

Southern Illinois University Carbondale
SOCIOLOGY 215-04: Race & Ethnic Relations in the U.S.
Spring 2011 Course Syllabus

Instructor: Kristie J. Lipford

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Office: Faner Hall 3427 **Office Hours:** TR 915-1215pm **Office Phone:** 453-7624

Lecture Meeting Times:

Lecture: 8:00 - 9:15 TR

Location: Quigley 208

Reasonable Accommodations: Students requiring special accommodations should alert me and SIUC's Disability Support Services Office, 618-453-5738, within the first 2 weeks of class.

Course Description: A large part of the research enterprise focuses on the collection of ethnic and racial data to document and describe population differences and similarities. Examples of these are census data, surveys, and opinion polls. Sociology and other social sciences use data sources, like the ones listed above, to test hypotheses related to ethnicity and race. Knowledge of ethnic and racial data is significant because, believe it or not, racial statistics affects your life! A fair share of the nation's public and social policy is data driven *and* rooted in social science research. Therefore, one of the primary purposes of this course is to acquaint you with research methodology, quantitative indicators, and interpretation of descriptive racial data and basic inferential statistics. To fulfill this purpose, we will use the textbook as a conceptual foundation and read and discuss relevant academic journal articles that use race or ethnicity as predictor variables.

Required Text: Schaefer, Richard T. *Race and Ethnicity in the United States 4th ed.* Prentice Hall Press. Additional readings which will be accessible via Blackboard.

Course Objectives:

Upon the completion of this course, students will be able to:

- Demonstrate an understanding of such sociological concepts as assimilation, pluralism, ascribed and achieved status, prejudice and discrimination;
- Display basic knowledge of historical, socioeconomic, and political demographics of various racial/ethnic groups in the United States;
- Demonstrate critical thinking and understanding about different theories and perspectives pertaining to race, class, gender, and sexuality; and
- Apply sociological concepts for the analysis of race and ethnicity to personal and/or familial experiences.

Lecture Format: I could literally talk "race" all day, however the 16 week semester limits my time to 130 minutes each week; so, within this time frame the following topics will be discussed:

- A. Introduction to Research on Ethnicity and Race
 - a. Race Theory & Key Concepts
 - b. Conceptualization, Operationalization, & Measurement
- B. Descriptive Statistics
 - a. Frequency Distributions of Racial Data
 - b. Graphic Representations of Racial Data
 - c. Central Tendency & Dispersion
 - d. Bivariate Relationships
- C. Ethnicity and Race as Predictor Variables in Academic Research
- D. Topical Perspectives on Ethnicity and Race and the Gender Intersection

In addition to a series of lectures and readings, we will exhaust multimedia options, participate in class activities, and engage in class discussion to enhance our knowledge and understanding of race and ethnicity.

Course Requirements:

1. **Mid-Term and Final Exam:** Two take-home exams worth **50 points** each.
2. **SPSS Problem Sets:** I'll assign 7, you complete only 5. Worth **15 points** each.
3. **Attendance & Participation:** Attendance and participation is valuable; **40 points**.
4. **Group Research Proposal:** Research proposal on assigned topic; worth **185 points**.

Grading Distribution: Grades will be determined by an accumulation of points, with a perfect score being a total of **400 points**.

A= 360 and up

B= 320 - 359

C= 280 - 319

D= 240 - 279

F= 239 and below

On a final note, I've specifically designed this course so that class requirements are very manageable. Come to class often and keep abreast with readings and assignments and you should do fine. Please No Late Assignments! There will be 7 problem sets assigned, buckle down and complete 5 to turn in...it's as simple as that. I Do Not Do Make-up Exams! Attend class the day I hand test out, and attend class when it's time to turn it in...it's as simple as that. The biggest requirement for this class is the group proposal. Take some time out and *just do it!* After you complete and type it up be sure to turn your research proposal in on the day it's due...it's as simple as that. Best of Luck in Spring 2011!

