FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:

- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Anthony D. Greene Phone: (843) 953-1018 Email: greencad@cofc.edu

Department or Program: African American Studies School: LCWA

Subject Acronym and Course Number: AAST 366

Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

As African American Studies continues to build the program by forging a major, to begin Fall 2014, it's imperative that we offer students a wide range of courses within the discipline. African American Studies is often thought of as more of a historical discipline, but courses with English, Psychology, and Sociological foundations can only enhance students' overall academic experience with the program. This course not only provides race theory (i.e., critical race theory), it gives a broad analysis of the socio-historical and contemporary race relations nexus, all of which enriches student's race and ethnic worldview. African American Studies has offered this course each semester since Fall 2012 (including Summer II term) and are now making it a permanent course in the program.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Race-Ethnic Relations will be taught from a sociological perspective. The instructor's background is in Sociology with an emphasis on Race-Ethnic Relations. As such, the course can be a permanent cross-listing with the Department of Sociology. The Department of Sociology's current chair, Heath Hoffman, has agreed to allow this course to be a permanent cross-list.

This form was last updated on 06/03/13 and replaces all others.
E. **EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

<table>
<thead>
<tr>
<th>Department:</th>
<th>School:</th>
<th>Subject Acronym:</th>
<th>Course Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours:</td>
<td>__ lecture __ lab __ seminar __ independent study</td>
<td>Contact hours:</td>
<td>__ lecture __ lab __ seminar __ independent study</td>
</tr>
</tbody>
</table>

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn? ____

F. **NEW COURSE INFORMATION.** If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: African American Studies School: LCWA  Subject Acronym: AAST

Course Number: 366

Credit hours: _3_ lecture __ lab __ seminar __ independent study
Contact hours: _3_ lecture __ lab __ seminar __ independent study

Course title: Race-Ethnic Relations

Course description (maximum 50 words, exactly as it appears in the catalog): In this course, students will critically examine contemporary domestic and global issues of race and ethnicity. Students explore concepts, theoretical perspectives, and research on patterns of cooperation and conflict between different racial and ethnic groups. Sources of prejudice, discrimination, power relations and stratification are discussed and applied.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? ☐ yes ☒ no If so, which course? __________________

Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):

Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no What is the fee? $____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

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This form was last updated on 06/03/13 and replaces all others.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No cost

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Knowledgeable of information regarding historical and contemporary American race relations, specifically the roles of various racial minority groups.</td>
<td>Students will be assessed on their content knowledge through examinations (3 total exams given).</td>
</tr>
<tr>
<td>2. Explore, examine, and articulate explanations for discrimination and racial inequality.</td>
<td>Students will be assessed on their content knowledge through various in-class assignments (5 quizzes; 5 short in-class writing responses).</td>
</tr>
<tr>
<td>3. Develop analytical and communication skills that will enable students to examine and assess divergent ideas/perspective on racial, ethnic, religious, and gender issues.</td>
<td>Students will be assessed through writing assignments (i.e., and critical response paper; semester term paper) that require them to apply theoretical and sociological perspectives when analyzing American race relations.</td>
</tr>
<tr>
<td>4.</td>
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</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Students will apply concepts, terms, and theories from social science to the analysis of race and race-relations in contemporary American society. At the end of this course students will have learned the origins of race-ethnic relations and the various factors that continue to construct race and subsequently shape how race factors into the social spaces in individual’s lives (i.e., education, religion, sports, politics, etc.)

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

See attached documents (Consuela Francis, Director of African American Studies).

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

This form was last updated on 06/03/13 and replaces all others.
☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Fall 2013
AST 300/SOCY 366: Race-Ethnic Relations
MWF: 10:00am – 10:50am
Maybank 103

Dr. Anthony D. Greene
ECTR 206-D
(843) 953-1018
Office Hours: MW: 2:00pm. – 4:00 p.m.
and by appointment
Email: greenead@cofc.edu

**Course Objectives:** This course explores historical and contemporary race relations in the United States from a sociological perspective. Specifically, we will study the underlying issues that characterize the relations between and among different racial-ethnic, gender, and religious groups in our country.

In order to meet this goal, the course has been designed to achieve several specific objectives:
1) To provide you with information about historical and contemporary American race relations; details about various minority groups
2) To explore explanations for discrimination and racial inequality;
3) To develop analytical and communication skills that will enable you to examine and assess divergent ideas and perspectives on racial and other diverse issues

Class meetings will consist of a combination of lecture, discussion, and multimedia presentations. You should come to class having completed the assigned readings and prepare for discussions.

**Required Texts:**


**Academic Integrity/Honor Code:** The College of Charleston takes academic integrity very seriously. I encourage you to review the student handbook for information on plagiarism and what can be considered a violation of academic integrity. I have made it a professional practice to check assignments to ensure all work is original and properly cited. It is important to know that being unaware of what constitutes academic dishonesty or plagiarism is not an acceptable defense. Also, it is important to know that a failure to follow the policies of the College of Charleston will result in a failing grade. For more information, please review the honor code policy at http://deano/students.cofc.edu/policies-and-procedures/honor-system.php.

1. **Cheating:** Intentionally and knowingly using unauthorized materials, information, or study aids in any academic exercise or matter.
2. **Plagiarism**: Intentionally and knowingly representing in any academic exercise or matter the words or ideas of another as one's own.

3. **Fabrication**: Intentionally and knowingly falsifying or inventing information or citation in an academic exercise.

4. **Facilitating Academic Dishonesty**: Intentionally and knowingly helping or attempting to help another to commit an act of cheating, plagiarism, or fabrication.

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related the instructor will handle more to a misunderstanding. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

**Disability**: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the SNAP Disability Resource Center, as the center determines eligibility for, and authorize, the provision of services. If you have a disability, please e-mail or call the Center for Disability Services in Lightsey Center Suite 104 to learn how we can support you. It is important for you to inform me the first week of class of any accommodations that have been determined for you. Their contact information is the following: Phone: (843) 953-1431; Email: SNAP@cofc.edu.
RELIGIOUS OBSERVANCE: The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observance in some traditions may cause conflicts with student schedules. In affirming this diversity, “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College, will be provided.

COURSE REQUIREMENTS

ATTENDANCE/PARTICIPATION: Students are expected to contribute to class discussion. Class participation, attendance, and promptness are expected and highly encouraged. It is not acceptable to be regularly tardy for class. If you miss a quiz/in-class assignment due to tardiness, you may not be allowed to make it up.

ELECTRONIC DEVICES: Turn off all electronic devices at the start of each class. There are to be no use of laptops/ipads/tablets, no texting, and no cell phones during class. Unless you provide written documentation from the Dean of Students Office or the Office of Disability Services explaining your NEED for any of these devices, none are to be used. If you choose to disregard this policy I will ask you to leave class.

EXAMINATIONS: Students will have three exams. Exams will cover material from the readings, lectures, and any other in-class presentations (exercises, films, etc.) from all class sessions preceding the exam date. Exams will be given at the beginning of class. If you’re late beyond 5 minutes you will not be allowed to take the exam. Please make sure NOW that you will be in class on the exam dates. **YOU WILL NEED A BLUE BOOK FOR EACH EXAM. YOU WILL NOT BE ALLOWED TO TAKE THE EXAM WITHOUT ONE**

TERM PAPER: Students must write a describe the impact of racial identity in your life -- not race generally, but your race and any significant experiences, teachings and thoughts pertaining to that identity at various life stages. I require that they interview two family members about their experiences of and beliefs about being "x". In the planning and writing of the paper, students are free to utilize information from required readings, as well as information from lectures. Additional research materials will be found in the library, such as academic publications, books, newspapers, social media, and other information. Endnotes or footnotes are strongly suggested, but not required, for papers. You must, however, document all references cited in your paper. All papers must have a bibliography. Papers must be 8-10 typed, double-spaced pages. The paper is worth 20% of your overall grade. All papers are to be submitted electronically in OAKS Dropbox.

CRITICAL RESPONSE PAPER: For this assignment you will write a 2-page response/reaction to contemporary current events that bring to light racial issues, whether overt/direct or very subtle/covert. These events include, but not limited to, social media trends, political discussions, global occurrences, sports, entertainment etc.
For this response I want you to choose two current events relative to classroom discussions (e.g., race and crime, race and politics, economic inequality, gender & race inequality) and compare/contrast about how race is intertwined in the discussions. This could be the subtle nuance that are used where no one racial group is highlighted targeted (covert forms) or they could be direct and deliberate cases of race. Keep in mind our discussion about how race and race relations have shifted within the cultural context and dialogue. **All papers are to be submitted electronically in OAKS Dropbox.**

**QUIZZES & IN-CLASS WRITING ASSIGNMENTS:** There will be a total of 5 quizzes and 5 writing assignments for a total of 100 points. They will be administered at the instructors’ discretion. This will account for 10% of your grade.

**GRADING:** Grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>73 – 75</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Exam 1  20%
Exam 2  20%
Exam 3  20%
Term Paper  20%
Critical Response  10%
Writing/Quizzes  10%

All grades are final. **NO IMCOMPLETES WILL BE GIVEN FOR THIS COURSE.**

**MAKE-UP EXAMS/QUIZZES/WRITING ASSIGNMENTS:** Although it is not my policy to give makeup work, sometimes there are circumstances beyond your control. In such cases, I will need written confirmation/evidence why an exam was missed before a makeup is given. Upon receipt, any make-up work given will be a different version/format from the original. The format is left up to the discretion of the instructor. **All make-ups have to be taken within one week. No make-up exam/quiz will be given without ANY written documentation.**
TENTATIVE COURSE SCHEDULE: The attached class schedule is provided to indicate the dates on which specified topics will be discussed and the associated assigned readings for each class. Students are expected to read all assigned materials before class and be prepared for discussion of the topic.

*Tentative Exam schedule
**Readings provided by professor

Race-Ethnicity in America

Week 1  Introduction and Course Overview

Week 2  What is Race and Ethnicity?
Gallagher (#1-4, #8)
Farley (Chap. 1)

Week 3  America’s ‘Other’ Racial Minorities
Gallagher (#10, #18, #41-44)

Week 4  Assimilation & Integration: Race-Ethnic Groups Integration into U.S.
Farley (Chap. 8)

Week 5  Race and Ethnicity: Contemporary Trends
Gallagher (#6-7)
Farley (Chap. 11)

Week 6  Origins and Causes of Race-Ethnic Inequality
Farley (Chap. 5)

*EXAM 1: September 25th

Race-Ethnicity in Social Institutions

Week 7  Race & Racism: Racism, Discrimination, and Stereotypes
Gallagher (#15, 16, 17, 19)
Farley (Chap. 2)
**Rothenberg (White Privilege)

Week 8  Race and Crime
Gallagher (#26-29)
Farley (Chap. 9)

Week 9  Race, Gender & Education
Farley (Chap. 14)
**Kozol (Savage Inequalities)
*EXAM 2: October 30th

Race-Ethnicity and Culture

Week 10  Interracial Dating & Marriage
          Gallagher (#45-48)

Week 11  Images in the Media
          Gallagher (#36-38)

Week 12  Race, Gender & Sports**
          Gallagher (#39-40)
          Coakley (Sport in Society)

FINAL EXAM: Wednesday December 11th
            8:00am – 11:00am
### Important Dates to Remember

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26th</td>
<td>Last day to Drop/Add for full semester classes</td>
</tr>
<tr>
<td>October 14-15th</td>
<td>No Class: Fall Break</td>
</tr>
<tr>
<td>October 24th</td>
<td>Last day for students to withdraw with a grade of &quot;W&quot; from full semester classes</td>
</tr>
<tr>
<td>October 25th</td>
<td>WA (Withdrawal for Excessive Absences) paper form to be submitted by faculty.</td>
</tr>
<tr>
<td>November 27-29th</td>
<td>Thanksgiving Break begins</td>
</tr>
<tr>
<td>December 2nd</td>
<td>Last Day of Class</td>
</tr>
</tbody>
</table>
AAST 300 ASSESSMENT

Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture. This outcome will be assessed with the Response to the Public Sphere assignment.

Assignment: Racial-Ethnic Identity Paper Assignment

You are required to write a semester term paper where you describe the impact of racial identity in your life -- not race generally, but your race and any significant experiences, teachings and thoughts pertaining to that identity at various life stages. I require that you interview two family members about their experiences of and beliefs about being "x." This assignment is for you to assess how you are socialized into your racial identity and how race is significant in your worldview (or not). Essentially, I want you to determine how your racial identity shapes your social experiences and how you see (and interpret) your world through the lens of race and ethnic identity.

Your critique will be 8-10 pages. It needs to be typed, double-spaced, 12-point Times New Roman font. Points are deducted for incorrect format.

Due: December 2, 2013
All papers are submitted electronically in OAKS Dropbox.
AAST 300 ASSESSMENT

Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis). This outcome will be assessed with the Book Critique assignment.

Assignment: Critical Response to Current Events Assignment

For this assignment you will write a 2-page response/reaction to contemporary current events that bring to light racial issues, whether overt/direct or very subtle/covert. These events include, but not limited to, social media trends, political discussions, global occurrences, sports, entertainment etc.

For this response I want you to choose two current events relative to classroom discussions (e.g., race and crime, race and politics, economic inequality, gender & race inequality) and compare/contrast about how race is intertwined in the discussions. This could be the subtle nuance that are used where no one racial group is highlighted targeted (covert forms) or they could be direct and deliberate cases of race. Keep in mind our discussion about how race and race relations have shifted within the cultural context and dialogue. Also, keep in mind these questions:

1) How is race being used (not used) to explain the current event
2) Does the current event make race or other social components (e.g., gender, sexual orientation, religion, social class) relevant?
3) If race is direct and deliberate, could the points/arguments been made without making it a ‘racial issue’? If so, how?

Due: November 25, 2013
All papers are submitted electronically in OAKS Dropbox.
Additional Readings List


CLASSROOM EXPECTATIONS/Policy

Class Conduct (Student)

1. You NEED to come to class prepared and with materials. You must have the necessary materials for class to indicate to me that you are prepared and college ready. This means you must have pens, pencils, paper, etc.

2. You NEED to arrive to each class meeting on time. Every class begins at the top of the hour. If you are more than 5 minutes late to class DO NOT COME! If you disregard this request I will ask you to leave. **Be mindful that it’s likely the door to class will be locked after class begins.

3. You should refrain from personal conversations, excessive noise, and any other disruptive behavior. If there is consistent side conversation/talking I will ask you to leave class.

4. You are expected not to sleep in class. If so, I will wake you as a warning. Any further sleeping I will ask you to leave class. I do not force you to come to class, but when you are here I EXPECT and DEMAND your full attention and participation.

5. You should take notes from the readings, lectures, as well as documentaries and film clips. If you miss a lecture you should get notes from a classmate.

6. Class discussion should reflect your respectful engagement with other students about their ideas as well as your own.

7. **No extra credit is given in my course(s).** Please do not ask me for any additional work to ‘improve’ your grade. There are adequate enough assignments throughout the semester for each student to do well in the course. If students come to class and are prepared there is no need for extra credit.

8. Once class has begun there should be little to no disruptions caused by students leaving and returning to class. **If you know that you will have to leave the class early, notify me and then sit near an exit.**

Class/Course Conduct (Professor)

1. If class will be cancelled (due to my travel schedule), I will inform you in advance. Otherwise, cancellations due to illness I will do my best to inform you ahead of time.

2. All graded assignments will be returned to you within one week.

3. During class discussions and debates, I will respect each person’s individual viewpoint and perspective. However, I will not tolerate disrespectful language or tone directed at myself or other students.

4. I will respond to all emails within 24 hours of receiving them. Be sure that your email is in a professional/letter format; if not I will not respond. Also, unless there is an emergency, I will not respond to emails over weekend. Be sure to put AAST 300-002/SOCY 366-001 in the subject heading of your email.

* Read over the Syllabus carefully - You are responsible for what is on it. *
Good morning, Anthony.

Thank you for the opportunity to cross-list your class with SOCY 366: Race and Ethnic Relations. The Department of Sociology and Anthropology supports this proposal. Please accept this email as confirmation and support for the curriculum change.

Best,

Heath

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Heath

I’m in the process of completing the paperwork to have AAST 300: Race-Ethnic Relations a permanent part of the AAST curriculum to go into CofC catalogue. Also, if I (and the SOCY department) would like to make it a permanent cross-list I need an email from you indicating so. I’m not sure exactly what needs to be in the email/letter, but according to Consuela (and the forms) I need confirmation from you.

If you’d like for the course to permanently cross-list do you mind providing me with such an email?

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Anthony D. Greene, Ph.D.
College of Charleston
African American Studies
Department of Sociology
Robert Scott Small, Room 229
175 Calhoun Street
Charleston, SC 29401
(843) 953-1018 (office)
(843) 953-5002 (fax)
gREENeAD@cofC.edu

**When better is possible, good is not enough. -- Dr. Clifford A. Jones, Sr.**