

## SYD 4700: Race and Minority Group Relations

Section 01: Tuesday, Thursday 3:35-4:50 p.m., Bellamy 0023  
Section 02: Tuesday, Thursday 12:30-1:45 p.m., Bellamy 0023

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Instructor: Dr. Kathryn Harker Tillman  
Office: Bellamy 612  
Office Hours: 2:00 – 3:00 p.m. Tuesday and Thursday, and by appointment

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*All good people agree,  
And all good people say,  
All nice people like Us, are We  
And everyone else is They.  
... if you cross over the sea,  
Instead of over the way,  
You may end by looking on We  
As only a sort of They.  
-- Rudyard Kipling, 1926*

Who are “we” and who are “they?” In a heterogeneous society we are inevitably faced with issues of diversity and difference. Through the media and our everyday lives we are also confronted with the fact that race and ethnic relations appear to be tense and divisive. Why is this so? How have things changed over time? How does this affect our lives, as well as the lives of those around us?

This course explores historical and contemporary race relations in the United States from a sociological perspective. Specifically, we will study the underlying issues that characterize the relations between and among different ethnic and racial groups in our country.

### Course Objectives:

In order to meet this goal, the course has been designed to achieve several specific objectives:

- (1) to provide you with information about historical and contemporary American race relations;
- (2) to explore explanations for discrimination and racial inequality;
- (3) to develop analytical and communication skills that will enable you to examine and assess divergent ideas and perspectives on racial issues.

### Contacting Me:

The quickest way to contact me is through email at, [ktillman@fsu.edu](mailto:ktillman@fsu.edu). Also, feel free to come to my office hours on Tuesday and Thursday from 2:00 to 3:00 p.m. If these times conflict with your schedule, I am more than willing to arrange another time during which to meet. You may come to ask specific questions or to just discuss issues. I will also be briefly available to you before and after class meetings. I try to be in the classroom approximately 10 minutes before class, and will also have a few minutes to talk after class.

### Blackboard Support:

This course is supported by Blackboard, which allows for faster communication. Please check Blackboard daily for course updates and announcements. Remember that all email sent using the Blackboard course site will be received by all students in the class, as well as myself. It is University policy that ***all emails sent through the course Blackboard site must be directly related to the class.***

You will be required to turn in written assignments through the course Blackboard site. You will also be able to download many of the required readings, the syllabus and assignment instructions.

### Required Texts and Readings:

***All reading assignments are due for the day assigned on the syllabus.*** The reading assignments are taken from two books, which are available for purchase at the campus bookstore and Bill's Bookstore. There are also additional required articles, which are accessible through the Blackboard course website (find them in the "Readings" folder). The books are:

1. Farley, John (Ed.). 2005. *Majority-Minority Relations, 5<sup>th</sup> Edition*. Prentice Hall. ISBN: 0-13-144412-3
2. Gallagher, Charles A. (Ed.). 2009. *Rethinking the Color Line: Readings in Race and Ethnicity, 4<sup>th</sup> Edition*. McGraw Hill. ISBN:978-0-07-340427-1

### Course Rules:

1. Treat everyone in the class with respect, regardless of their opinions or beliefs.
2. We start and end class on time. Please **do not interrupt class** by coming in late. Repeat offenders will be asked to leave the class.
3. Attend regularly and **be prepared**. Read all assignments for the class period assigned.
4. Turn off pagers, cell phones, and ipods during class. Only use laptops for taking course notes.
5. **Hand in assignments in class, at the beginning of the class** for which they were assigned. In addition to a hard copy handed in during class, you will also be asked to turn an electronic copy of all papers through the turnitin icon on the BlackBoard website.
6. Check your official FSU email account and the course Black Board page regularly. **I will not send any email messages to accounts that are not official FSU email accounts.**

### Class Attendance:

Information covered in lecture often will not be found in your readings. Therefore, it is to your benefit to attend class regularly. We will also be having random pop quizzes, short take-home assignments, and reading question spot-checks that you will miss *and not be allowed to make up* if you are not in class.

University policy requires that I take attendance during every class session. Students who have ***more than 3 unexcused absences during the semester will be downgraded***; students who have ***more than 5 unexcused absences during the semester will receive a failing grade for the course.***

Only the following absences are eligible to be excused:

- 1) Religious holidays as specified in FSU policy. *Students who miss class due to observance of religious holidays must speak with me in advance*;
- 2) Representing FSU at official functions, including intercollegiate club or varsity sports events;

- 3) Verified emergencies and/or medical illness. Medical illnesses are serious in nature and require continued treatment by medical professionals and/or surgical or other treatments. *Colds and fatigue do not qualify as medical illnesses. If you have a chronic illness that could affect your attendance, it is imperative that you alert me to this at the beginning of class.*

***Documentation is required for an absence to be excused.*** Please provide a copy of the documentation to me and keep a copy for your own records. While I will not penalize you for excused absences, you remain responsible for all content missed, including assignments, knowledge, or skills that were covered in the missed class(es).

Classroom Behavior: ***Professional classroom behavior is necessary*** to ensure that all students have the opportunity to learn without distractions. This means no cell phones, talking out of turn, reading newspapers, surfing the web, etc. during class. If you must have a cell phone to receive emergency calls, keep it on vibrate. Entering and leaving is distracting to your instructor and other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please inform me before class begins and take the seat nearest an exit and be as quiet as possible. Please make sure the door does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your final grade (see below).

Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly and respectful of all members of the class (including me). Students who are repeatedly disrespectful may be removed from class and may receive an F for the course.

(1) **Scholarly comments are:** Respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion about issues related to the course and/or course material rather than only personal beliefs; are delivered in normal tones and a non-aggressive manner.

(2) **Unacceptable behaviors in the classroom are:** (a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors (see above). (d) Using raised tones, yelling, engaging in arguments with other students, and being physically aggressive. (e) Ignoring your instructor's authority to protect the integrity of the classroom. Anyone who violates these guidelines will be asked to cease and desist and may be asked to leave the classroom and/or drop the course.

***Failure to abide by these principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.***

Grading Scheme:

	B+ = 87.0-89.9	C+ = 77.0-79.9	D+ = 67.0-69.9	F <60.0
A = 94.0-100	B = 84.0-86.9	C = 74.0-76.9	D = 64.0-66.9	
A- = 90.0-93.9	B- = 80.0-83.9	C- = 70.0-73.9	D- = 60.0-63.9	

Course Requirements:

Pop Quizzes/ Take-home Assignments/ Reading Questions.....	12%
3 Exams.....	66% (22% each)
Final Project .....	22%

*All assignments are due at the **beginning** of the class period for which they are assigned. Any assignment handed in more than 10 minutes past the start of the class period will be considered late and will incur a penalty. The penalty for late papers is the deduction of one-third of a letter grade per class period. I will **not allow makeup tests or quizzes**, except under extreme circumstances. If you know that you will not make a class during which there is an assignment due or a test to be given, please let me know ahead of time. You may contact me in person, by phone, or by email.*

*Missing work is not sufficient reason for grade of Incomplete (I). I's will not be given except under extreme circumstances, at the instructor's discretion. College of Social Science guidelines require that students seeking an "I" must be passing the course at the time the incomplete is given.*

Exams:

There are three examinations: one during class on **Thursday February 5<sup>th</sup>**, one during class on **Thursday March 19<sup>th</sup>**, and a final exam on either **Tuesday April 27<sup>th</sup>** at 5:30-7:30 p.m. (**for Section 01 only!**) or **Friday May 1<sup>st</sup>** at 7:30-9:30 a.m. (**for Section 02 only!**). Please schedule any travel plans accordingly. The exam dates cannot be changed.

Pop Quizzes / Pop Take-home Assignments / Reading Questions:

During the course of the semester, there will be random pop quizzes, short take-home written assignments, and the collection of answers to reading questions provided by the instructor. Together, all of these will count as "quiz" grades.

Pop quizzes will cover material from the day's assigned readings, and will be in the form of multiple choice or short answer questions.

Pop take-home assignments are intended to assess or supplement your understanding of the day's readings. These assignments will be given to you during the class period before the one in which they are due and will be kept very short. **You must be present during both the class period in which the take-home assignment is passed out and the class period in which it is taken up in order to receive credit for the work.**

I will also randomly choose days to collect the reading questions provided for the day's reading assignment (found on Blackboard under "Reading Questions"). Students will receive either full, half or no credit for their reading questions, based upon their level of completeness. **You must be present during the class period in which these reading questions are collected in order to receive credit for the work.**

The lowest "quiz" grade will be dropped. **I will not allow you to make-up missed quizzes / take-home assignments / reading question sets. However, please let me know if you miss one of these assignments due to a legitimate, excused absence.**

Final Projects:

Option 1 – Service Learning: “Service learning unites two traditional values – academic study and service to the world. Through service learning programs, students continue formal study and at the same time work with others to meet human needs, the service making relevant and immediate the academic and the academic informing the work.” (Center for Leadership and Civic Education - (<http://thecenter.fsu.edu/>)).

Those who choose this option will be required to schedule *3 hours of service each week* with an agency chosen during the first few weeks of class (for a **minimum of 30 hours of service** total). ***The agency will be chosen from a list of approved positions found on the Black Board website.*** These agencies have provided specific position descriptions, and have indicated the number of students that they can use during the semester. ***It will be up to you to contact the organizations*** and to provide me with documentation – *the positions are first come, first served. So, make your choices as soon as possible. You MUST contact the agency you will be working for and have the supervisor sign your position description form by Thursday January 29<sup>th</sup> at the latest. I will take this up in class.*

Throughout the semester, you will keep an online journal with your instructor that will reflect on your experience as it relates to class learning. This “journal” will consist of **at least 10 separate entries** (ideally completed just after each volunteer session), and will be graded as your final project assignment. I expect these entries to be well-written and grammatically correct, and to be approximately ½ to 1 page long each (typed). Please read the handout on the service learning project for guidelines on how to structure these journal entries. ***These journal entries must be posted online as the semester progresses and must be completed by Thursday April 23<sup>rd</sup>. You may post no more than two journal entries during any one week, and no more than one journal entry on any given day.***

You will also be required to provide documentation from a supervisor at the fieldwork site indicating your service hours. Please use the ServScript form provided by the Center for Leadership and Civic Education (<http://thecenter.fsu.edu/>). This **form will be due in class on Thursday April 23<sup>rd</sup>**. If you wish to have your service learning hours noted on your transcript, make sure to turn in a signed copy of this form to the Center no later than **Friday April 24<sup>th</sup>** (make me a copy, keep the original and turn in an electronic copy to the Center on their website).

Option 2 – Family Interview: Instead of the service learning project, you may choose to write a 7-9 page paper that compares what you know about societal changes in race relations with the changes that have been experienced by members of your own family (or a friend’s family). You will conduct interviews with **3 people of at least 2 different generations** (e.g. parents, grandparents) in one family and link what you learn in the interviews with class material. *The interviews should be conducted face-to-face if at all possible. If this is not possible, you may conduct phone interviews. Email communication is not an acceptable means of interviewing.* You will be required to turn in **a list of the people who you will be interviewing (along with their relationship to you) during class on Thursday January 29<sup>th</sup>**. You will also be required to provide documentation from the people you interview. See the attachment to this syllabus for details on this documentation.

Please read the handout on the family interview paper for guidelines on how to structure your final paper. The completed **paper is due in class on Thursday April 16<sup>th</sup>. Turn in a hard copy, with your signed participant form and a copy of your interview notes. You will also turn in an electronic copy of the paper through the turnitin icon on the BlackBoard website.**

### Academic Honor Code:

The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. [ <http://www.fsu.edu/Books/Student-Handbook/codes/honor.html> ]

All work (reading questions, reaction papers, final research papers) must be in accordance with the University Honor Code. Please read the provisions of the Honor Code and make sure that you understand them. ***Any form of academic dishonesty will result in an "F" for the course. Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way may also be reported to the University Judicial Office for official adjudication. Cheating and plagiarism will not be tolerated.*** If you have any questions regarding the Code and how it specifically pertains to your work, please ask me.

### Americans With Disabilities Act Statement:

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. *This should be done during the first week of class.*

For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center, Dean of Students, 08 Kellum Hall

Florida State University, Tallahassee, FL 32306-4400, (850) 644-9566 (voice), (850) 644-8504 (TDD), [SDRC@admin.fsu.edu](mailto:SDRC@admin.fsu.edu), <http://www.fsu.edu/~staffair/dean/StudentDisability/>

### Other On-Campus Resources:

Please be aware that the following resources are available to you on campus to help you improve your learning and writing skills.

1. The Reading and Writing Center - located in 222C Williams Building, 644-6495. <http://writing.fsu.edu/rwc/index.htm>
2. Adult Learning Evaluation Center (ALEC), Provides evaluation and support for students with learning disabilities and attention deficit disorders - located in 214 Stone Building, 644-3611. <http://www.coe.fsu.edu/departments/hss/alec/>

### Syllabus Change Policy:

*This syllabus is a guide for the course and is subject to change with advanced notice.*

### Course Outline and Schedule of Reading and Written Assignments:

You are expected to complete the reading assignments in advance of the class for which they are assigned. You are responsible for all of the material covered in the reading assignments, *whether it is discussed in class or not*.

Please read and answer the discussion question(s) for each class period. They are also fair game for pop quizzes and take-home assignments.

[**BB** = article found on Blackboard course page under the “Readings” link]

## **I. INTRODUCTION:**

*Tuesday January 6 Introduction to the Course*

What is Sociology? Why is studying race relations from a sociological perspective important?

*Thursday January 8 What is “Race”? Is Race Real?*

What are some of the important terms we’ll be using? What is race? What is ethnicity? Is race socially determined, biologically determined, or both?

1. Farley Ch. 1 (p. 1-17)
2. Gallagher #1, Harris (p. 7-8)

*Tuesday January 13 “Race” as a Socio-Historical Construction*

Has the concept of “race” changed over time in the U.S.? How do we think of race in the U.S. today?

1. Gallagher #3, Omi & Winant (p. 17-22)
2. Gallagher #2, Zinn (p. 9-17)

*Thursday January 15 Changing Notions of “Race”*

How are our notions of race in the U.S. different from those found in other cultures? How has the rise of mixed-race individuals challenged our notions of race and ethnicity?

1. Gallagher #9, Davis (p. 61-71)
2. Gallagher #12, Lee & Bean (p. 94-99)

*Tuesday January 20 Can Whites Be “Ethnic”?*

How is the experience of “race” different for Whites and people of color? What is “symbolic ethnicity”? What is “white privilege”? Is white privilege experienced by *all* whites?

1. **BB**, Waters, “Optional Ethnicities: For Whites Only?” (p. 96-108)
2. **BB**, McIntosh, “White Privilege: Unpacking the Invisible Knapsack” (p. 119-126)

- Thursday January 22* *Current Status of Majority and Minority Groups in the U.S.*  
What are the major racial/ethnic groups found in the United States today?  
What are the relative social and economic positions of these different groups?
1. Farley Ch. 9 (p. 235-259)
  2. **BB**, Native American Statistics (p. 53-55)

## **II. RACIAL/ETHNIC INEQUALITY IN THE UNITED STATES:**

- Tuesday January 27* *Racism, Prejudice and Discrimination*  
What is racism? How do discrimination and prejudice differ? Is discrimination always an act carried out by an individual? How might discrimination be related to the protection or promotion of group interests?
1. Farley Ch. 2 (p. 19 - top four lines of 22)
  2. Farley Ch. 3 (p. 55-68)
  3. **BB**, Feagin, "The Continuing Significance of Race: Anti-Black Discrimination in Public Places" (pp. 214-223)

- Thursday January 29* *Sociological Theories and Race Relations*  
How does sociology help to explain human race relations? How do the 2 major sociological perspectives that are applied to the study of race relations differ from one another?
1. Farley Ch. 4 (p. 71-99)

**\*\*\*ASSIGNMENT DUE – COUNTS AS QUIZ GRADE\*\*\***

***For those doing service learning – Signed position description form***  
***For those doing family interviews – Names of 3 people you will interview, along with their relationship to you.***

- Tuesday February 3* **CATCH-UP DAY**  
No Readings for Today – we'll catch up and prepare for first exam!

- Thursday February 5* **FIRST EXAM**

- Tuesday February 10* *Origins and Causes of Racial/Ethnic Inequality*  
What effect did colonialism, slavery and exploitation in the 17<sup>th</sup> through the early 20<sup>th</sup> centuries have upon the current conditions of American minority groups?
1. Farley Ch. 5 (p. 101-131)

- Thursday February 12* *Origins and Causes of Racial/Ethnic Inequality (Continued)*  
1. Farley Ch. 6 (p. 133-157)

*Tuesday February 17 Changing Race Relations & Minority Group Movements*  
How did the Civil Rights Movement begin? Why did it occur when it did?  
What did it accomplish?  
1. Farley Ch. 7 (p. 159-171)

*Thursday February 19 Different Strategies: Assimilation, Pluralism, Separatism*  
Is assimilation necessary to improve the social and economic position of minority groups in the United States today? Is assimilation really possible for all minority groups? Is separatism a useful strategy?  
1. Farley Ch. 7 (p. 171-179)  
2. **BB**, Zhou, "are asian americans becoming 'white'?" (p. 29-37)  
3. Gallagher #40, Steinberg (p. 337-342)

*Tuesday February 24 Minority Group Movements in the Post-Civil Rights Era*  
1. Farley Ch. 7 (p. 179-197)

### **III. CONTEMPORARY IMMIGRATION:**

*Thursday February 26 Recent Immigrants - Who are they?*  
How is immigration changing the overall racial/ethnic composition of America? Can the contemporary immigrant population be easily described?  
1. **BB**, Zhou, "The Changing Face of America" (p. 477-495)  
2. Gallagher #42, Suleiman (p. 353-364)

*Tuesday March 3 Immigration and the Black community*  
How is immigration from Africa and the Caribbean changing the composition of the Black population in the U.S.? How are immigrants from these areas of the world fitting into U.S. society? How do they view their own identity?  
1. Gallagher #41, Logan (p. 343-352)  
2. Gallagher #43, Waters (p. 365-376)

*Thursday March 5 Concerns about Immigration and Immigrant Assimilation*  
What are some of the biggest concerns/fears about immigration in the US today? Is the concern that immigrants don't acculturate justified? Will the children of immigrants assimilate and "disappear" into U.S. society as many of the earlier European immigrants did?  
1. **BB**, Suarez-Orozco & Suarez-Orozco, "Rethinking Immigration" and "Epilogue" (p. 36-65; 154-161)

*Tuesday March 10*      *NO CLASS – SPRING BREAK!!*

*Thursday March 12*      *NO CLASS – SPRING BREAK!!*

*Tuesday March 17*      *CATCH-UP DAY*  
No Readings for Today – we’ll catch up and prepare for second exam!

**\*\*\*ASSIGNMENT DUE – COUNTS AS QUIZ GRADE\*\*\***

***For those doing service learning -- a tally of the hours completed thus far.***

***For those doing the family interview paper -- at least 15 interview questions.***

**\*\*\*Come ready to ask questions about material covered on the midterm\*\*\***

*Thursday March 19*      *SECOND EXAM*

#### **IV.      CONTEMPORARY SIGNIFICANCE OF RACE/ETHNICITY:**

*Tuesday March 24*      *The Economy –Discrimination*  
What effect does discrimination have upon minority outcomes? What theories have been used to explain employment discrimination?  
1. Farley Ch. 10 (p. 261-270)  
2. **BB**, Herring, “is job discrimination dead?” (p. 13-19)  
3. Gallagher #30, Braverman (p. 250)  
4. Gallagher #33, Bao (p. 271-284)

*Thursday March 26*      *The Economy – Social Structure*  
How does the structure of U.S. society affect minority employment and income? How would the order and conflict perspectives explain these findings?  
1. Farley, Ch. 10 (p. 270-276)  
2. Gallagher #32, Newman & Ellis (p. 259-270)

*Tuesday March 31*      *The Effects of Residential and Social Segregation*  
How prevalent is residential segregation today? What might be some of the consequences of residential segregation? For minorities? For non-minorities?  
1. Gallagher #21, Massey (p.165-183)  
2. Gallagher #25, Zenk et al. (p. 212-216)  
3. Gallagher #24, Emerson (p. 203-211)

- Thursday April 2*      *The Growing Minority Middle-Class*  
 In what ways do the experiences of Black middle class citizens differ from the experiences of most White middle class citizens? What are some of the challenges faced by those growing up in places like Groveland?  
 1. **BB**, Patillo-McCoy, from *Black Picket Fences*. (p. 16-22 & 101-108)
- Tuesday April 7*      *The Educational System*  
 How do patterns of school segregation and school funding in the United States affect the educational opportunities and outcomes of students? How might these opportunities/outcomes influence later socio-economic success?  
 1. Farley Ch. 12 (p. 355-365)  
 2. **BB**, Kozol, "Savage Inequalities" (p. 280-289)
- Thursday April 9*      *The Educational System (Continued)*  
 1. Farley Ch. 12 (p. 365-389)
- Tuesday April 14*      *The System of Higher Education*  
 What barriers do minorities face in institutions of higher education? How do cultural and behavioral factors influence the educational opportunities and outcomes of students?  
 1. **BB**, Feagin, "The Continuing Significance of Racism: Discrimination against Black Students in White Colleges." (p. 295-321).
- Thursday April 16*      *The Legal/Criminal Justice System*  
 What are some explanations for the disproportionate representation of minority men among those prosecuted and convicted in the American court system? Does the legal/criminal justice system discriminate against minorities?  
 1. Farley Ch. 11 (p. 330-353)  
 2. **BB**, Western & Pettit, "beyond crime and punishment: prisons and inequality" (p. 37-43)  
 2. Gallagher #29, Pager (p. 246-249)
- \*\*\*FAMILY INTERVIEW PAPERS DUE!\*\*\***  
*-make sure to turn in your signed participant form with the paper.*
- Tuesday April 21*      *Inter-racial Dating and Family Formation*  
 What is going on in the United States in terms of interracial dating and family formation? What might this mean for the future of race relations in America? What might this mean for the ways in which we discuss race and ethnicity?  
 1. Gallagher #44, Fryer (p. 377-384)  
 2. **BB**, Cose, "The Black Gender Gap," (p. 108-111)  
 3. Gallagher #46, Dalmage (p. 390-398)

Thursday April 23

*Course Wrap-up and Review*

How have race relations changed over time? Where have we come from and where are we going?

1. **BB**, Parillo, (p. 167-175)

**\*\*Optional Reading – will show up on Bonus Question in Final Exam\*\***

Gallagher #49, Gallagher (p. 416-418)

**\*\*\*SERVICE LEARNING PROJECTS SHOULD BE COMPLETE!\*\*\***

*-make sure to turn in a copy of your signed ServScript form to me*

**\*\* If you completed 20+ hours of fieldwork for your project and want the hours to be shown on your transcript, you must turn in your *Servscript form to the Center for Leadership and Civic Education* by **FRIDAY, APRIL 24th**. Attach a copy to your final paper, keep the original, and turn in an electronic copy through the Center website. \*\***

Tuesday April 27<sup>th</sup>

**FOR SECTION 01 ONLY -- FINAL EXAM, 5:30-7:30 p.m.**

Friday May 1<sup>st</sup>

**FOR SECTION 02 ONLY -- FINAL EXAM, 7:30-9:30 a.m.**