

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: SOCI 203
Course Title: Sociology of Race, Power, and Privilege

Year: 2024-2025
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course introduces students to the sociological study of race, power, and privilege in the U.S. context. Emphasis is placed on the social construction of race; the historical foundations and contemporary expressions of structural inequalities in wealth, power, and prestige along racial lines; the counter-stories of historically underrepresented racial groups contrasted to the dominant narrative; and the "normalization of whiteness" and resulting privileges. SOCI 201 fulfills the SUNY General Education Social Science requirement. Prerequisites: SOCI 101; MATH 090. Prior completion or concurrent enrollment in RDNG 116 and ENGL 100, if required by placement testing. Cr. (3 Lec). Fall and spring semesters.

Course Context/Audience

This course is appropriate for students who have an interest in critically examining race, power, and privilege in the United States. For Liberal Arts Social Science program majors, it may be used to satisfy a social science elective requirement. It satisfies the "inequality" course recommendation for the SUNY Transfer Path in Sociology. Sociology of Race, Power, and Privilege contributes to student development of three Liberal Arts & Sciences: Social Science program outcomes:

1. Appropriate and effective written and oral communication skills reflecting social scientific analysis, reasoning, and argumentation;
2. The ability to determine information needs and to locate, critically evaluate, and effectively use information;
3. Students will understand how privilege and inequality are socially and historically constructed.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M2 Completed MATH 090 (if needed) - Course requires only the use of basic mathematical skills.

Reading: R3 Concurrent enrollment in RDNG 116, if required by placement testing..

Course Goals

The aim of the course is to examine the sociological complexities of race and ethnicity.

Course Objectives/Topics

Objective/Topic	% Course
The student will examine race as a social construction.	100%
The student will explore the relationship between historical and contemporary structural inequalities in wealth, power, and prestige, along the lines of race, in the U.S. context.	25%
The student will develop a more complex understanding of racial identities.	25%
The student will critically examine the normalization of whiteness in the U.S., and the resulting privileges enjoyed by white people.	25%
The student will explore how calling into question the normalization of whiteness opens up possibilities for racial justice.	25

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none">➤ develop meaningful questions to address problems or issues.➤ gather, interpret, and evaluate relevant sources of information.➤ reach informed conclusions and solutions.➤ consider analytically the viewpoints of self and others.	<p>Through close readings and reflective writing in response to texts written by members of underrepresented groups, students will develop a fuller understanding of the structural obstacles to racial justice. Because this course challenges the dominant narrative about the history of race and race-based inequality in the U.S., it encourages students to both consider and develop alternative questions about race, power, and privilege.</p> <p>Students will critically examine their own understanding of race, and will consider the perceptions of others.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none">➤ Students will begin to understand how their lives are shaped by the complex world in which they live.➤ Students will understand that their actions have social, economic and environmental consequences.	<p>According to the dominant narrative about race in the U.S., “whiteness” is considered the norm, rather than a socially constructed category with distinct structurally supported privileges. As a consequence, when we think of “race”, we think of people of color, rather than whites. Significant attention will be given to the social and economic consequences of the normalization of whiteness, and to possibilities for social justice when such normalization is called into question.</p>

Instructional Methods

This class is designed as a seminar employing Institute for Writing and Thinking instructional methods. Students will

engage in close reading, written reflection, and collaborative discussion around 1) texts written by members of underrepresented groups in the United States, 2) texts written by white authors that critically examine the normalization of “whiteness” in the U.S.

Methods of Assessment/Evaluation

Method	% Course Grade
Discussion leadership and/or presentations	5-20%
Formal drafted and revised written reflections.	20-50%
Collaborative work	5-20%
Essays (take-home or in-class exams)	0-20%
Attendance and participation in low-stakes, in-class writing to learn activities.	10-20%

Suggested Types of Text(s) (Texts should lend themselves to Institute for Writing and Thinking practices for engaging in and reflecting on language and ideas; in other words, they should be rich in language and ideas)

For instance:

Baldwin, James. *The Fire Next Time*, Vintage reissue, 1992

Coates, Ta-Nehisi. *The Case for Reparations*. *The Atlantic*, June 2014 issue.

Coates, Ta-Nehisi. *Between the World and Me*. Spiegel & Grau

DuBois, W.E.B. *The Souls of Black Folk*. 1903

McKenzie, Mia. *Black Girl Dangerous on Race, Queerness, Class and Gender*. Black Girl Dangerous Press.

Rankine, Claudia. *Citizen: An American Lyric*, 2014, Greywolf Press

The poetry of Nikki Giovanni, Langston Hughes, Maya Angelou, and others.

Speeches by Malcolm X, M.L.K. and others

Fiction by Junot Diaz, Toni Morrison, Alice Walker, Edwidge Danticate, and others.

Other Learning Resources

Audiovisual:

No resources specified

Electronic:

No resources specified

Other:

No resources specified