Dr. John C. Pruitt, Ph.D.
Department of Anthropology, Geography, and Sociology
Email: pruitjc@sfasu.edu
Office: Liberal and Applied Arts North Building (LAN) 332
Office Phone: 936-468-3496
Student/Office hours: Thursday 8:30am – 9:30am; 11am – 12pm
Monday/Wednesday 9am – 10am; 1:00pm – 1:30pm
Or by appointment

Class Location: T.E. Ferguson Liberal Arts F482
Class Time: Monday, Wednesday, Friday 12pm-12:50pm

Email me directly at pruitjc@sfasu.edu (not through D2L). I am unable to respond to D2L emails.

There is also an Online Writing Lab (available through D2L) and a walk-in table available MTWR from 3:00 – 7:00 p.m. in the AARC.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Course Description

SOC 139. How minorities are created, their objectives, current status, the development of racism and how discrimination and prejudice may be diminished.

In this course, we will work toward understanding race and ethnicity, especially in the U.S. This is an introductory course. The goal is to introduce you to foundational knowledge and a wide variety of topics; and to better understand how these apply to your everyday life. In short, this course is an exploration of ourselves as much as it is an exploration of race and ethnicity.

Importantly, the matters we will discuss in this course necessarily intersect with social structures, institutions, and individuals. Moreover, conceptualizations of these are not static, but change over time, across cultures, and in relation to power. Thus, part of our
interest will be in understanding the relativity the individual and society, dominant power structures, and how these affect everyday lives.

This course is designed to be accessible to non-sociology majors (although my goal is for you to be a sociology major/minor by the end of the semester!). I expect you to read the course materials in advance, participate in course discussions (individually and as a group), and contribute to the overall intellectual atmosphere of the class and university.

Remember: this is not my class, it is our class. Again, your success in this course largely depends upon preparation and participation. By this I am asking: do you read, show up for class, take notes, contribute to the intellectual atmosphere, and prepare for the exams? I will provide you with the tools you need for success, but you must use them.

Course Requirements/Assignments

Exams (2/18, 4/3, 5/15)
There will be three exams. Questions will be drawn from course lectures, discussion, and readings. (3 exams x 100 points = 300 points)

  Makeup exams
  Make up exams are permitted with proper documentation and are scheduled for Friday 10 @ 12pm in F482.

Attendance and Participation (see SFASU policy 6.7)
Attendance and participation are required. If you are absent, you will lose 2 points. If you are late you will lose 2 points. If you leave early you will lose 2 points. You may be asked to grade your own participation. (2 points for each per class x 42 classes = 84 points)

Writing Assignments
You are required to complete a series of papers relating to the course. These are intended to enhance your learning experience and help you identify with the course material. (3 papers x 10 points = 30 points)

  All papers should be typed, single-spaced, Times New Roman, 12-point font, standard 1 inch margins, and one full page. I will deduct 50% for papers not adhering to these specifications. Papers are due before class begins and to be submitted through dropbox on D2L. Late papers will lose 50% for each day they are late.

Paper #1 – Race Implicit Association Test (Race IAT) – Due 2/1
Instructions: Take the Race IAT and then answer the following questions:
  What were your results?
How did your results make you feel? Were the results accurate (Why or why not?)? Surprising? Etc.
Are people implicitly racist?

Paper #2 – Racism in Everyday Life – Due 2/25
Instructions: Discard the idea that you have to be a member of a minority group to experience racism.
Identify a form of racism you experienced in everyday life.
What happened?
How did it make you feel?
What can you do about it?

Paper #3 – Being White – Due 4/22
Instructions: Use beginner’s mind. Go out into the world and pretend you are White for 30 minutes.
How did you prepare?
What did you do?
What happened?
How did you feel?

Text and Materials
This course is comprised of lecture and discussion. There are no books to buy. None. Zip. Zilch. Nada. Save your money. I will post the readings (and lecture slides) to D2L. It is up to you to keep up with what we are doing by consulting the syllabus. Read the assigned materials and come to class prepared to discuss it.

Grading Policy and Scale

| Attendance and Participation | 84 (20%) | A=372.6 |
| Writing Assignments (2/1, 2/25, 4/22) | 30 (7%) | B=331.2 |
| Exam #1 (2/18) | 100 (24%) | C=289.8 |
| Exam #2 (4/3) | 100 (24%) | D=248.4 |
| Exam #3 (5/15) | 100 (24%) | F <248.4 |
| Total | 414 points |

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### Course Calendar
(This is a plan, not a promise. It can change at the instructor’s discretion.)

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<th>Lecture Topic</th>
<th>Reading /Assignment</th>
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| 1/23   | Course Introduction      | Paper #1 due: Race IAT  
|        |                          | Race IAT            |
| 1/25   | Race and Ethnicity       |                     |
| 1/28   | Race and Ethnicity       |                     |
| 1/30   | Race and Ethnicity       |                     |
| 2/1    | Prejudice                |                     |
| 2/4    | Prejudice                |                     |
| 2/6    | Prejudice                |                     |
| 2/8    | Discrimination           |                     |
| 2/11   | Discrimination           |                     |
| 2/13   | Discrimination           |                     |
| 2/15   | Discrimination           |                     |
| 2/18   | Exam #1                  | Exam #1             |
| 2/20   | W.E.B. Du Bois The Souls of Black Folk | The Forethought I. Of Our Spiritual Strivings  
|        |                          | II. Of the Dawn of Freedom  
|        |                          | III. Of Mr. Booker T. Washington and Others |
| 2/22   | Du Bois Souls of Black Folk |                     |
| 2/25   | Guest lecturer: Dr. Paul Sandul, PhD History: Race in Nacogdoches, TX | Paper #2 due: Racism in Everyday Life |
| 2/27   | The Homicide Divide      |                     |
| 3/1    | Respectable masculinity  |                     |
| 3/4    | Respectable masculinity  |                     |
| 3/6    | The Legacy of Christopher Columbus |                     |
| 3/8    | Native American Mascots  |                     |
| 3/11   | Native American Mascots  |                     |
| 3/13   | The Uncertain Future     |                     |
| 3/15   | The Uncertain Future     |                     |
| 3/25   | Latinos and the In-Between |                     |
| 3/27   | Latinos and the In-Between |                     |
| 3/29   | Asian American Exceptionalism |                     |
Program Learning Outcomes (PLO)

SOC 139 supports the following program learning outcomes:

PLO1 The students will be able to identify, compare, and contrast sociological classical and contemporary theories.

PLO2 The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.

PLO3 The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.

PLO4 The student will be able to apply sociological knowledge and skills to a variety of settings.

PLO5 The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

PLO6 The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.

PLO7 The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.
## Student Learning Outcomes (SLO)

Upon completion of this course, students should be able to do the following things at a basic level:

1. Identify, compare, and contrast sociological classical and contemporary theories.
2. Identify the principles of good social scientific research design. Such principles include validity, reliability, and sampling methodology.
3. Identify the major concepts involved with social stratification, race and ethnic relations, deviance, gender, and institutions.
4. Apply sociological knowledge and skills to everyday life.
5. Recognize the implicit assumptions behind claims of knowledge about the social world, evaluate and distinguish between strong and weak arguments, and draw conclusions from a set of premises.
6. Demonstrate critical thinking skills including inquiry, and analysis, evaluation and synthesis of information.
7. Demonstrate communication skills including effective development, interpretation and expression of ideas through written communication and effective interpretation of oral and visual communication.
8. Demonstrate empirical and quantitative skills including the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
9. Demonstrate social responsibility through awareness of cultural similarities and differences, understanding of civic responsibility, and knowledge of social issues necessary to effectively participate in regional, national, and global communities.

### Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Stephen F. Austin State University Non-Discrimination Statement
Stephen F. Austin State University strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Additionally, Stephen F. Austin
State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression.

The Discrimination Complaints policy (2.11) and the Sexual Misconduct policy (2.13) outline the university’s commitment and details the procedures used to investigate complaints.

It is the responsibility of the university president to ensure that SFA and all its constituencies comply with the provisions of this policy and with all federal and state laws, executive orders and regulations regarding non-discrimination. Discrimination complaints and/or questions concerning university discrimination complaint procedures may be directed to the following designated officials:

**Employment Discrimination Issues**  
Director of Human Resources (e-mail)  
Austin Building, Suite 201  
P.O. Box 13039, Nacogdoches, TX 75962-3039  
(936) 468-2304

**Title IX Discrimination Issues, including Sexual Harassment**  
Title IX Coordinator (e-mail)  
Rusk Building, Room 301  
P.O. Box 13074, Nacogdoches, TX 75962-3074  
(936) 468-8292  
Detailed contact information for the Deputy Title IX Coordinators for Employees, Students, Third-Parties and Athletics can be found at the Lumberjacks Care webpage on the Title IX Coordinators link.

**Student Disability Discrimination Issues**  
Americans with Disabilities Act Compliance Officer/Director of Disability Services (e-mail)  
Human Services Building, Room 325  
P.O. Box 6130, Nacogdoches, TX 75962-6130  
(936) 468-3004

**Options Outside the University**  
Students may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education. Faculty and staff members may file complaints under Title IX with the Office for Civil Rights, U.S. Department of Education in certain circumstances, or under Title VII of the Civil Rights Act of 1964, with the U.S. Equal Employment Opportunity Commission.