



SOC 224S RACE AND ETHNICITY 3 CREDIT HOURS Spring 2026



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Office Hours: Tuesday 8:30 to 10:30; Thursday 8:30 to 10:30; Sunday 9:30 to 11:30

COURSE DESCRIPTION

This course is designed to introduce students to the sociological study of racial and ethnic relations in the United States through the study of principles, sociological theories, processes and consequences of interracial and ethnic group relations. Emphasis will be placed on the effects of diverse group in the institutions of American society.

REQUIRED MATERIALS

TEXT

1. Desmond & Emirbayer. 2020. *Race in America*. 2nd Edison WITH inquizitive code. New York: Norton Publishing
2. Your Edison State Library Barcode (back of your student ID – if you don't have one, please contact the library to get one in the first few weeks of class and be sure to test to make sure it works) Number will start with 2950..... and be 10 digits
3. Additional Readings in the weekly folders

WEEKLY SCHEDULE OF TOPICS, ACTIVITIES, ASSIGNMENTS, TESTS

Wk	Date	Topics	Readings and Videos	Assignments Due by Sunday at 11:59pm
1	Jun 8 – Jun 14	Policies, Procedures, and Requirements	Getting Started Folders	-Getting Started Assignments
		Intro to the Sociological Theories	-Lecture: Race and Theories of Sociology -Krogen & White (2011) Ch. 8 What does the typical American look like? In <i>Engaged Sociologist</i> 3 rd Ed. Thousand Oaks, CA: SAGE Publishing	-Assignment: Race and Sociological Theories - Assignment: What does the typical American look like?
2	Jun 15 – Jun 21	Race in the 21 st Century	-Chapter 1 - Espiritu, R. [Tedx Talks]. (2014, Dec 18). <i>Why ethnic studies matter</i> [Video File]. Delgado, Z. [Glendale Community College]. (2016, Oct 6). <i>GCC ethnic studies lecture</i> [Video File].	-Assignment: Why Ethnic Studies Matter -Inquizitive: Ch. 1
		Role of Race in Society	- Banaji, M. [Seriously science]. (2014, Jan 22). <i>Implicit association test</i> [Video File]. - Hobson, M. [TED]. (2014, May 5). <i>Color blind or color brave</i> [Video File]. -Ohio State University (2015) <i>Understanding implicit bias</i> .	-Assignment: Color Brave or Color Blind Literature Review Topics due
3	Jun 22 –	Invention of Race	Chapter 2	-Assignment: Historical Race and

	Jun 28		-Smedley, A. (2007) <i>The history of the idea of race... and why it matters</i>. - Rogers, D. & Bowman, M. (2013). <i>A History: the construction of race and racism</i> -BBC [Revise History]. (2016, Dec 7). <i>Racism: A history</i> [Video File]. - Understanding Racism. (2008, July 13). <i>The story of race: A history</i> [Video File].	Racism -Inquizitive: Ch.2
		Politics	-Chapter 3 -Lopez, I.H. (2013a). <i>Dog whistle politics: How coded racial appeals have reinvented racism and wrecked the middle-class</i>. New York: Oxford University Press -Lopez, I.H. [Tedx Talks]. (2013b, Mar 8) <i>Dog whistle politics</i> [Video File].	-Assignment: Dog Whistle Politics -Inquizitive: Ch.3
4	Jun 29 – Jul 5	Economics	-Chapter 4 -Aspen Institute (2017, Apr 3). <i>Toxic inequality: How America’s racial wealth gap threatens our future</i> [Video File]. - Wilkinson, R. [TED]. (2011, Oct 24). <i>How economic inequality harms society</i> [Video File].	-Assignment: Economic Inequality -Inquizitive: Ch.4
		Housing	-Chapter 5	Assignment: Housing Discrimination -Inquizitive: Ch. 5
5	Jul 6 – Jul 12	Crime and Punishment	-Chapter 6 Barlow, D.E. & Barlow, M.H. (2002). Racial profiling: A survey of African American police officers. <i>Police Quarterly</i> 5(3), 334-358. Films for Humanities and Social Sciences (1998) <i>Racial profiling and law enforcement</i>.	Assignment: Racial Profiling -Inquizitive: Ch. 6
		Education	-Chapter 7 Noguera, P.A. (2017) Introduction to “racial inequality and education: patterns and prospects for the future.” <i>The Educational Forum</i>, 81(2), pp. 129-135. Gamoran, A. (2015). The future of educational inequality in the United States.	-Assignment: Racism in Education -Inquizitive: Ch.7
6	Jul 13 – Jul 19	Aesthetics	-Chapter 8 Taylor, P. (2010). Black Aesthetics. <i>Philosophy Compass</i> 5(1), pp1-15. Gordon, L. (2018). Black aesthetics, black value. <i>Public Culture</i>, pp. 19-34. Films for Humanities and Social Sciences (2008) <i>Racial stereotypes in the media</i>	-Assignment: Race Aesthetics and Misrepresentation -Inquizitive: Ch.8
		Associations	-Chapter 9 -Huh, B. [TEDx Talks]. (2013, Jun 2). <i>What if you were an immigrant?</i> [Video File]. -New York Times (2014, Mar 23). <i>Racial microaggressions: Comments that sting</i> [Video File] -PBS NewsHour (2015, Nov 13). <i>How unintentional but insidious bias can be the most harmful</i> [Video file].	-Assignments: Immigrants -Inquizitive: Ch.9

7	Jul 20 – Jul 26	Family and Intimate Life	-Chapter 10 CCLay (Producer/Director), Hampton, B. & Bordleon, J (Directors). (2007). <i>Interracial dating in America: Uncovered</i> . [Motion Picture]. United States: Nusoul Film Works.	- Assignment: Interracial Dating in America -Inquizitive: Ch.10 Rough Draft Due
		Towards Racial Democracy	-Chapter 11	Discussion Board: Racial Democracy Inquizitive: Ch.11
8	Jul 27 – Aug 1	Literature Reviews		Literature Review Due Thursday! Presentation Speech due by Sunday!
		Reflection		Comments on Speech due Thursday Reflection of Racial Inequality due Sunday

TESTING YOUR FAITH ACT POLICY

Edison State Community College is committed to providing an environment respectful of students' beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty. Students must complete the Testing Your Faith Act Accommodations Form, <https://www.edisonohio.edu/services-support/registration-records>, located in "Forms" and provide a copy to their individual faculty within 14 days from the start of the course. The entire policy can be found in the student handbook at <https://www.edisonohio.edu/services-support/student-resources>.

EVALUATION METHODS

GETTING STARTED

Students will review policies, important information, and key aspects to success. Then, students will complete several tasks to be prepared for the class. This includes learning how to cite and format in APA citation style, which will be required for all assignments.

INQUISITIVE ASSIGNMENTS

Students will complete inquisitive assignments online each week over the chapters. Each assignment has a target goal to be met. Students can work to a 100% score on each assignment. To complete them, student must read the chapters first. Then, go through the questions and answer them. The book can be used as the assignment is completed.

WRITING ASSIGNMENTS

Students will explore websites, watch videos, read articles, etc... throughout the class. After, students will be asked to write short papers either using persuasive arguments or answer short answer questions. These will vary in length each week.

RACE AND ETHNICITY LITERATURE REVIEW

Students will each choose one topic to research deeper for a literature review. You are to locate research articles and books on your pre-approved topic. You are to write a 1500+ word summary the general theme(s) of these articles and books as it pertains to your topic. A reference (work cited), listing the articles and books (citation per chapter) should also be included (this does not count toward your word count limit). The typed summary should adhere to APA format. The paper must be in APA including title page and reference page (not included in the word count) but no abstract is needed. Students will then tell their classmates about their topic through a 3+ minute audio recording to be posted on a discussion board. A rubric for the paper will be provided.

FINAL GRADE STANDARDS

Assignment	Points Possible	Percentage	Grade
Chapter Inquizitives (11)	110	90-100%	A
Assignments	380	80-89%	B
Race and Ethnicity Literature Review	120	70-79%	C
Getting Started Assignments	10	60-69%	D
		Below 60%	F

Total **620**