



Department of Sociology

SOC 3310 Race and Ethnic Relations

In-Person Course

Time: T & Th 10:40 am -12:05 pm

Location: Siena 102

Instructor: Michael L. Rosino, PhD

Email: Mrosino@molloy.edu

Office: Kellenberg 312 #3 (office on the right)

Q & A Drop-In Hours: W 12-2 pm (in my office) (If you cannot meet me during this time, or are not available in person during this time, email me your availability, and we can set up a Zoom appointment.)

Course Description:

This course examines the major social issues surrounding race and ethnic relations in America. Special emphasis is placed on the causes and consequences of prejudice and discrimination. Racism, broadly defined, is analyzed in both the historical and contemporary contexts.

What You Will Learn in this Class:

Racial oppression and struggles to resist this form of injustice are predominant features of U.S. society. Sociological thought and research can tell us much about these issues. This course focuses on social and historical understandings of race and ethnic relations. We will examine (1) how racial and ethnic categories are formed, used, and changed and (2) how social actions and the organization of our institutions and social systems impact the life chances, opportunities, and power of racial and ethnic group members. We will examine how the structures and meanings of **race and ethnicity** interact with domains such as **the economy, mass media, tech, everyday interactions, criminal justice, politics and the state, education, and collective action**. We will also engage in sociological and critical analysis of **contemporary issues and events** related to racism, ethnicity, and inequality.

To explore these topics, we will engage in discussion and analysis of empirical research studies, case studies of specific events and trends, and theories that seek to explain these trends and events. Some days, we will engage with media content to exemplify the issues that we explore and I will invite guest speakers who are experts in various fields to share their first-hand experiences and knowledge on these topics.

We will cover a wide range of theoretical perspectives and dig into important debates and current trends in both the field of sociology and American society-at-large. And importantly, we will not only be learning how sociologists think but rather **how to think like a sociologist**.

How this Class is Taught:

The course will consist of lectures and weekly discussions or activities. Tuesday classes will be devoted to lectures and discussions covering major concepts and theories and further context and information. Thursday classes will mostly provide an opportunity for deep readings of more complex material, interactive engagement with media, active learning exercises, and open dialogue on contemporary issues. As this is an upper-level course, we will have in-depth conversations about critical and contested social

issues. I expect all of you to **come to class each week having done the readings in advance of class and ready for active discussion.**

Communication

Students should contact me through my Molloy email (mrosino@molloy.edu). I will respond to emails as promptly as possible from 9 am to 5 pm Monday through Friday. I will also offer opportunities to check in remotely via Zoom. I will also post announcements and updates via Canvas.

Students should use their official Molloy email and check Canvas on a daily basis during weekdays for updates and announcements. Students can use the Settings tab in Canvas in their Account to add other emails, a cell phone number, or twitter account to receive notifications.

Course Goals

By the time you finish this course, you will be able to:

1. Comprehend and discuss the primary schools of thought within sociology that address the topics of race and ethnic relations, including critical theories and associated research methods.
2. Develop your “sociological imagination” and apply your knowledge and understanding of sociology to social issues and day-to-day life.
3. Define and analyze related concepts (racialization, stratification, racial ideology, racial socialization, racial inequality, racial oppression, interaction, identity, etc.) and understand them from a sociological perspective.
4. Better utilize your analytical and intellectual abilities for critical thinking and problem-solving.
5. Clearly articulate your own analysis and standpoint on various vital social issues and back up this standpoint with empirical facts and logical reasoning.
6. Integrate, understand, and write succinctly and academically about sociological research.

Guidelines for In-Class Participation

To ensure that all students can learn without distractions, the following activities **ARE NOT PERMITTED** during class:

1. any use of cell phones and other devices besides laptops unless part of a class activity
2. conversations not part of a class discussion
3. entering the classroom late and/or leaving early, except emergencies cleared with the instructor
4. personal attacks on another person's appearance, demeanor, or personal beliefs

Course Grade Components:

1. **Attendance and Participation (20%)** – Attendance and participation are essential components of success in this course. I will take attendance in each class as part of this grade. Additionally, many of the activities and discussions in this course will require participation and completion of in-class tasks, which will count toward this portion of your grade.
2. **Sociological Art and Media Projects (15%)**- On assigned Thursdays, each student will bring one example of art or media (e.g., video, song, image, meme, news article, blog post, podcast, etc.) that demonstrates a topic covered recently in class. The schedule will be developed after the drop/add period is over. The student will share it with the class, provide a brief explanation of how it relates to course material, and pose at least 2 discussion questions for the class to engage in conversation. Presentations (i.e. Prezi, PowerPoint, or Google Slides) are encouraged to provide context but they are not required.
3. **Weekly Reflections and Discussion Questions (30%)** – For each week, you will turn in written responses (1 paragraph per reading) and discussion questions (3 per week) on the readings on canvas. The course is heavily discussion based. These discussion questions and responses will ensure that you are prepared to participate in class discussions based on the readings.
4. **Review of Op-Eds (5%)** – You will submit a 1-2-page paper examining the strengths and weaknesses of 4 Op-Eds on issues of race and ethnicity, including a paragraph on how reading these Op-Eds influences your own choices in writing your final product.

5. **Paper Proposal and Bibliography (5%)** – You will submit a one-page paper explaining your topic and the question you will address and a one-page bibliography of 5 social science research articles with a one-sentence description of each.
6. **Rough Draft (10%)** – You will submit a rough draft of your paper for in-class peer feedback.
7. **Op-Ed Paper (15%)** – A 500-700-word paper that summarizes and integrates sociological research on a topic and forms a strong argument or commentary on current events will be due during finals week.

Communicating Across the Curriculum Program: Percentage of Grade Involving Evaluation of Writing, Speaking, Critical Thinking Skills: 90%

Late Assignments and Due Dates:

Late assignments will not be accepted except in cases of family or health emergencies. All assignments for this course should be done well before their due dates to avoid last-minute issues. **Please contact me as soon as possible if you need an extension or clarification.** I am happy to work with students to meet deadlines.

Readings:

To cover a wide range of materials and save you some money, **there is no textbook for this course!** All readings and other materials will be posted to each weekly Module on Canvas.

This course will involve two or three essays, news articles, theoretical or empirical articles, or book chapters, generally totaling about 20-70 pages per week. **Reading for this course is essential** for following lectures, discussions, and activities and performing well on coursework. Some of these readings will be challenging. However, I will cover concepts from the readings in-depth in class.

Note: Changes will be made (with ample notification) to this schedule and reading list throughout the semester.

Course Schedule:

Class Meetings	Weekly Module	Assessments/Due Dates
9/8	Module 1: Introduction to the Class and Each Other	Syllabus Quiz (9/12)
9/13 9/15	Module 2: Thinking Sociologically about Race, Ethnicity, and Social Inequality	Weekly Reflection (9/14)
9/20 9/22	Module 3: Racial Formation and Ethnic and Racial Categories	Weekly Reflection (9/21)
9/27 9/29	Module 4: Systemic Racism and Racial Ideology	Weekly Reflection (9/28)
10/4 10/6	Module 5: Library Class Session (10/4) and Paper Overview	TBD
10/11 10/13	Module 6: Critical Race Theory	Weekly Reflection (10/11) Op-Ed Review (10/14)
10/18 10/20	Module 7: Racial Capitalism and the Wealth Gap	Weekly Reflection (10/19)
10/25 10/27	Module 8: Black Feminism and Intersectionality	Weekly Reflection (10/26) Paper Proposal (10/28)
11/1 11/3	Module 9: Representations in Media and Technology	Weekly Reflection (11/2)
11/8 11/10	Module 10: Racial Politics, Democracy, and Power Dynamics	Weekly Reflection (11/9)
11/15 11/17	Module 11: Race, Space, and Everyday Life	Weekly Reflection (11/16)

Class Meetings	Weekly Module	Assessments/Due Dates
11/22 11/24	Module 12: Writing Check-In/ “Thanksgiving Recess”/ Day of Mourning	Writing Workshop (via Zoom) (11/22) NO CLASS (11/24)
11/29 12/1	Module 13: The Criminal-Legal System and Citizenship, Belonging, and Exclusion	Weekly Reflection (11/30) Rough Draft for Peer Review (12/1 in class)
12/6 12/8	Module 14: Environmental Racism and Racial Inequities in Health and Illness	Weekly Reflection (12/7)
12/13 12/15	Module 15: Collective Action, Empowerment, and Social Change	Weekly Reflection (12/14)
12/20	FINALS WEEK	Final Paper (date TBD)

Disability Support Services – “If you are a prospective or current student and would like to discuss your eligibility, please contact us. To schedule an appointment, please send an email to dss@molloy.edu.”

<https://www.molloy.edu/academics/academic-services/disability-support-services>

Ally and Course File Formats- “You can now download your course files in different formats that fit your device, need, and learning preference. Click the download icon next to your course files and select “Alternative Formats” from the dropdown menu. Then select your preferred format. The file may take a few minutes to download, so continue with your work while you wait. The quality of the alternative formats can vary based on the original file, so if something looks out of place, consult the original file. Depending on the type of file, you will see the following options:

- An OCR'd PDF improves the quality of scanned PDFs
- A Tagged PDF for Word and PowerPoint documents or for improved navigation with screen readers
- An HTML version that will be a simple and responsive to mobile devices with zoom-in capabilities
- An ePub version for use with ePub readers that allows for font customization, contrast adjustment, and annotation/highlighting
- An Electronic Braille version for your Refreshable Braille Display
- An Audio MP3 for listening to your content on the go

For a complete description of the Available Formats, view or visit Ally [Alternative Formats](#) resource.”

Molloy University Writing Center - “the Writing Center is staffed by experienced professional consultants. As an undergraduate, graduate, or doctoral student of Molloy University, you can be helped at the Writing Center, whether you are writing a summary/critique, a PowerPoint presentation, an application essay, or a research paper requiring precise use of MLA or APA documentation format. You can also obtain helpful handouts prepared by our consultants.”

<https://www.molloy.edu/about-molloy-college/offices-and-services/writing-center>

Student Personal Counseling Center – “The Student Personal Counseling Center (SPCC) is a confidential and free service available to all currently enrolled Molloy University students. Through individual counseling (in-person and telehealth), wellness workshops, crisis intervention, support groups, and on-campus trainings, the SPCC aims to enhance wellness, and offer students a more meaningful, and successful college experience. If you are interested in scheduling a counseling appointment, please call 516-323-3484, stop by Public Square 030, or complete an online appointment request at <https://molloy.titaniumhwc.com/AppointmentRequestForm>. The SPCC is open Monday and Wednesday

from 8:30am-7pm; Tuesday and Thursday from 8:30am-6pm; Friday from 8am-5pm. Follow us on Instagram @spcc_molloy.” You can also use this QR code:



<https://www.molloy.edu/molloy-life/campus-life-and-activities/student-personal-counseling-center>

JET Library Virtual Office Hours – “Online office hours are specific hours where a librarian will be sitting in a Zoom meeting, waiting for people to join and ask questions.”

<https://molloy.libguides.com/usingthelibrary/ooH>

Recording - “As a student enrolled in courses offered by Molloy University, Rockville Centre, New York, I understand that classes may sometimes be audio or digitally captured for instructional purposes. THESE RECORDINGS ARE INTENDED ONLY FOR EDUCATIONAL PURPOSES AND WILL BE USED ONLY BY THE FACULTY AND STUDENTS ENROLLED IN THE COURSE. PLEASE NOTIFY YOUR INSTRUCTOR BY EMAIL IF YOU DO NOT CONSENT TO PARTICIPATION IN A DIGITAL RECORDING OF YOUR COURSE. If no student elects to withhold his/her consent prior to 9/13, digital recording of the class will begin. Any student who has not contacted the professor prior to that date will be deemed to have consented to the recording. You may notify your professor by email at any time if you choose to revoke your consent.”

Academic Integrity

According to the Molloy University Office of Academic Affairs, “Engaging in any form of academic dishonesty includes:

- A) Cheating - utilizing a source other than self either during an exam or in completion of an assignment
- B) Fabrication - intentional and unauthorized falsification or invention of any information
- C) Facilitating Academic Dishonesty:

- Allowing another student to copy during an exam or take-home assignment
- Allowing your work to be represented as another student's work
- Supplying information regarding examinations to others
- Not fully participating as a cooperative member in group work

D) Plagiarism - failure to cite another's direct words, poor paraphrasing, or rephrasing another's work as to represent them as one's own”

Academic misconduct (such as cheating or plagiarism) in this course may result in failure of the course or expulsion.

<https://www.molloy.edu/about-molloy-college/offices-and-services/office-of-academic-affairs/academic-integrity/for-students>

Health and Wellness

Molloy University is committed to maintaining a healthy environment. Therefore, students are urged to monitor the website and all health and safety updates for any health-related changes in campus procedures. If you suspect contracting a contagious disease you are encouraged to use good judgment, monitor your symptoms, consult a medical professional, and remain home if needed. At the present time, masks are not required while on campus. However, we respect individual preferences and encourage members of the community to support the individual right to determine their need to wear a face covering.

A note from your instructor: I will be wearing a face mask all semester, and I will also provide disposable paper masks for any students who wish to wear them in class. I will also offer complete flexibility to allow you to make up work, stay home, or need any other accommodations if you test positive for COVID, suspect you may have come into contact with COVID, or you feel you may have symptoms. As we are still amid the COVID-19 pandemic, I personally recommend taking precautions to protect yourselves, your classmates, and myself as much as possible.

Attendance

It is the accepted practice at Molloy University that faculty take attendance in all courses. Students should notify faculty if an absence is necessary as the result of a serious situation. Failure to attend class for two (2) consecutive weeks at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course. In the case of an online or hybrid course, attendance is considered similarly important. Therefore, failure to participate in academic activities in any given week is considered an absence. Examples of participation in academic activities representing attendance would be participation in a class chat or discussion board on an academic topic, submissions of a required assignment, digital interaction with the professor on an academic topic, and completion of a quiz or exam. Administrative withdrawal results in removal from the course with a grade of "WA" or "WF" determined by the point in the term and the academic performance. Students should consult the University catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Molloy Student Tour

The Molloy Student Tour (MST) will help you locate appropriate student resources and contact information, navigate Canvas effectively, and identify ways to be successful during your time at Molloy University. You can access MST by selecting "Courses" from the left navigation in Canvas and then selecting "All Courses." Select the star next to its name to turn it orange and include it on your Canvas dashboard for easy access.