

SYLLABUS-- Race and Ethnic Relations

SOCI 0202 001
Monday, Wednesday and
Friday
12:35PM -1:25PM Wilson 300

ASST. PROFESSOR GABRIEL AQUINO
OFFICE HOURS
During scheduled class days
Mondays, Wednesdays and Fridays
9:30-10:15
Mondays and Wednesdays
1:30-2PM
Alternation on Fridays (Make appt.)
1:30-2:30PM
Or by appointment
Parenzo Hall 105
Ext: 8266
E-mail: gaquino@wsc.ma.edu

Description:

A study of the phenomena which arise when different biological and cultural groups interact, and of the theories and methods calculated to reduce antipathy and discrimination against minority groups, with an emphasis on American relations.

Prerequisite: SOCI 101

Requirements¹:

1. All assigned readings are to be completed prior to the scheduled class.
2. There will be a midterm exam (25 %) and a final exam (25%).
3. There will be one take home writing assignment (25%). (Attached)
4. Class participation, including discussions, and in class essays is part of your grade (25%).
5. Proper attendance at the class lectures is expected, and will have an effect on your final grade. **Only three unexcused absences allowed.** A full letter grade will be lost for the fourth unexcused absence **and full letter grade of a letter grade for every unexcused absence thereafter.** Anyone with **seven excused** or unexcused absences will fail this course.

Grading:

Class Participation	25%
Take Home Assignment	25%
Midterm Exam	25%
Final Exam	25%
Do Not Forget About Attendance!	100%

Required Texts:

Race and Ethnicity in Society: The Changing Landscape, 2nd Edition

¹ Read further for a detailed explanation of each requirement.

I, too, sing America.

I am the darker brother.
They send me to eat in the
kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I
am
And be ashamed -

I, too, am America.

- Langston Hughes, 1925

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Elizabeth Higginbotham - University of Delaware
Margaret L. Andersen - University of Delaware
ISBN-10: 0495504343 ISBN-13: 9780495504344

Race and Ethnic Relations: American and Global Perspectives, 7th Edition
Martin N. Marger - Michigan State University
ISBN-10: 0495003689 ISBN-13: 9780495003687

A Note about Written Assignments:

All assignments are due at the beginning of class on the designated day. If you show up late on the day an assignment is due, I will deduct a third-of-a letter grade from your final grade for that particular assignment. Thereafter it will be a third of a letter grade per day. **All assignments, unless otherwise noted, must be typed! No exceptions! Handwritten assignments will not be accepted.** Yes, spelling and grammar count. I reserve the right to deduct points, as much as 50% for poor grammar and proofreading.

All papers must be handed in 8½” by 11” paper, written using 12 New Times Roman font, with one inch margins all the way around. The papers must be double-spaced with no extra spacing between the paragraphs. Any directly quoted sections that are more than a paragraph (Use the three-sentence rule) should have a 1½ margin on the left and right with size 12 fonts and single space. (DO NOT OVER QUOTE); Shorter quotes or quotes that are one or two sentence long should be incorporated within the text.

Attendance, Participation and Preparation:

This portion of your grade involves completing all the reading assignments; attending all classes; evidence of thorough participation like bringing completed, thoughtful, timely assignments to class; on-task behaviors; active participation in individual tasks, group activities and discussion; taking notes during video presentations; taking notes and posing questions to guest speakers; demonstrating effective communication skills like listening and speaking in a thoughtful manner, and asking and answering relevant critical questions (in class and in group activities). Note that to achieve excellence in this area, attendance in class and doing all assigned readings is essential, but it does not in any way guarantee or entitle you to an “A”. An “A” grade is reserved for work and/or contributions that are deemed truly outstanding in some way. As a result, mere completion of tasks is insufficient grounds to award an outstanding grade. Also, note that I reserve the right to lower your grade for unexcused absences, and **only three unexcused absences allowed**. If you miss a class, you are responsible for obtaining any assignments (including quiz announcements), handouts, class notes, etc., and for finding out what you missed, including the completion of in-class assignments.

Tests:

There will be two essay exams in this class, a midterm and a final. These exams will be take-home and must be handed in on time, no extensions will be allowed. You will have until midnight on the day the exam is due to hand in your final. **I will only accept e-mailed attached documents in MS WORD format.**

Sociological Imagination and Classroom Discussion/Readings:

Although the reading is extensive for some weeks, I expect you to come to class prepared to discuss the material without exception. This not only requires that you read the material, but

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that you also interact with the reading. Failure to do so will be reflected in your participation grade.

I would like to keep the classroom discussion-oriented. **This is only possible if you are willing to stay current with the reading schedule** and if you abide by the conventions of civilized discourse. This does not mean “political correctness” in speech, but it does mean that all points of view must be expressed politely and with due respect for differing opinions of others. Finally, your work should reflect sociology and not simply your own opinions. In other words, did you use your “sociological imagination” and base your conclusions and/or contributions on research, not simply anecdotal evidence? This principle applies to all contributions in this class, written and oral alike.

Shared Responsibilities:

Teaching and learning are reciprocal parts of an interactive process. It is my responsibility to come to class prepared to class, share information with you in an intelligible manner, direct you to resources which help you fulfill your tasks, provide you with opportunities to meet outside of class, ensure that the classroom is a place where we are free to respectfully acknowledge and express our differences, answer your questions, simulate creative thought, facilitate discussions, evaluate your progress, and return your work in a timely fashion. It is your responsibility to come prepared to class, ask questions, participate in class discussions, think critically, and apply the concepts you will learn in class, be respectful of others and me in the classroom, and finish your assignments on time. If either one of us fails to live up to these standards, this interaction will break down and education becomes more difficult. To maximize your learning, I expect that you will have the reading completed BEFORE class, you will attend class, and you will inform me when you are having difficulty meeting your obligations. Last, I value your comments regarding the development of the course. If you are particularly pleased or dissatisfied with some aspect of this class, I encourage you to speak to me.

Course objectives:

Throughout this course, you will practice and improve basic skills by:

1. Writing summaries of the assigned readings
2. Orally presenting your ideas in small groups and to the class
3. Applying sociological thinking to important issues
4. Locating information from books, government documents and the internet
5. Problem-solving in small and large group discussion contexts
6. Evaluating for and against a position
7. Choosing and defending a position from alternative viewpoints

End of Course:

At the end of this course you should be able to

1. Demonstrate an understanding of such sociological concepts as assimilation, pluralism, ascribed and achieved status, prejudice, and discrimination;
2. Display basic knowledge of historical, socioeconomic, and political demographics of the United States;
3. Demonstrate critical thinking and understanding about different theories and perspectives pertaining to race, class, gender, and sexuality; and

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4. Apply sociological concepts for the analysis of race and ethnicity to personal and/or familial experience.

Grade distribution:

Letter Grade		Number Grade		If a letter grade is assigned this is the number equivalent
A	=	100-93	=	100
A-	=	92-89	=	92
B+	=	88-85	=	88
B	=	84-81	=	84
B-	=	80-77	=	80
C+	=	76-73	=	76
C	=	72-69	=	72
C-	=	68-65	=	68
D+	=	64-61	=	64
D	=	60-57	=	60
D-	=	56-53	=	55
F	=	52-0	=	0

How to tackle the readings:

1. What is the issue being studied?
2. What does the literature claim about the issue?
3. What does the scholar think they will find?
4. Whom is the scholar studying?
5. What is the research design and methods?
6. What are the findings?
7. What are the scholar's conclusions?
8. Are there weaknesses to the author's conclusions? Why or why not?
9. Is this a major theoretical contribution or a minor one?

I, Too, Sing América.

*I know it's been said before
but not in this voice
of the plátano
and the mango,
marimba y bongó,
not in this sancocho*

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*of inglés
con español.*

*Ay sí,
it's my turn
to oh say
what I see,
I'm going to sing America!
with all América
inside me:
from the soles
of Tierra del Fuego
to the thin waist
of Chiriquí
up the spine of the Mississippi
through the heartland
of the Yanquis
to the great plain face of Canada --
all of us
singing America,
the whole hemispheric
familia
belting our canción,
singing our brown skin
into that white
and red and blue song --
the big song
that sings
all America,
el canto
que cuenta
con toda América:
un new song!*

*Ya llegó el momento,
our moment
under the sun --
ese sol that shines
on everyone.*

*So, hit it maestro!
give us that Latin beat,
¡Uno-dos-tres!
One-two-three!
Ay sí,
(y bilingually):*

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Yo también soy América

I, too, am America.

Julia Alvarez-

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Week 1	Jan	21	<p>Part I: RACE: WHY IT MATTERS.</p> <p>1. Robert Blauner, "Talking Past Each Other." 2 Harry Kitano, "A Hyphenated Identity." 3. Judith Ortiz Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria." 4. Moustafa Boyoumi, "How Does It Feel to Be a Problem?" 5. American Sociological Association, "The Importance of Collecting Data and Doing Social Scientific Research on Race."</p>	1. Introduction: Some Basic Concepts.	
	Jan	23		2. Ethnic Stratification: Power and Inequality.	
Week 2	Jan	26		<p>PART II: ETHNICITY IN THE UNITED STATES.</p> <p>6. Howard F. Taylor, "Defining Race." 7. Ann Morning, "Race." 8. Abby Ferber, "Planting the Seed: The Invention of Race." 9. Karen Brodtkin Sacks, "How Did Jews Become White Folks?" 10. Michael Omi and Howard Winant, "On Racial Formation."</p>	3. Techniques of Dominance: Prejudice and Discrimination.
	Jan	28			<p>Part III: REPRESENTATIONS OF RACE AND GROUP BELIEFS: PREJUDICE, AND RACISM.</p> <p>11. Lawrence D. Bobo, "The Color Line, the Dilemma, and the Dream." 12. Charles A. Gallagher, "Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post Race America." 13. Hernán Vera and Andrew M. Gordon, "Learning to be White through Popular Culture." 14. Charles Springwood and C. Richard King, "'Playing Indian': Why Native American Mascots Must End." 15. Cornell West, "The Necessary Engagement with Youth Culture."</p>
Jan	30	5. Foundations of American Ethnic Hierarchy.			
Week 3	Feb	2	<p>No Class--President's day: Tuesday will be Monday Schedule</p>	6. Native Americans.	
	Feb	4			
	Feb	6			
Week 4	Feb	9			
	Feb	11			
	Feb	13			
Week 5	Feb	16			
	Feb	17			

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	Feb	18		7. Italians Americans.
	Feb	20		8. Jewish Americans.
Week 6	Feb	23	Part IV: RACE AND IDENTITY. 16. Beverly Tatum, interview with John O'Neil, "Why are the Black Kids Sitting Together?" 17. Heather M. Dalmage, "Tripping on the Color Line." 18. Min Zhou, "Are Asian Americans Becoming 'White'?"	9. African Americans.
	Feb	25		10. Hispanic Americans.
	Feb	27		11. Asian Americans.
Week 7	Mar	2	Part V: RACE, NATION, AND CITIZENSHIP. 19. Mark A. Chesler, Melissa Peet, and Todd Sevig, "Blinded by Whiteness: The Development of White College Students' Racial Awareness." 20. Evelyn Nakano Glenn, "Citizenship and Inequality." 21. C. Matthew Snipp "The First Americans: American Indians." 22. Suzanne Oboler, "'It Must Be a Fake!' Racial Ideologies, Identities, and the Question of Rights." 23. Tram Nguyen, "We Are All Suspects Now." "Racial Awareness."	12. Current and Future Issues of Race and Ethnicity in the United States.
	Mar	4		
	Mar	6		
Week 8	Mar	9	Part VI: IMMIGRATION, RACE, AND ETHNICITY. 24. Mae M. Ngai, "Impossible Subjects: Illegal Aliens and the Making of	
	Mar	11		

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	Mar	13	<p>Modern America."</p> <p>25. Nancy Foner, "From Ellis Island to JFK: Education in New York's Two Great Waves of Immigration."</p> <p>26. Peggy Levitt, "Salsa and Ketchup: Transnational Migrants Saddle Two Worlds."</p> <p>27. Margie K. Shields and Richard E. Behrman, "Children of Immigrant Families."</p> <p>28. Johanna Lessinger, "Class, Race and Success: Two Generations of Indian Americans Confront the American Dream."</p>	
Week 9	Mar	16	<p>Part VIII: INSTITUTIONAL SEGREGATION AND INEQUALITY.</p> <p>A. Work and Labor Markets.</p> <p>34. Cedric Herring, "Is Job Discrimination Dead?"</p> <p>35. Deirdre A. Royster, "Race and The Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs."</p> <p>36. Marta Tienda and Haya Stier, "The Wages of Race: Color and Employment Opportunity in Chicago's Inner City."</p> <p>37. Pierrette Hondagneu-Sotelo, "Families on the Frontier."</p>	
	Mar	18		
	Mar	20		
Week 10	Mar	23	<h3>Spring Break</h3>	
	Mar	25		
	Mar	27		

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Week 11	Mar	30	<p>Part VIII: INSTITUTIONAL SEGREGATION AND INEQUALITY.</p> <p>A. Work and Labor Markets.</p> <p>34. Cedric Herring, "Is Job Discrimination Dead?"</p> <p>35. Deirdre A. Royster, "Race and The Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs."</p> <p>36. Marta Tienda and Haya Stier, "The Wages of Race: Color and Employment Opportunity in Chicago's Inner City."</p> <p>37. Pierrette Hondagneu-Sotelo, "Families on the Frontier."</p>	<p>PART III: ETHNIC RELATIONS IN COMPARATIVE PERSPECTIVE.</p> <p>14. South Africa: Society in Transition</p>
	Apr	1		
	Apr	3		
Week 12	Apr	6	<p>B. Families, Communities, and Welfare.</p> <p>38. Joe R. Feagin and Karyn D. McKinney, "The Family and Community Costs of Racism."</p> <p>39. Zhenchao Qian, "Breaking the Last Taboo: Interracial Marriage in America."</p> <p>40. Kathryn Edin and Maria Kefalas, "How Motherhood Changed My Life."</p> <p>41. Dorothy Roberts, "Shattered Bonds: The Color of Child Welfare."</p> <p>42. Beth Ritchie, "The Social Construction of the Immoral Black Mother."</p>	<p>15. Brazil: Ethnic Paradise?</p>
	Apr	8		
	Apr	10		
Week 13	Apr	13		
	Apr	15		

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	Apr	17	<p>C. Residential Segregation and Education.</p> <p>43. John E. Farley and Gregory D. Squires, "Fences and Neighbors: Segregation in the 21st Century."</p> <p>44 Linda Darling-Hammond, "The Color Line in American Education."</p> <p>45. Jonathan Kozol, "The Shame of the Nation."</p> <p>46. Heidi Barajas and Jennifer Pierce, "The Significance of Race and Gender in School Success among Latinas and Latinos in College."</p>	16. Canada: Ethnic Model of the Future?
Week 14	Apr	20	No Class--Patriot's day	
	Apr	22	<p>D. Social Justice and Social Control: Courts, Crime, and the Law.</p> <p>47. Eduardo Bonilla-Silva, "Keeping Them in Their Place."</p> <p>48. Tricia Rose, "Hidden Politics: Discursive and Institutional Policing of Rap Music."</p> <p>49. Christina Swarms, "The Uneven Scales of Capital Justice."</p> <p>50. Devah. Pager, "The Mark of a Criminal Record."</p> <p>51. Roger Daniels, "Detaining Minority Citizens, Then and Now."</p>	17. Northern Ireland: Enduring Ethnic Conflict?
	Apr	24		
Week 15	Apr	27	<p>Part IX: MOBILIZING FOR CHANGE: LOOKING FORWARD AND LEARNING FROM THE PAST.</p> <p>52. Aldon Morris, "The Genius of the Civil Rights Movement: Can It Happen Again?"</p>	18. Global Issues of Ethnic Conflict and Change.
	Apr	29	53. Harvey Molotch, "Death on the Roof: Race and Bureaucratic Failure."	
	May	1	54. David Naguib Pellow and Robert J. Brulle, "Poisoning the Planet: The Struggle for Environmental Justice."	
Week 16	May	4	55. Jacqueline Johnson, Sharon Bush, and Joe Feagin, "Reducing Inequalities: Doing Anti-Racism: Toward an Egalitarian American Society."	

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Grading Criteria

Your papers (as well as your exams) will be graded according to the following criteria:

Content

- A- Presenting a main point and using information to support your argument.
- B- Demonstration of your understanding of relevant concepts.
- C- Incorporation of course and outside reading.
- D- Incorporation of original insights.
- E- Responding fully to all questions.
- F- Developing a discussion that incorporates interesting details from multiple sources (personal experience, readings, and/or outside primary or secondary sources).
- G- Demonstrating critical thinking by moving in thought beyond merely summarizing, defining, or reporting to analyzing, synthesizing, evaluating, drawing conclusions, or gaining insight.
- H- Engaging the reader through topic choice, original approach, thorough development, etc.

Organizational Factors

- ❖ Creating a coherent structure with an effective introduction/body/conclusion.
- ❖ Providing a clear introduction that identifies the topic/main point that establishes your intent in the paper.
- ❖ Using transitions where necessary within paragraphs and to introduce new ideas.
- ❖ Concluding in a way to draw main points together.

Language Use and Expression

- ❖ Using accurate and mature vocabulary to make the writing clear and appropriate for conveying your main points.
- ❖ Using clear, direct, complete, varied sentence structure (e.g., free of fragments or run-ons).
- ❖ Maintaining consistent verb tense and pronoun reference.
- ❖ Avoiding slang, colloquialisms, clichés, and jargon.
- ❖ Applying grammar and usage according to acceptable standards for writing.
- ❖ Applying correct mechanical skills (spelling, capitalization, punctuation, etc.)

Elements of Style

- ❖ Paper is typed or neatly word-processed.
- ❖ Paper is proofread and corrected for typos and other errors.
- ❖ Paper is printed on clean paper and stapled.

An 'A' Essay...

- ♻ Addresses the topic of the assignment fully and explores each aspect thoughtfully.
- ♻ Has a clear and substantial thesis.
- ♻ Shows substantial depth, fullness and complexity of thought.
- ♻ Expresses ideas clearly and commands the reader's attention.
- ♻ Demonstrates clear, unified and coherent organization.

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- ↳ Is fully developed and detailed with ideas supported by persuasive reasons and well chosen examples or references to class material.
- ↳ Has a superior style (interesting sentence patterns, smooth transitions between ideas, excellent use of vocabulary).
- ↳ Has few, if any, minor errors in grammar, usage or mechanics.

An 'A-/B+' essay:

- ↳ Strongly addresses and explores each aspect of the assignment.
- ↳ Has a clear thesis explored fully in the essay.
- ↳ Shows some depth and complexity of thought.
- ↳ Expresses ideas clearly and in an interesting manner.
- ↳ Demonstrates effective organization.
- ↳ Is well developed with supporting details and appropriate examples or references to class material.
- ↳ Has an effective style (good sentence patterns, transitions between ideas, accurate use of vocabulary).
- ↳ Has few errors in grammar, usage or mechanics.

A 'B/B-' essay:

- ↳ Addresses and explores each aspect of the assignment in a satisfactory way.
- ↳ Has a clear thesis explored adequately in the essay.
- ↳ Shows clarity of thought, but may treat the topic simplistically or repetitively.
- ↳ Clearly communicates ideas.
- ↳ Is adequately organized.
- ↳ Is developed with sufficient examples, reasoning, or references for most of the ideas.
- ↳ Has an adequate style (some variety in sentence patterns, transitions between most ideas, vocabulary accurate for the most part).
- ↳ Has some errors in grammar, usage or mechanics.

A 'C+/C' essay:

- ↳ Inaccurately responds to or neglects part of the assignment.
- ↳ Has a simplistic thesis that may show limited knowledge of the issues involved in the assignment.
- ↳ Lacks focus or demonstrates confused, stereotyped or simplistic thinking.
- ↳ May not always communicate ideas clearly.
- ↳ Is ineffectively organized.
- ↳ May not provide adequate or appropriate details or references to support generalizations, or may provide details without generalizations.
- ↳ Has a stylistic weakness (little variety in sentence patterns, few transitions, and imprecise vocabulary).
- ↳ Has an occasional major error in grammar, usage or mechanics or frequent minor errors.

A 'C-' essay:

- ↳ Indicates confusion about the assignment or neglects important aspects of the assignment.
- ↳ Has an unclear or confusing thesis which shows little understanding of the assignment or which demonstrates a misinterpretation of the assignment.
- ↳ Demonstrates confused thinking.

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- ↳ Often fails to communicate ideas clearly.
- ↳ Has very weak organization.
- ↳ Has very little development of ideas; uses very few examples or references to support points.
- ↳ Has an ineffective style (monotonous or fragmented sentence structure, no transitions, simplistic or inaccurate vocabulary).
- ↳ Has many repeated errors in grammar, usage or mechanics.

An essay containing one or more of the following would be considered unsatisfactory:

- ↳ An indication of an inability to comprehend or to respond meaningfully to the assignment.
- ↳ No thesis or has an incomprehensible thesis.
- ↳ Deliberately off-topic.
- ↳ An inability to communicate ideas clearly.
- ↳ Incoherent organization.
- ↳ Incomplete or inappropriate development of ideas.
- ↳ Incoherent style (difficulties with sentence structure, pattern of vocabulary errors).
- ↳ Pervasive pattern of errors in grammar, usage and mechanics.

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Assignment 1: Socializing color

Due: ?

Demography of the Television Landscape (You will need TV and a recordable DVD or VCR.)

You will be divided into groups. You will videotape and watch a week's worth of primetime television on the three major networks. Each person will be required to tape and watch the 8:00pm-10:00pm M-F line up on one of the three major networks (CBS, ABC, NBC; okay FOX too). This is TEN hours of television per person! You will be required to fill out a content analysis form for each program viewed (You can get these forms from me). This form will ask you to briefly summarize the plot and count the number of major characters of different races, social classes, genders, age groups, body types etc. Once all the programs have been viewed, the group will meet and create a master list – adding up all of the characters that fall into each category, and tabulating some simple percentages. Then, you will need to compare the percentages on television to the true percentages in the United States population, as generated by the most recent census, the Statistical Abstracts of the United States, or another reliable source selected in conjunction with a reference librarian or me. You will then write an analytic paper of approximately 8-10 pages, which discusses your numeric findings (be sure to point out if one program in particular skewed the results), offers some qualitative insights (e.g., are certain groups stereotyped, portrayed positively, etc.), and offers a sociological interpretation of the findings (how may these have changed over time, what the impact might be for different groups in society). You should create a poster comparing the televised population to the real population. Have fun with this -- decorate your poster with images of some of the cast(s) or cast members. You will turn in the paper, your content analysis forms, and the poster.