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, ktilman@fsu.edu. Also, feel free to come to my office hours on Tuesday from 12:30 – 1:30 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 me. 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 assignments, 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:


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 cell phones, ipods, and other electronic gadgets during class. Only use laptops and ipads for taking class 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 BlackBoard website.
6. Check your official FSU email account and the course Black Board page regularly. I will send all class announcements to official FSU email accounts.

Class Attendance:
Information covered in lecture often will not be found in your readings, so it is to your benefit to attend class regularly. We will also have 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.
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, texting, surfing the web, talking out of turn, reading newspapers, 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, 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, personal background, 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, 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 stop 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:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94.0-100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90.0-93.9</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84.0-86.9</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80.0-83.9</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77.0-79.9</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>74.0-76.9</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70.0-73.9</td>
<td></td>
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<tr>
<td>D+</td>
<td>67.0-69.9</td>
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<tr>
<td>D</td>
<td>64.0-66.9</td>
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<tr>
<td>D-</td>
<td>60.0-63.9</td>
<td></td>
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<tr>
<td>F</td>
<td>&lt;60.0</td>
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</tbody>
</table>

**Course Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams.</td>
<td>66% (22% each)</td>
</tr>
<tr>
<td>3 Reaction Papers.</td>
<td>24% (8% each)</td>
</tr>
<tr>
<td>Pop Quizzes/ Take-home Assignments/ Reading Questions.</td>
<td>10%</td>
</tr>
</tbody>
</table>

**All assignments are due at the beginning of the class period for which they are assigned.** Any assignment handed in more than 5 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. Extra credit is not offered in this course.

**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: the first on **February 10th**, the second on **March 24th** and the final exam on **April 30th**.

**Reaction Papers:**

You will be expected to write three 2-3 page reaction papers to the readings and material we have covered in class. I will provide you with several questions or themes to address. These papers can include your opinions and beliefs. However, I expect you to support your ideas with information that we have covered. This is a chance to make sure that you understand what we have read, and for you to apply sociological theories and arguments to your own experiences. These assignments are due in class on **February 3rd, February 24th, and April 16th**. All papers must be given to me in hard copy during the class period in which it is due and turned in through the Turnitin icon on Blackboard before the class period in which it is due.

**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. You must be present during both the class period in which the take-home assignment is passed out and the class period during 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. Please let me know, however, if you miss one of these assignments due to a legitimate, excused absence.

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://registrar.fsu.edu/bulletin/undergrad/info/acad_regs.htm]

All work (reading questions, quizzes, reaction papers, exams) 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, http://www.disabilitycenter.fsu.edu/
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.

   https://www.lib.fsu.edu/tutoring/reading-writing-center

2. Adult Learning Evaluation Center (ALEC). Provides evaluation and support for students with learning disabilities and attention deficit disorders - located in 2207 Stone Building, 644-3611.
   http://coe.fsu.edu/Academic-Programs/Departments/Educational-Psychology-and-Learning-Systems-EPLS/Degree-Programs/Psychological-and-Counseling-Services-Program/Centers/Adult-Learning-Evaluation-Center

3. Tutoring options available at FSU.
   https://www.lib.fsu.edu/tutoring-information

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:

Thursday January 8  Introduction to the Course
What is Sociology? Why is studying race relations from a sociological perspective important?

Tuesday January 13  What is “Race”? Is Race Real?
No Readings for today. Make sure you get your books!

Thursday January 15  The Origins of “Race”
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. 2-19)
2. Gallagher #1, Harris (p. 7-8)
Tuesday January 20    “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 22  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 contemporary notions of race and ethnicity?
1. Gallagher #9, Davis (p. 61-71)
2. Gallagher #12, Lee & Bean (p. 94-99)

Tuesday January 27   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?
2. BB, McIntosh, “White Privilege: Unpacking the Invisible Knapsack” (p. 119-126)

Thursday January 29  Defining Racism in a “Color Blind” Nation
What is racism? How is it different from prejudice or discrimination? Can only Whites be racist? Are we becoming a “color blind” society? What functions might the notion of “color blindness” serve for the dominant group?
1. BB, Tatum, Why Are All The Black Kids Sitting Together in the Cafeteria?: And other conversations about race. (pp. 3-17)
2. Gallagher #13, Gallagher (pp. 100-108)

Tuesday February 3   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. 10 (p. 248-279)

**REACTION PAPER #1 DUE**
Thursday February 5  

*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. 78-107)

Tuesday February 10  

**FIRST EXAM**

II. RACIAL/ETHNIC INEQUALITY IN THE UNITED STATES:

Thursday February 12  

*Origins and Causes of Racial/Ethnic Inequality*  
What effect did colonialism, slavery and exploitation in the 17th through the early 20th centuries have upon the current conditions of American minority groups?  
1. Farley Ch. 5 (p. 108-139)

Tuesday February 17  

*Origins and Causes of Racial/Ethnic Inequality (Continued)*  
1. Farley Ch. 6 (p. 140-165)

Thursday February 19  

*Changing Race Relations & Minority Group Movements*  
How did the Civil Rights Movement begin? Why did it occur when? What did it accomplish?  
1. Farley Ch. 7 (p. 166-179)

Tuesday February 24  

*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. 8 (p. 180-192)  
2. BB, Zhou, “are asian americans becoming “white”?” (p. 29-37)  
3. Gallagher #40, Steinberg (p. 337-342)

**REACTION PAPER #2 DUE**

Thursday February 26  

*Minority Group Movements in the Post-Civil Rights Era*  
1. Farley Ch. 8 (p. 192-211)
III. CONTEMPORARY IMMIGRATION:

Tuesday March 3  Recent Immigrants
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)

Thursday March 5  Recent Immigrants
How has the Arab American population changed over time? Why? How is immigration from Africa and the Caribbean changing the composition of the Black population in the U.S.?
1. Gallagher #42, Suleiman (p. 353-364)
2. Gallagher #41, Logan (p. 343-352)

Tuesday March 10  NO CLASS – SPRING BREAK!!

Thursday March 12  NO CLASS – SPRING BREAK!!

Tuesday March 17  NO CLASS!!
Catch up on your readings!

Thursday March 19  Immigration Debates
What are some of the biggest concerns/fears about immigration in the US today? What are some of the recent debates regarding immigration policy?
1. Farley Ch. 16 (p. 494-504)

Tuesday March 24  SECOND EXAM

IV. CONTEMPORARY SIGNIFICANCE OF RACE/ETHNICITY:

Thursday March 26  The Economy –Discrimination
What effect does discrimination have upon minority outcomes? What theories have been used to explain employment discrimination?
1. Farley Ch. 11 (p. 280-290)
2. BB, Herring, “is job discrimination dead?” (p. 13-19)
3. Gallagher #30, Braverman (p. 250)
Tuesday March 31  
*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. 290-294)
2. Gallagher #32, Newman & Ellis (p. 259-270)

Thursday April 2  
*The Effects of Residential Segregation*
How prevalent is residential segregation today? Why do we still have segregation?
1. Gallagher #21, Massey (p.165-183)

Tuesday April 7  
*Segregation and 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. 390-401)
2. **BB**, Kozol, “Savage Inequalities” (p. 280-289)

Thursday April 9  
*The Educational System (Continued)*
What is a “cultural bias” explanation of educational differences? A “cultural deprivation” explanation? What are some possible solutions to racial inequality in education?
1. Farley Ch. 14 (p. 401-438)

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?

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. 13 (p. 344-389)

**REACTION PAPER #3 DUE**
Tuesday April 21  
*The Legal/Criminal Justice System, Continued*
1. Gallagher #29, Pager (p. 246-249)
2. **BB**, Western & Pettit, “beyond crime and punishment: prisons and inequality” (p. 37-43)

Thursday April 23  
*Course Wrap-up and Review for Final Exam*
How have race relations changed over time? Where have we come from and where are we going?
1. **BB**, Parillo, (p. 167-175)
2. Gallagher #49, Gallagher (p. 416-418)

*Thursday April 30  FINAL EXAM, 7:30 – 9:30 a.m. in the classroom*