February 22, 2012

To: Peter Law
    Senior Academic Administrator
    College of Arts and Sciences

Dear Peter,

It has come to our attention that when Sociology asked the College to approve SO207 for divisional studies credit, we neglected to indicate that this course is cross-listed as AA207, and students who enroll in AA207, no less than those who enroll in SO207, should be able to claim that credit. A more extended rationale is attached. We will appreciate your assistance in expediting the necessary approval to rectify this oversight.

Sincerely,

Nancy Ammerman, Chair
Sociology

Linda Heywood, Director
African American Studies Program
Rationale for divisional studies credit for AA207:
Sociology of Race & Ethnicity provides an introduction to African American studies in the following ways: the primary text, *Racial Domination, Racial Progress* (Desmond and Emirbayer 2010) covers the history of African enslavement, U.S. Reconstruction, Jim Crow, Civil Rights Era, and the Black Power Movement. It addresses the contemporary experiences of African Americans (and all other ethnorracial groups in the United States) in every social domain starting with politics, economics, housing, crime and punishment, education, aesthetics, associations, and intimate life. It ends with a thoughtful discussion about ways in which individuals, institutions, and civic organization can contribute to racial justice. Other course texts, *Medical Apartheid* (Washington 2007) and *The New Jim Crow* (Alexander 2010) delve deeper into the impacts of the medical and legal systems on African Americans, specifically.

Sociology of Race & Ethnicity provides an introduction to Sociology by teaching students how to use sociological tools and concepts to contextualize race-ethnicity beyond the individual, and to understand how cultural norms and institutions reproduce inequality and difference. Some of these concepts include—opportunity hoarding, homosocial reproduction, glass ceilings, segregated labor force, ethnic enclaves, advanced marginality, spatial mismatch thesis, ethnic community thesis, informal social control, structural disadvantage, cultural capital, the fallacy of undifferentiating difference, oppositional cultural, and stereotype threat. At the heart of the course is an IRB-approved midterm project that requires students to “go in to the field” and interview two people whose lives they situate within the history and social relations they have learned about in the course up to that point. In this way, students not only learn sociological concepts and theories, but also practice honing sociological methods in a focused project.