

Coppin State University
2500 West No00rth Avenue, Baltimore, Maryland 21216-3698

Course Syllabus (SOCI 403: Sociology of Race and Ethnicity)

Department: Applied Social and Political Sciences

Course Title: Sociology of Race and Ethnicity

Subject & Nbr: SOCI 403

Units: 3

Date Syllabus Revised: January 2020

Instructor: Malcolm Drewery, Ph.D.

Office Location: HHSB 536

Office Hours: Monday 11:30 – 2pm

Tuesday and Thursday: 11 – 1

Other times available by appointment

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Note: All official communications between students and the University must be via Coppin email addresses. Communications received from students from non-Coppin email addresses will not be recognized.

PRIMARY/SECONDARY READING PDFs (These are provided for you on the Blackboard):

- Paul Berman, Blacks and Jews.
- Anna Deavere Smith, Fires in the Mirror.
- Michael Lerner and Cornel West, Jews & Blacks.
- Karen Brodkin, How Jews Became White Folks & What That Says About Race in America.
- Elly Bulkin, Minnie Bruce Pratt, and Barbara Smith, Yours In Struggle: Three Feminists' Perspectives on Anti-Semitism and Racism
- Jack Salzman and Cornel West, Struggles In The Promised Land: Toward A History Of Black-Jewish Relations In The United States.
- Michael Omi and Howard Winant, Racial Formation in the United States.
- Jo Sinclair, The Changelings

Optional readings:

- Jane Lazarre, Beyond the Whiteness of Whiteness.
- Julius Lester, Love Song.
- Harvey Frye Jacobson, Whiteness of a Different Color.

- Susan Grubar, Race Changes White Skin, Black Face in American Culture.
- Neal Gabler, An Empire of Their Own: How the Jews Invented Hollywood.
- Laurence Thomas, Vessels of Evil.
- David R. Doediger, Black on White: Black Writers On What It Means to Be White.

Videos that will be assigned:

- Africans' America: America's Journey Through Slavery (set of 4 videos).
- Hollywoodism: Jews, Movies, and the American Dream.
- America and the Holocaust: Deceit and Indifference.
- The Longest Hatred (set of 2 videos).

COURSE DESCRIPTION

This class is an analysis of race- and ethnic-related issues in society. The goal is to examine, analyze, project future trends in, and communicate effectively about minority-majority issues. Discussion covers the impact of inequality, prejudice, and discrimination on minority/majority relations.

Topics are separated into 4-week modules that include theories of race relations; the historical emergence, development, and institutionalization of racism; effects of racism; Blacks and Jews; conflicts that are racially and ethnically based; the Great Re-Migration; and contemporary issues.

4-WEEK MODULE

Contemporary Analysis of Black and Jewish American relationships

The following is a short description of the Blacks and Jews Module:

The United States is a multi-ethnic society where the interactions between diverse ethnic groups is often more antagonistic than harmonious. The goal of this module is to look closely at the particular relationship between African Americans and Jewish Americans and ultimately, look at the relationship between African Americans and Jewish Americans in Baltimore Maryland. Students will analyze the relationships between Blacks and Jews with the hope of developing new theories about how inter-ethnic connections and disconnections are maintained and/or disrupted.

Within this module, we will use the four major sociology theoretical frameworks (i.e. Functionalism, symbolic interactionism, conflict theory, and feminist theoretical perspectives) in addition to drawing upon other disciplines to look at specific historical events where Blacks and Jews worked together, clashed, or were pitted against each other will be discussed.

By looking at sites of connection and disconnection, the module will consider the current state of Blacks and Jews with an added emphasis on the role of women as leaders or players in Black and Jewish movements.

Major consideration will be given to the social construction theories of race and ethnic identity and the impact this particular theory has on Black/Jewish relations.

Beginning with an analysis of Michael Omi and Howard Winat's Racial Formation in the United States, Katya Gibel Azoulay's "It's Not the Color of Your Skin, but the Race of Your Kin and Other Myths of Identity," and James Baldwin's theories on "How the Jews became White," the seminar will look at the effect of upward, class mobility and how certain alliances between Blacks and Jews were affected by middle class aspirations of success and assimilation.

Specific discussions will include theories on U.S. Racism and European Anti-Semitism. Special attention will be paid to people and events which continue to create tension between Blacks and Jews, such as: The Nation of Islam; Affirmative Action; intelligence and class structure, the "Hollywood Cabals", Quotas, the 1991 Crown Heights riots, etc.

A close look at the alliance some Jews have made with the Christian Right and its impact on Black/Jewish relations; and the failure of the civil rights alliance between Martin Luther King Jr. and Rabbi Abraham Joshua Heschel to be sustained and expanded will also be considered, as well as the work of Michael Lerner and Cornel West. Discussions by leading feminists on the exclusion of Black and Jewish women from the public debate will be a major part of the seminar.

The critical race work of Paul Berman (Blacks and Jews: Alliances and Arguments), Jane Lazarre (Beyond the Whiteness of Whiteness:

Memoir of a White Mother of Black Sons), Henry Louis Gates Jr., Gerda Lerner, and bell hooks are part of the required reading list. Issues of representation in art and literature including questions around cultural borrowing or the development of hybrid forms will be covered.

In this module, we will cover a number of films. The films Blacks and Jews and Fires In The Mirror. Hollywood images of Blacks and Jews (by Blacks and Jews) will be viewed and discussed.

This module includes a number of guest lecturers who will speak on relations between African Americans and Jews, as well as community participants who are a part of or knowledge of historic Black-Jewish relations in Baltimore City.

Finally, students will be asked to reflect on those places of agreement and disagreement in the contemporary debate on the slave trade, the use and abuse of Holocaust language, the role of the Holocaust Museum in furthering the antagonisms between Blacks and Jews, Jewish invisibility in the multicultural analysis, and the role of the media in fostering group antagonisms.

COURSE POLICIES AND PROCEDURES

General Policies

This syllabus is subject to modification at the instructor's discretion. You are responsible to follow the modified version as soon as it is done and announced.

SUBMISSION OF ASSIGNMENTS

Each assignment is due by the established date. When the assignment is not submitted on the due date, the instructor may decide how many points to drop even when the submitted work is perfect. When an assignment is not submitted on the date and time it is due, your assignment will earn a grade of an F. Your instructor will respond to you within 48 hours of posting your question (or e-mailing it). In the case of unforeseen situations, it is the obligation of students to discuss the situation with the instructor right away to see if the case merits an alternative or a delay of submission of the given task. At any rate, there is no arrangement for alternatives that will be given during the last week of the course.

Much of the course work will be done in small groups and panel discussions led by the students themselves on selected topics. Structurally, this seminar will be a new paradigm for analyzing other inter-ethnic struggles.

GRADING

You are responsible for the following graded items:

Attendance and participation	10%
Making Connections Papers	20%
Quizzes	20%
Book Review	15%
Video Reflection Journal	10%
Mid-term/Final Exam	25%
Total	100%

The grading scale, based on 100 points, is as follows:

A =	90-100
B =	80-89
C =	70-79
D =	60-69
F =	0-59

STUDENT CONDUCT

1. Read your assigned reading every day.
2. Take extensive notes and keep a well-organized notebook for this course.
3. If you did not understand some of the material, raise questions in class.

4. Make sure you keep in touch with your instructor, explaining to him your individual concerns in matters academic. I will listen and try to help depending on the particular circumstances and specifics presented.
5. Written material must follow all the rules and technical aspects pertaining to formal presentation of papers. Written work will be evaluated on grammar, syntax, utilization of language and terms, analytical thinking, technical aspects, and physical appearance. Assignments must be typed doubled-spaced. Keep a copy for your own records.
6. University-wide writing standards, published in the Writing Standards Document, apply in this course. You can obtain this document from the bookstore for a nominal fee.
7. Make sure you proofread all your work before you hand it to the instructor.
8. Explanations of academic honesty will be given in class. Also, read your Student Handbook.
9. Do not smoke or bring drinks/food of any kind in the classroom. This is a college-wide policy.
10. Do not come late to class. If you are away from this class for many days, you should consider the option of withdrawing.
11. Under certain circumstances, a student may explore the option of receiving an “Incomplete” grade for this course. It is the responsibility of the student to initiate such a discussion and receive the necessary information from the instructor.
12. Cell-phones must be de-activated or placed on silent as you enter the classroom. Noises of this kind are disruptive and rude. If you receive an emergency call (vibration), please leave the room quietly before attempting to answer the call. Computer use for class notes is allowed, but not for other assignments or distractions.
13. Since you are interested in becoming a college graduate, a sense of professionalism should guide your manners, actions, behavior, and physical appearance/presentation in this class. Business casual is expected. Avoid using caps (while sitting in class), head wraps, dropped pants, clothes that display excessive display of skin, etc. I will try to look professional when I conduct my lectures in class and I expect no less from each one of you.
14. Treat other people with respect, convey sensitivity and consideration by your outward demeanor, and let your actions, industry, and good effort proclaim the person that you really are. In turn others will treat you with respect and appreciate your work.

Note: Class Rosters are the official document used to verify a student's enrollment in this course. If your name does not appear on the class roster, you cannot attend this class. Please return immediately to the Registrar's Office to resolve the matter.

NON-DISCRIMINATION AND SPECIAL NEEDS

The College does not discriminate on the basis of color, race, gender, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap or marital status.

Special Needs and Accommodations: Coppin State University supports all students in their academic endeavors. Should you need academic accommodations because of a disability please contact the Disability Support Services Program (DSSP) to register for reasonable accommodations. The office is located in the Health and Human Services Building, HHSB Room #223. The telephone number is 410/951-3944. If already registered with this program, please provide the DSSP Accommodation Form to the instructor immediately to describe what accommodations you are requesting.

For additional information, please visit the website at <http://www.coppin.edu/dss>