th: Race: The Power of an Illusion
   3. Race Matching game

January 23rd – January 27th: Inventing Race and Ethnicity: Theoretical Perspectives

January 23rd:
   1. Ian Mitroff: The Myth of Objectivity

January 25th:
   6. Frederick Barth: Ethnic Groups and Boundaries.

January 27th:
   8. Patricia Hill Collins: Race, class, and gender as categories of analysis and connection

January 30th–February 3rd: Race and Representation.

January 30th:
   1. Frank Snowden: Images and Attitudes.
   2. Jessie Daniels: White lies (pages 33-69)

February 1st:
   3. Berstein, Horwitz and Holley: Dylann Roof’s racist manifesto

February 3rd: (Paper topic due)

February 6th – 10th: Whiteness and White Privilege.

February 6th:
1. George Lipsitz: Possessive investment in whiteness.
5. Jenn. How Bill O’Riley and Jon Stewart Got it Really Wrong On Asian Americans

February 8th:
6. Rika Christenson: If Asian Americans saw White Americans the way White Americans see Black Americans
7. Ruth Frankenberg. Whiteness as an unmarked cultural category.
8. Abby Ferber: Constructing whiteness.
9. Alec Macgillis. The Original Underclass: poor White Americans

February 10th: First Debate

12. Troy Duster: The morphing properties of whiteness.

Section II: The Continuing Inequalities of Race

February 13th-17th: Racial Conflict and Racial Civility.

February 13th:
2. Eduardo Bonilla-Silva: The linguistics of color blind racism.
3. Peter Bohmer: Radical theories of racism and racial inequality.

February 15th:
4. Joe Feagin: Racist ideology as a social force.

February 17th: Introduction due
7. Herbert Blumer: Race prejudice as a sense of group position.

February 20th–24th: Race, Hate, and the Criminal Justice System.

February 20th:
1. Michelle Alexander. The New Jim Crow: Mass Incarceration in the Age of Colorblindness (Foreword thru chapter 1)
2. Keyy Coddett White on White Crime: An Unspoken Tragedy
3. Daniel Bier: By the numbers: how dangerous is it to be a cop?
4. Jamelle Bouie: Actually Blacks do care about Black on Black crime

February 22nd:
5. Michelle Alexander. The New Jim Crow: Mass Incarceration in the Age of Colorblindness (Chapters 2).
7. Mark Berman: The 12 key highlights from the DOJ’s scathing Ferguson report

February 24th:
10. Shaun King: Brock Turner and White Privilege.
11. Conor Friedersdorf: Where’s the Conservative Outcry on Ferguson Police Abuses?
12. Rachel Lu: You don’t have to be Black Lives Matter to support police accountability
February 27th - March 3rd: Race, Hate, and the Criminal Justice System Continued.

February 27th: Race, Hate & Criminal Justice System
1. Michelle Alexander. The New Jim Crow: Mass Incarceration in the Age of Colorblindness (Chapter 4)
2. A. Moore: 8 successful and aspiring Black communities destroyed by Whites
3. The Unknown history of Latino Lynching’s

March 1st:
5. Michelle Alexander. The New Jim Crow: Mass Incarceration in the Age of Colorblindness (Chapters 5).
7. Jeanne Theoharis: MLK Would Never shut down a Highway and 6 other myths about the Civil Rights Movement

March 3rd: Lit Review Due
9. Simone-Moya Smith: Who is most likely to be killed by police?

March 6-10th: Mid Term Exam Week

March 6th:
1. Review for Exam

March 8th:
1. Exam

March 10th:
1. No School!

March 13th-17th: Spring Break no classes

March 20th - 24th: Race, Residence and Education

March 20th: Start Precious Knowledge
2. Gene Marks: If I Was a Poor Black Kid.
3. Louis Peitzman: If I were a Middle Age White Man.
4. CHAUNCEY DEVEGA: Abigail Fisher, Antonin Scalia and the real privilege that goes unspoken

March 22nd: (finish Precious Knowledge & discussion)
1. David James: The racial ghetto as a race-making situation.
2. Janell Ross: African Americans with college degrees are twice as likely to be unemployed as other graduates.
3. Shannon Zenk: Why are there no supermarkets in my neighborhood?

March 23rd:
4. The cultural Canard of the Model Minority Myth: how racial gaps in academics aren’t due to cultural pathology
5. Arturo Garcia: Whitewash: New Texas history books will down play slavery, omit KKK, and Jim crow
6. CBS News: Mexican American Textbook in Texas Slammed as racist

March 27th - 31st: Race, Migration and work
March 27th:
1. FRB: The effects of immigration on U.S. employment and productivity
2. Natasha Varner: How Japanese and Mexican American farm workers formed an alliance that made history

March 29th:
6. Gwen Sharp: Race, Criminal Background, and Employment

March 31st: **Three page Analysis Due**
7. Adrian Florido: Mass Deportation may sound Unlikely but it has happened before
8. Adia Wingfield: Being Black but not too Black in the workplace

**Section III: The Slippery Slope of Race**

April 3rd - 7th: **Race and Relationships.**

April 3rd: C. Winter Han. Geisha of a different kind: Race and sexuality in Gaysian America (Introduction)
1. John Metta: I don’t discuss racism with White People
2. Mari Santos: The Racist Hierarchies in Asian Cultures

April 5th :
1. C. Winter Han. Geisha of a different kind: Race and Sexuality in Gaysian America. (Chapter 1)
2. C. Winter Han: On Sexual Racism and the Hierarchy of Desire
3. Aaron Sankin. The weird racial politics of online dating.

April 7th :
4. C. Winter Han. Geisha of a different kind: Race and Sexuality in Gaysian America. (Chapter 2)

April 10th -14th: **race & Relationships**

April 10th :
7. C. Winter Han. Geisha of a different kind: Race and Sexuality in Gaysian America. (Chapter 3)
8. Britni Daniel: 75% of White People Don’t have any non-white friends

April 12th :
1. C. Winter Han. Geisha of a different kind: Race and Sexuality in Gaysian America. (Chapter 4)
2. Mireya Navvaro: For many Latinos, race is more about culture than skin color

April 14th :
2. C. Winter Han. Geisha of a different kind: Race and Sexuality in Gaysian America. (Chapter 5 & Conclusion)
3. Marta I Cruz-Janzen. Latinegras-desired women, undesirable mothers, daughter’s sister’s and wives.

April 17th -21st: **Race and Racial Inequality in “Everyday” Life.**
April 17th: Race and Racial Inequality in “Everyday” life.
   2. Tori DeAngelis: Unmasking “Racial Micro Aggressions.”
   3. Jill Laster: Black students experience more online bias than whites.

April 19th:
   4. Leslie Bentz: Miss America Crowns First Winner of Indian Descent
   5. Reuben May and Kenneth Chaplin: Cracking the code.
   7. H. Alan Scott: Dear White Gays – Don’t Listen to Time Magazine

April 21st:
   8. Emma Green: Southern Baptist and the sin of racism
  10. Gayle Clarke: When God Sends Your White Daughter a Black Husband

April 24th -28th: The Imagined Post Racial America

April 24th:

April 26th:
   3. Stephen Steinberg: America again at the crossroad.

April 28th:
   2. Jeff Yang: Pretending Racism Doesn’t Exist Won’t Make it Go Away.
   3. Jamelle Bouie: Why Do Millennials Not Understand Racism?

May 1st: Final Paper due