



Independent Study | in Idaho

**SOC 360:
Race and Ethnicity**

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Course Guide

Independent
Study | in Idaho

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SOC 360

Race and Ethnicity

Lewis-Clark State College

3 Semester-Hour Credits

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Lewis-Clark State College

2-SOC 360

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SOC 360 Race and Ethnicity

3 Semester-Hour Credits: LCSC

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

An introduction to the theoretical and substantive issues in the study of race and ethnicity. Students learn about the historical development of race and ethnicity as social categories and examine contemporary race and ethnic relations in the United States and other societies.

Prerequisites: None

15 graded assignments, 3 proctored exams
Available online only.

Students may submit 2 assignments per week; however, assignments and exams must be submitted consecutively, in the order outlined in the course. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

Course Materials

Required Course Materials

- Gallagher, Charles, editor. *Rethinking the Color Line*. 6th ed., Sage, 2018. ISBN 1506394132
- Coates, Ta-Nehisi. *Between the World and Me*. Spiegel & Grau, 2015. ISBN 0812993543
- Other readings will be provided on Blackboard as needed

Supplementary Required Materials (I have listed one possible outlet to watch each film, there may be cheaper alternatives. Some libraries may have some or all of these materials available for free).

Estimated additional cost \$20.00.

- "The Target." *The Wire: Season One*, written by David Simon, directed by Clark Johnson, HBO, 2002. (Available on Amazon)
- "The Detail." *The Wire: Season One*, written by David Simon, directed by Clark Johnson, HBO, 2002. (Available on Amazon)
- *The Loving Story*. Directed by Nancy Buirski, Augusta Films, 2011. (available to rent on Amazon)
- *Get Out*, Directed by Jordan Peele, Universal Pictures, 2017. (available for purchase on Amazon)

- 13th. Directed by Ava DuVernay. Netflix, 2016. (Requires a Netflix subscription)
- Other films will be provided on Blackboard as needed

Course Delivery

All ISI courses are delivered through Canvas, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

Course Introduction

This course investigates ideas of race and ethnicity in the United States and globally both contemporarily and historically. Through a variety of media, we will be covering topics such as segregation, institutionalized discrimination, the civil rights movement, racism, assimilation, the changing shape of communities (both urban and rural), and the portrayal of ethnic groups in the media.

The text book we are using is set up to challenge our ideas. It is important to understand that concepts pertaining to race can be controversial and like many topics, people hold variable perspectives. My goal is not to emphasize what is right or wrong, but to broaden your perspectives about how ideas about race and ethnicity shape people's lives around the world.

Course Objectives

This course advances learning goals of diversity, creative and critical thinking, information literacy, and communication by providing students a broad exposure to ideas of race and ethnicity.

At the end of this course students will be able to:

- To develop an understanding of how the idea of race has emerged and developed in the United States.
- Understand human diversity, through detailed examination of multiple cultures—expanding the spatial dimension to the global level.
- Think critically about the impact of culture in shaping individual and collective identities.
- To understand how race intersects with other systems of inequality (class, gender) between race and significant social institutions (education, employment, media, family, media, criminal justice system).

Lessons

Overview

Each lesson may include lesson objectives, a video lecture, readings, websites, films, and a written assignment. The written assignments consist of concept questions based on the readings, websites, or films from each week (worth 20 points each). In addition, you will need to keep a weekly journal to keep track of your thoughts/ideas/opinions about race and analysis of interactions you observe. This is a journal, the entries will not be graded for grammar or writing style. I will be looking for content. Your journal will be used to complete a five-page paper at the end of the semester where you reflect upon and discuss your thoughts, observations, and conversations about race throughout the class and how these may have changed based on information learned in the class. Students should write in their own words when referencing authorities, and all quotations must include complete citations of the work from which they are taken. Do not copy from the textbook or any other book.

Each lesson may include the following components:

- lesson objectives
- readings
- important terms
- Recorded and/or written Introductory Lecture
- website(s)
- film(s)
- corresponding journal entries
- written assignments based on the readings and/or activities

Study Hints:

- Keep a copy of every assignment submitted.
- Complete all reading assignments.
- Set a schedule allowing for course completion one month before your personal deadline. An *Assignment Submission Log* is provided for this purpose.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.
- Add your own recommendations here.
- Introduce and explain any terms that are essential to understanding the course.

Refer to the **Course Rules** in Canvas for further details on assignment requirements and submission.

Exams

- You must wait for grades and comments on assignments before taking subsequent exams.
- For your instructor's exam guidelines, refer to the **Course Rules** in Canvas.

Refer to *Grading* for specific information on assignment/exam points and percentages.

This course consists of three exams worth 120 points each, for a total of 360 points possible. Each exam consists of multiple choice, true/false, and short answer questions. The exam is open book and open note. Internet access during the exam is not allowed. Submit all lessons preceding each exam before requesting it.

Grading

The course grade will be based upon the following considerations:

Assignment	Points	Percentage
Assignment 1 – First Journal Entry	25	3.57
Assignment 2-6 – Reading Questions	75 (15 points each)	10.71
Assignment 7 – Journal Check	25	3.57

Assignment 8-14 – Reading Questions	105 (15 points each)	15
Assignment 15 – Final Paper & Journal	110	15.71
Total	340	48.57

Exam	Points	Percentage
Exam 1	120	17.14
Exam 2	120	17.14
Final Exam	120	17.14
Total	360	51.43

Final Grading Scale	Points	Percentage
A	≥ 651	≥ 93
A-	≥ 630	≥ 90
B+	≥ 609	≥ 87
B	≥ 581	≥ 83
B-	≥ 560	≥ 80
C+	≥ 539	≥ 77
C	≥ 511	≥ 73
C-	≥ 490	≥ 70
D+	≥ 469	≥ 67
D	≥ 420	≥ 60
F	≤ 420	≤ 60

The final course grade is issued after all assignments and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism, are considered a very serious transgression and may result in a grade of F for the course.

About the Course Developer

Your course developer is Dr. Christa Abdul-Karim, an Adjunct Professor of Anthropology at Washington State University, University of Idaho, and Lewis-Clark State College. She received her Ph.D. in cultural anthropology from Washington State University in 2012. Her research focuses on developmental anthropology in Zambia with an emphasis on access to healthcare based on social power and ethnicity. Her interest in anthropology and culture goes back to when she traveled abroad for the first time at the age of 13 to what was then the USSR. Since that time, she has traveled to 56 countries, including living in South Africa, Cameroon, and Zambia.

Contacting Your Instructor

Instructor contact information is posted on your Canvas site under *Course Rules*.

<u>Assignment Submission Log Template</u>				
Assignment	Projected Date for Completion	Date Submitted	Grade Received	Cumulative Point Totals
1 – Journal Check				
2 – Reading Questions				
3 – Reading Questions				
4 – Reading Questions				
5 – Reading Questions				
It is time to take Exam 1.				
Exam 1				
6 – Reading Questions				
7 – Journal Check				
8 – Reading Questions				
9 – Reading Questions				
10 – Reading Questions				
It is time to take Exam 2.				
Exam 2				
11 – Reading Questions				
12 – Reading Questions				
13 – Reading Questions				
14 – Reading Questions				
15 – Final Paper & Journal				
It is time to take the Final Exam.				
Final Exam				

Lesson 1

Introduction and Historical Perspectives of Race and Ethnicity

Lesson Objectives

- Understand the connection between melanin and the environment.
- Identify how ideas about race developed and shifted over time.
- Examine the link between our personal narratives and the broader “story” of race.
- Explain master statuses.
- Understand the theory of racial formation.
- Identify the outcomes of having a racialized society.

Reading Assignment

- *Rethinking the Color Line*, Reading 1, “How Our Skins Got Their Color”
- *Rethinking the Color Line*, Reading 2, “Drawing the Color Line”
- *Rethinking the Color Line*, Reading 3, “Racial Formations”
- *Rethinking the Color Line*, Reading 5, “Racialized Social System Approach to Racism” also “Seeing the Big Picture: The Social Construction of Race, 1790-2000”
- *The Meaning of Difference*, Section 1, “Framework Essay” (on Blackboard)

Important Terms

Class Consciousness	Cultural Selection	Feudalism
Indentured Servant	Melanin	Natural Selection
Phenotype	Racial Formation	Racialization
Racialized Social Systems	Racism	Stereotype

Introductory Lecture

The Classification of Living Things before the 1700s

Great Chain of Being – a classification system developed by Aristotle that grouped living and non-living things into groups based on similarity.

Each group had a “primate” or best example for the group. (for humans it was the King, for animals it was the lion or sometimes elephant)

The groups were organized in a hierarchy, from inferior to superior.

The History of Human Classification

European scholars of the 18th through early 20th centuries classified humans into a series of subspecies based on geography and features such as skin color, body size, head shape, and hair texture (phenotypic differences)

Some scholars went a step further and placed these types into a hierarchical framework in which the “white” race was considered superior to other races.

Think of the great chain of being – but this was a ranking of people – of course white got put on top that was who was making the scale.

Race as a Biological Concept

Race – in biology is defined as a subspecies, or a population of a species differing geographically, morphologically, or genetically from other populations of the same species.

This does not exist in humans because

- This is arbitrary – there is no agreement on how many differences it takes to make a race
- Differences among individuals and within a population are generally greater than the differences among populations.
- No one race has an exclusive claim to any particular form of gene or trait
- Populations are genetically “open,” meaning that genes flow between them and no fixed racial groups exist.

Human Biological Diversity

If race is not biological for humans, why do we look different from each other?

The physical characteristics of populations and individuals are a product of the interaction between genes and environments.

Genes predispose people to a particular skin color, but an individual’s skin color is also influenced by cultural and environmental factors.

Skin color is subject to great variation and is attributed to several key factors:

- the transparency or thickness of the skin
- a copper-colored pigment called carotene
- reflected color from the blood vessels
- the amount of melanin, a dark pigment, in the skin’s outer layer – primary reason

Before the mass global migrations of people during the last 500 years, dark skin color was mostly concentrated in the southern hemisphere near the equator and light color progressively increased further away.

But what about the Inuit?

I always get students who ask this question, so let’s look at the Inuit.

Live very far north, low UV radiation

Have a disadvantage for vitamin d production but make up for this by eating fish and sea mammal blubber that is very high in vitamin D

In other words, environment is important but we since we are human culture plays a role as well and in this case the cultural component is diet.

What cultural components play a role in skin color today?

Websites

- "Race Timeline." *Race: The Power of an Illusion*, PBS, http://www.pbs.org/race/003_RaceTimeline/003_00-home.htm

Films

- "The Difference Between Us." *Race: The Power of an Illusion*. California Newsreel, 2003. <https://uidaho.kanopy.com/video/race-power-illusion-0>

Written Assignment

Journal Assignment

*Please note that these instructions cover the journal for the whole semester. What you are submitting for this week is the first journal entry, the racial and/or ethnic autobiography. *

You will need to keep a journal to keep track of your thoughts/ideas/opinions about race and analysis of interactions you observe. These should be based on the readings that you are doing in class, news articles, media, interactions with peers/family, etc.

Think about the following:

- Are there recurring themes in your conversations about race?
- What do you overhear people saying about race?
- What do you see portrayed on television and/or film?
- How does this fit into or go against what you are reading in class?

You will need to write 1-2 pages per week throughout the semester (for a total of 14 entries).

The first journal entry needs to be a racial and/or ethnic autobiography.

This should include:

- What is race?
- What were the messages you heard growing up about your race? Other races?
- Do you think these messages about race are based on physical characteristics and differences assigned at birth or are filtered through cultural beliefs and learned? Explain.
- How do ideas of race impact your life?

You will need to turn in your journal once at the beginning of the semester (for the autobiography) and again at the midpoint of the semester so that the entries can be checked for appropriate progress.

This is a journal and the entries will not be graded for grammar or writing style. I will be looking for content. Do not skimp on the journal entries, the more you observe and record, the more information you will have for the final paper.

Your journal will be used to complete a five page paper at the end of the semester where you reflect upon and discuss your thoughts, observations, and conversations about race throughout the semester and how these may have changed based on information learned in the class.

In other words, go back to your original autobiography –

- How have your ideas changed? Stayed the same?
- What did you learn during the semester that you did not know before the class?

Also,

- Describe some of the highlights from the journal throughout the semester.
- Are there reoccurring themes throughout your journal?

This final paper is an academic paper and should be typed, with 12 point font. Please turn the journal entries in with the final paper.