Miyazaki International College

Course Syllabus (Fall 2020)

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| Course Title ( Credits ) | SOC 3111: Topics in Sociology 1 (3 Credits) |
| Course Designation for TC | N/A |
| Instructor | Prof. Erik Bond |
| E-mail address | ebond@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC 1-212/ ext. 3720 |
| Office hours | Tuesday/Thursday 14:30-16:00 |

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| Course Description: |
| Analyzes recent sociological discourses and examines a variety of social phenomena, especially focusing on social transition, change, & globalization as seen through contemporary social theories.  In this course, we will explore the construction of race and ethnicity from various sociological perspectives, focusing on their roles historically and in contemporary society. We will begin with an examination of the historical significance of race and ethnicity, focusing on how the past has shaped present racial dynamics in various societies—particularly in North America, East Asia, and Western Europe. We will survey the role of race and ethnicity in group formation and identity, as well as their interplay with significant political movements past and present. We will pay special attention to how race and ethnicity interact with various societal institutions to organize life, culture, politics, and social change or stability.  Specific questions we will ask include (but are not limited to):   * What are race and ethnicity according to different stakeholders and lenses? * How and why do we construct racial and ethnic identities? * How do we define majority and minority groups, and how do they operate in society? * What are the differences between stereotypes, prejudice, discrimination, and racism? * How do race and ethnicity contribute to identity, power, and also inequality in society? * What is systemic inequality, and what systems of inequality   The class format will include structured lectures, group activities, media viewing, and participatory activities. **Importantly, the class will also incorporate a partial seminar format, where small groups of students will be required to prepare for and lead discussions on certain lesson units.** Deliverables in this course will include in-class worksheets, homework assignments, unit quizzes, and occasional presentations. |
| Course Objectives: |
| By the end of this course, students will be able to identify and discuss complex elements of race and ethnicity as social phenomena, especially as they contribute to and are reinforced by the societies and inequalities in which they live. They will be able to demonstrate these abilities by…   * interpreting those phenomena through sociological lenses. * identifying the racially informed components of everyday experiences. * discussing the causes and consequences of racial social institutions and processes. |

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| Course Schedule | | |
| Day | Topic | Content/Activities |
| 1 | Introductions, Syllabus and  Accessing Course Materials  **Introduction to Race and Ethnicity**  Intro to Case Studies | Origins and differences between race/ethnicity; *read* [*“Introduction to Race and Ethnicity”*](https://openstax.org/books/introduction-sociology-2e/pages/11-introduction-to-race-and-ethnicity) *in text*  Majority/minority groups and systems of power; *read* [*“Racial, Ethnic, and Minority Groups”*](https://openstax.org/books/introduction-sociology-2e/pages/11-1-racial-ethnic-and-minority-groups) *in text*  Racism; *read* [*“Stereotypes, Prejudice, and Discrimination”*](https://openstax.org/books/introduction-sociology-2e/pages/11-2-stereotypes-prejudice-and-discrimination) *in text* |
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| 5 | **Theories and Perspectives**  Comparing Sociological  Theories  Examining Historical  Perspectives  Exploring Modern Perspectives | Sociological Theories of race/ethnicity; *read* [*“Theories of Race and Ethnicity”*](https://openstax.org/books/introduction-sociology-2e/pages/11-3-theories-of-race-and-ethnicity) *in text*  Historical perspectives on race/ethnicity; *read* [*“Historical Foundations of Race”*](https://nmaahc.si.edu/learn/talking-about-race/topics/historical-foundations-race) *online* Orientalism and Occidentalism; ***Film***  Contemporary framings of race/ethnicity; |
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| 10 | **National Strategies**  National political strategies  Race politics in USA  Case Studies  Race politics in Japan  Case Studies  Comparing Other Countries | Archetypal national approaches to diversity; *read* [*“Intergroup Relationships”*](https://openstax.org/books/introduction-sociology-2e/pages/11-4-intergroup-relationships) *in text*  Key moments and events in U.S. history; *read*  [*“Race and Ethnicity in the United States”*](https://openstax.org/books/introduction-sociology-2e/pages/11-5-race-and-ethnicity-in-the-united-states) *in text* Analyzing evolution of U.S. race discourse;  Analyzing evolution of Japanese race discourse; *read* [*“ALTs of Color”*](https://blog.gaijinpot.com/5-wtf-questions-alts-of-color-get-asked-japan/) *article online* |
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| 16 | Working Period  Midterm | Work on Midterm Project    Midterm Presentation and Discussion |
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| 18 | **Immigrant Groups**  African Immigrant Groups  Asian Immigrant Groups    Hispanic Immigrant Groups | Immigration as context, history, and identity    African Diaspora and the Slave Trade    Asian Immigration and Golden Minorities    Hispanic and Latino Identity |
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| 23 | Reflection and reporting of work on final project | Working Period  Present and discuss work on gender in public |
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| 25 | **Race and Ethnicity**  **Over Time and Space**  Intergenerational advantage and disadvantage  Interracial marriage | Race, ethnicity, and intersectionality in depth;  Mixed family formation;  The creation of mixed identities;  Assimilation and rejection; |
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| 29 | Multi-ethnic children  Race and ethnicity in the present moment | Current events in race and ethnicity and preparation for final project |
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|  | Final Exam | Submission of final project |
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| Required Materials: |
| Pen/pencil, paper, **tablet\*\*\***, binder, access to Moodle, and assigned readings.  **\*\*\*Important Note\*\*\*:**   * It is *extremely important* that you bring a tablet or laptop to *every class*.  This class will use mobile devices often, including to type assignments. * Each class period will begin with a writing prompt that you must answer on Moodle * If you do not have a device that is charged, with internet access, and allows you to type, you may be unable to complete some assignments, affecting your grade.     If you do not have access to a tablet, please talk to me in the *first week* of class to find a solution. |
| Course Policies (Attendance, etc.) |

Students are expected to attend all classes. Students are allowed a **maximum of 5 absences**, excused or unexcused. After the fifth absence, I will ask you to withdraw from the course because you have missed too much material to pass. In rare cases, you may ask to consider alternative plans, but there must be evidence of extreme circumstances, and even then it is possible you may have to withdraw. In general, coming to class more than 15 minutes late counts as an absence.

You should plan to attend ALL class meetings and complete ALL readings and assignments by the due date given. I will not accept late assignments, quizzes, and exams except in cases of extraordinary excused absences. I will evaluate exceptions on a case by case basis. When you must miss class, you should be sure to check Moodle for new assignments. If you are aware ahead of an upcoming assignment due date that you will be absent, you should submit the assignment early, either in person or by email.

I will not tolerate academic dishonesty (i.e., plagiarism, cheating, etc.) in this course. Anyone caught cheating or plagiarizing will receive an F in the course. Please see the College Bulletin for a description of college expectations and for actions considered unacceptable with reasonable cause.

If you have any difficulties in this course, including learning disabilities, physical or mental disabilities, stress or anxiety, or other personal problems, please seek help.

* I am happy to help you. Please talk to me in class or office hours, so I can support you.
* There are also counseling services available. Please see Masashi Toyama in the General Affairs Office for more information.

I retain the right to alter the course schedule as necessary. Students will be given adequate notice of these changes.

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| Class Preparation and Review |
| Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. |
| Grades and Grading Standards |
| You will be evaluated upon your performance in (1) Participation & Homework, (2) Quizzes, (3) a Midterm, (4), and (5) a Final Exam. |
| **(1) Participation & Homework 20%** |

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| Good participation means that you show you are actively involved in class by speaking in English with your classmates, asking for help, answering questions, and making notes from the whiteboard. You will also be graded on how well you complete classwork. This could be reading a text in class, discussing or summarizing a text with classmates, dictionary skills, or vocabulary work. |
| **(2) Quizzes 20%** |
| There will be 4 unit quizzes each for 5%. |
| **(3) Midterm 20%** |
| The midterm evaluation will be based on a poster presentation. |
| **(4) Presentation 20%** |
| There will be a presentation and discussion before the new year break. |
| **(5) Final 20%** |
| The final exam will cover all of the skills that you learn during the semester. |
| **Total 100%** |
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| Methods of Feedback: |
| Feedback will be provided verbally in class and during office meetings, informally via email, through marks on students’ assignments, grades, and (where necessary) in formal writing. |
| Diploma Policy Objectives: |
| Work completed in this course helps students achieve the following Diploma Policy objective(s): DP1: Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)  DP2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations  DP3. The ability to identify and solve problems  DP4. Advanced communicative proficiency in English  DP5. Proficiency in the use of information technology |
| Notes: |
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