Please fill in all information. Required signatures are on page two of this form. Please return to: Academic Affairs Committee, Office of the Provost, Anderson Hall, 2nd Floor.

Contact Person: George Lewis  
Phone: 946-2925

Date: September 20, 2006  
School or College: COP  
Department: Sociology

Proposed Course #: 141  
Title: Prejudice and Racism

Units: 4  
Enrollment/Expected Enrollment: -25  
Grade Option: Letter Grade

Prerequisites: A course in sociology* or permission of the instructor

Catalog description (Attach a syllabus):  
Same as currently listed as: ETHN 97

What are the reasons for the new course (e.g., student needs, major, etc.):  
It is a Sociology course, taught by a Sociologist. Moving it from Ethnic Studies to Sociology, with knowledge and approval of head of Ethnic Studies program. It will still count in Ethnic Studies, as a course.

If approved, when will this be implemented?  
Fall ☑  
Spring ☐  
Year 2007

What is the anticipated impact on resources (e.g., Faculty, funds, library materials etc.):  
None

Describe any special facilities, furnishings, or technology needs. List software needs, if any.  
None
**APPROVAL PROCESS**

Please obtain all signatures before submitting to Academic Affairs Committee. Please acquire signatures in the order in which they are listed below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Action Description</th>
<th>Approved by</th>
<th>Date</th>
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<tbody>
<tr>
<td>1.</td>
<td>Action by department requesting addition/change:</td>
<td></td>
<td>3-22-06</td>
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<tr>
<td>2.</td>
<td>Action by the Curriculum and/or Graduate Studies Committee of the School/College:</td>
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<td>11/14/06</td>
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<td>3.</td>
<td>Action by the Dean of the School/College:</td>
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<td>11/14/06</td>
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<td>4.</td>
<td>Action by the General Education Committee (as appropriate):</td>
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<td>5.</td>
<td>Action by the Dean of the Library:</td>
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<td>6.</td>
<td>Action by the Director of Educational Technology Services (if computer lab needed):</td>
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<td>7.</td>
<td>Action by the Graduate Studies Committee (as appropriate):</td>
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<td>8.</td>
<td>Action by the Registrar (to check course number, etc.):</td>
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<td>12-21-06</td>
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<td>9.</td>
<td>Action by the Academic Affairs Committee:</td>
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After approval by the Academic Affairs Committee, information regarding new, revised, or deleted courses is sent to the Registrar for listing in or modifying the catalog.

Form revised 9/4/03
Hi George,

Thank you for your message. I appreciate your asking me about the proposed change. It makes sense. I am delighted that this course will become a regular course of your department. The switch is appropriate to me. I hope you will still keep it as an upper division course; we require our minors to complete at least two upper division courses. So we need to have enough upper division courses available for students.

Please let me know when the changes are officially approved so that we can make the changes in the book accordingly.

Best,
Xiaojing

>>> "George Lewis" <glewis@pacific.edu> 04/27/06 9:07 AM >>>
Hi Xiaojing-

The Sociology Dept is in the process of revising our curriculum some, and one such revision may impact Ethnic Studies. Now that we have a PhD sociologist teaching Prejudice & Racism, we would like to offer this course as a regular SOCIO offering, rather than the Ethnic Studies course that it is now. What we would favor would be to change the Dept and number of the course to Sociology, but leave the content, description and format as Marcia is now teaching it.

Would this be acceptable to you? (To us, and to the Dean's Office, this is a better move than for us to cross-list it as it stands, as it moves the course into an appropriate dept--and you can cross-list the other way, as you do now with many of your courses.) How would you feel about this course of action?

George
Course Overview: This course will focus on both historical and contemporary forms of prejudice and racism. Individuals, groups and social institutions such as the media, education, family and government will be examined for their role in fostering – as well as challenging - prejudice and racism. Racism, with an emphasis on discrimination against African Americans, will be the focus of the course. Some of the texts will deal with the intersection of anti-Semitism, racism, sexism and classism, allowing students to consider how multiple forms of discrimination interact in society. Although centered in Sociology, this class is to some extent interdisciplinary, as course readings and films represent a variety of social science disciplines.

Required Texts: George Fredrickson, Racism: A Short History; Charles Gallagher, Rethinking the Color Line: Readings in Race and Ethnicity (3rd Edition)
*Additional reading will be posted on Blackboard or made available at the University Library.

Course Requirements: This course is designed as a discussion seminar; therefore students are responsible for making the class successful. There will be very few lectures or instructor directed class days during the semester. Student-centered learning is the foundation of this course and class activities. All members of the seminar are expected to take an active role in the learning process. Participation is key to having a successful and rewarding experience in this course. Throughout the semester students will do individual and group presentations and there will be occasional homework assignments, pop-quizzes, a research project as well as a midterm and a final take-home exam.

A description of all written course work will be provided in separate handouts and available on Blackboard. The course requirements and readings may be changed at the instructor’s discretion, it is important to check Blackboard regularly for course updates.

Course Objectives: At the end of the semester, students should have:
1) An appreciation for using social science research theory and analysis to understand social life,
2) An increased understanding of society and cultures of the United States,
3) An increased understanding of growth and development of social and economic institutions in the United States and,
4) An increased understanding of how change in the United States society and culture influences

Class Discussion: An objective of the course is to introduce students to various ways in which one can use social science research to analyze everyday life. Personal opinion and individual experiences are valuable for us to learn about each other; however it is important that as a community of learners we engage the course texts to serve as the central focus for class discussion. Students do not have to agree with any or all of a researcher’s stance, approach, findings or suggestions; however you must be able
to engage and analyze the reading in a mature manner to successfully complete the assignments and participate in class discussion.

Some members may consider the issues and perspectives presented controversial, or may be uncomfortable having their personal views challenged. I would like this class to be a “safe place” to discuss the themes in the course, thus students are expected to respect the perspectives of others, including the instructor, and information in the texts that challenge their own worldviews. While lively and engaging discussion is encouraged, active listening is also a necessary component of the class. Class members who repeatedly dismiss and rudely interrupt others, including the instructor, will lose participation points. Also, engaging in side conversations or passing notes is distracting for others and will result in the offending students to lose participation points if either activity becomes too distracting. Students should set cell phones, text messengers, and pagers to silent or turn off devices while in class. If any of the aforementioned activities (passing notes, side conversations or other necessary interruptions) becomes a habit, offending students may be asked to leave the class for the day.

### Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>30 points</td>
</tr>
<tr>
<td>Homework</td>
<td>15 points (5 points each)</td>
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<tr>
<td>Pop-quizzes &amp; In-class work</td>
<td>15 points</td>
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<tr>
<td>Leading discussion</td>
<td>30 points (15 points each day- 10 presentation, 5 paper)</td>
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<tr>
<td>Research project</td>
<td>40 points (30 paper, 10 presentation)</td>
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<tr>
<td>Midterm</td>
<td>40 points</td>
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<tr>
<td>Final Exam</td>
<td>30 points</td>
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</table>

200 points total for course

### Grade Scale

Final letter grades will be weighted as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>200 - 185 points</td>
</tr>
<tr>
<td>A-</td>
<td>184 - 180 points</td>
</tr>
<tr>
<td>B+</td>
<td>179 - 173 points</td>
</tr>
<tr>
<td>B</td>
<td>172 - 166 points</td>
</tr>
<tr>
<td>B-</td>
<td>165 - 160 points</td>
</tr>
<tr>
<td>C+</td>
<td>159 - 153 points</td>
</tr>
<tr>
<td>C</td>
<td>152 - 146 points</td>
</tr>
<tr>
<td>C-</td>
<td>145 - 140 points</td>
</tr>
<tr>
<td>D+</td>
<td>139 - 133 points</td>
</tr>
<tr>
<td>D</td>
<td>132 - 126 points</td>
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<tr>
<td>D-</td>
<td>125 - 120 points</td>
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<tr>
<td>F</td>
<td>less than 119 points</td>
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### Participation

Participation in this class will be measured on several levels: 1) showing up ready to do the work of the course (having done the reading and assignments) 2) participating fully in classroom discussions and small group work and 3) bringing in 2 questions for in-class writing and discussion for each class. These questions may be either typed or written on notebook paper. The questions should be analytical in nature, i.e., should point us to a specific passage in the text, and ask us to interpret the passage, relate it to another of our readings, or to some other specific discourse (for example, current events). I will not collect questions every class day, however students must prepare questions for each set of assigned reading to prepare for participation in class discussion. I will grade the questions on the following basis: check plus, check, and check minus. A check plus indicates exemplary work, a check represents average work, and a check minus signifies work that is below minimum expectations. The questions are part of your participation and attendance grade. Students will not be able to hand in questions late.
In addition, participation in the in-class writing will be counted in this portion of this grade. Occasionally I will ask students to take notes on a film or reflect on a reading selection in class, but I will not collect this work. Any written work for the class not collected should be kept with your other course material to use for review for exams and research project. I will assign a portion of the 30 points of your participation grade based on my subjective “take” of your in-class participation.

**Leading Discussion:** To ensure a seminar-style class, each student will serve as a discussion leader (or part of a group leading discussion depending upon class size) twice during the semester. Each group must type up a short (3-4 pp) response to the section of reading for that day, including: 1) synthesis of assigned reading (in other words what links the reading for the day together?), 2) at least two specific passages of interest per article, and an explanation for why they are significant, as well as 3) two questions to that may be used as a writing or discussion prompt in class. The questions should be analytical in nature, based on the course material, not personal. For example, a question such as “What did you like about this article?” is not acceptable to start an analytical discussion. Research sources must be cited in the body of the paper.

The group discussion leaders’ response paper must be handed in at the end of class on the day of the presentation. **Failure to lead discussion on the day you’ve signed up for will result in an automatic 0 for 66% of this assignment.** Students who do not present, but contribute to their group’s paper may be able to earn full credit for this part of the assignment (up to 5 points).

**A note about written work:** All written work must be typed, double-spaced, numbered and in 12-point font in black ink. I will not accept hand written notes on notebook paper for any of the written assignments unless it is for in-class work such as a quiz or questions based on the assigned reading. I will not grade an un-named paper or a paper with pages missing, so remember to put your full name on the first page of a paper and to staple the pages together. Furthermore, papers should always be turned in during class, to my department mailbox or by email depending upon the specific requirements of the exercise. It is advised that students keep a copy of all written for their own records.

**Attendance Policy and Lateness:** You are allowed two absences without penalty per semester. Beyond that, your final grade will drop a point for each additional absence. For example, if your final grade is a B, it will drop to a B- if you are absent 3 times, or to a C+ if you are absent 4 times, etc. You will be marked absent if you come to class unprepared or late. Two latenesses equal one absence.

**Missed Work:** Students are allowed to turn in missed work due to an excused absence within two weeks of the assignment due date. Students are responsible for contacting the instructor to schedule make-up exams or to make arrangements for missed work. **Students will not be able to take a pop quiz at a later date.** Documentation explaining why you were unable to complete an assignment or attend class will be required before any missed work is accepted or make-up exam scheduled.

**ADA Statement:** As an instructor, I am responsible for creating a classroom environment where all students are able to be full participants in the course. If any student is in need of classroom assistance or modification related to a disability alert me at the beginning of the semester so that the proper arrangements can be made in advance.
Academic Honesty: No form of plagiarism or cheating will be tolerated in this class. Both plagiarism and cheating are acts of academic dishonesty and are violations of University policy. Any student found plagiarizing an assignment will receive a failing grade for that assignment and the proper campus authorities will be notified. An act of academic dishonesty includes: 1) handing in a paper from a previous course without approval of both instructors, 2) cheating, e.g., giving or receiving answers during a quiz, and 3) plagiarism, e.g., copying another’s work without citing the source of the information or purchasing a paper from the Internet to hand in as your own. You may use someone else’s ideas in your work; however, you must acknowledge whose work/ideas you are using. If you are unsure about what constitutes plagiarism, review the University’s Honor Code. A complete statement of the Honor Code may be found in the Student Handbook, Tiger Lore. Understanding and adherence to the University Honor Code is the responsibility of the student.

Course Calendar
- Assigned readings should be completed prior to the next class date, for example the Introduction of Racism: a Short History should be completed by 8/30. Furthermore, readings from the texts will be referred to by the author or editor’s initials either GF for George M. Fredrickson or CG for Charles A. Gallagher. Additional readings posted on Blackboard or placed on reserve in the library will include the author and title of the text.
- Meeting days designated as student discussion led classes are marked as “DL.” Each student must select two days to lead class during the semester.
- The reading schedule and course activities are subject to change. It is your responsibility to listen to announcements in class and check Blackboard regularly for course changes.

I. Understanding the Historical Roots of Prejudice and Racism
8/28: Introduction to course and review of course requirements
8/30: GF- Introduction and Appendix
   Finalize discussion leader groups and review terminology
9/4: Labor Day- No Class
9/6: GF- Ch 1
   CG- Ch 1 (Harris) and Ch 2 (Zinn)
9/11: Film: Slavery and the Making of America Vol. 1 The Downward Spiral
9/13: Continue film review and discussion of GF- Ch 2
9/18: Film: Slavery and the Making of America Vol. 4 The Challenge of Freedom
9/20: GF- Ch 3 and Epilogue
DL: _____________________________

II. Theoretical Perspectives on Race and Ethnic Relations in the U.S.
9/25: CG- Chapters 3 (Omi and Winant), 4 (Feagin and Feagin), 5 (Bonilla-Silva)
DL: _____________________________
9/27: CG-Chapters 13 (Gallagher), 14 (Guinier and Torres), 16 (Blumer), 17 (Merton)
DL:

How Race Changes Over Time
10/2: CG-Chapters 10 (Wilkins), 11 (Espiritu), 12 (Lee and Bean)
Additional reading on reserve “How Jews Became White” by Karen B. Sacks
DL:

10/4: Library Research Seminar- meet in Library Classroom for research demonstration

10/9: Overflow day and review for midterm

10/11: Midterm

III. Contemporary Forms of Prejudice and Racism

Language
10/16: Film: The N-Word
Reading to accompany film is on reserve “Racism in the English Language” by Robert Moore

10/18: Continue viewing film and begin discussion of media articles
*October 18 is the last day to drop classes!

Media
10/23: CG-Chapters 35 (Klein and Naccarato), 36 (Lewis and Jhally), 37 (Lichter and Amundson)
Additional readings on reserve are: “Ralph, Fred, Archie and Homer: Why Television Keeps Recreating the White Male Working-Class Buffoon” by Richard Butsch.
DL:

10/25: Film: Color Adjustment

10/30: Continue film discussion and complete in class activity

Education
11/1: Film: Children in America’s Schools
Reading to accompany film CG-Ch. 24 (Kozol)

11/6: Mandatory Office Hours for all students. Research project proposals are due in class. The proposals should include topic, explanation of relevance of topic to the course, an annotated bibliography of five scholarly references (i.e., journal articles or academic press books) and list of members if working in a group.

Higher Education and Affirmative Action
11/8: Film: Secrets of the SAT
Readings to accompany Secrets of SAT are on reserve. James Jones, Jr. “The Rise and Fall of Affirmative Action,” and David Wellman and Howard Pinderhughes “Portraits of White Racism”,


11/13: Continue film and complete in-class activity.

**Racialized Space and Residence**
11/15: CG- Chapters 21 (Massey), 22 (Anderson), 25 (Zenk et al.)
DL: __________________________

**How Race Shapes the Workplace**
11/20: CG- Chapters 30 (Braverman), 31 (Waldinger), 32 (Bao), 34 (Kandel and Parrado)
DL: __________________________

11/22: Thanksgiving Break- No Class!

**Race and Romance**
11/27: CG- Chapters 44 (Kennedy), 45 (Dalmage), 46 (Wu), 47 (Root)
DL: __________________________

**IV. Social Change**
**Challenges to Social Change**
11/29: CG- Chapters 40 (Steinberg), 41 (Zhou), 42 (Suleiman), 43 (Waters)
DL: __________________________

**Opportunities for Social Change**
12/4: CG- Chapter 48 (Gallagher)
Reading on reserve: Peggy McIntosh’s “White Privilege: Unpacking the Invisible Knapsack”

12/6: Overflow day: Schedule Research Presentations and Final Exam distributed in class.

12/11 and 12/13: Research Presentations
The research paper is due the same day as your presentation on December 11th and 13th.

**Take home exam is due December 18th by 5 pm** in my mail box in the Sociology Department (Social Science Hub WPC 212). Do not slide the exam under my office door, or leave it outside my office! I will **accept only a hard copy of the final exam to grade**; students should keep a copy of the final for their own records.
Student Contract for Ethnic Studies 141: Prejudice and Racism
M. Hernandez

Name: ________________ Nickname/preferred name: ________________
E-mail address: I will use your campus email address for all correspondence. Phone number: _____

Please answer the following questions. I will keep your responses confidential, and will use them to get a better understanding of your expectations and background going into this class. If you need more room, you can use the back of this sheet. Thank you!

What do you expect to get out of this class?

Do you experience test anxiety?

List some of the positive and negative aspects of your previous experiences with group work:

List any concerns you have about the semester:

Is there any other information I should know to assist you in having a successful semester?

List your preferred dates to lead class discussion below; I will try to accommodate everyone’s first and second choices. However, due to the size of the class and limited selection of dates you should also include a third and fourth choice as well to assure you will present on at least one topic of your choice.

1. 
2. 
3. 
4. 

Agreement
I, ____________________________, have read the syllabus on ________ and agree that I will:

1. Abide by all course rules and regulations;
2. Complete all course requirements to the best of my ability; and
3. Review the course syllabus or Blackboard page before asking questions regarding course assignments, readings or important class dates.

**The course syllabus serves as a contract between the instructor and student outlining expectations and guidelines for the course. If you have any questions regarding information in the syllabus, please see me as soon as possible.