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Lecture/Discussion: **Lindengren 133**  
 T+TH, 12:35-1:50 PM  
 Office Hours: T+TH, 2:30-5:30 PM,  
 and by appointment

## Race and Ethnic Relations

### COURSE DESCRIPTION

This course is a comparative historical survey of racial and ethnic minorities primarily in the United States. It is intended to give students a broad understanding of race relations in society. As such the basic objective of this course is to explore the ways in which racial / ethnic experiences / relations have emerged and develop over time.

There are two lectures each week. You are expected to keep up with the reading material. **Attendance at lectures and films is required.**

#### *Course Agenda*

- To study the theoretical frameworks and concepts through which social scientists make sense of race relations.
- To examine the economic, social, cultural, and political histories of some racial and ethnic groups.
- To explore specific histories through theoretical approaches.
- To study the politics of racial change in recent US history.

#### *Course Goals*

- To question, wonder about, the taken-for-granted assumptions connected to race and ethnic relations.
- To facilitate the development of critical and theoretical “thinking” about the relationship between racial experiences, social conditions, and the social processes through which these are constituted.
- To activate or help (further) unfold our sociological imaginations about race and ethnicity and the relations between these in challenging ways.

### COURSE SCHEDULE

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|----------------------------|--------------------------------------|
| • First Day of Class: 1/19 | • Number of Discussion/Lectures: 30  |
| • Last Day of Class: 5/06  | • Number of Holidays: 2 (3/09, 3/11) |
| • Final Exam Day: 5/14     | • Number of Absences Allowed: 5      |

### TEXTS / READINGS

**Required** (Available at the University Bookstore and Reserve Room at the Morris Library)

- *Racial and Ethnic Relations (RER)* by Joe R. Feagin and Clairece Booher Feagin
- *Eyes on the Prize: America's Civil Rights Years, 1954-1965 (EP)* by Juan Williams.

**Supplementary Readings** (Available on Blackboard)

- Selections from *Racial Formation in the United States from the 1960s to the 1990s (RF)* by Michael Omi and Richard Winant.
- Selections from *The Ethnic Myth: Race, Ethnicity, and Class in America (TEM)* by Stephen Steinberg.

Please note that additional readings for this course MAY be assigned throughout the semester. These additional readings will be provided to you in class or become available as PDFs on Blackboard.

**COURSE REQUIREMENTS****I. *Class Participation (CP) (15 points) (5%)***

About **5%** of your grade will be based on your **CP**. You are expected to engage with the course material, to actively participate in the learning process. Come prepared to ask questions during the Lecture / Discussion period. As you engage with the course material, work to formulate questions for you to bring to class. Develop your questions: 1) After a good-faith reading of the material; 2) based on concepts, arguments, and assumptions; 3) on a “critical” evaluation of these elements; and/or 4) on the connections between and within weekly readings.

Discussion in the classroom facilitates the learning process. Your class participation, therefore, plays an important role in what you learn. In order to stimulate class discussion, I strongly encourage you to bring questions during the Lecture / Discussion period.

**NOTE:** I will be making note of your participation throughout the term. Non-participation will result in “0” CP points.

**II. *Class Attendance (15 points) (5%)***

**Attendance at lectures and films is required.** To ensure accurate reward for your presence in the classroom, you will receive a score every time you attend. You can accumulate up to 15 points for the entire semester, depending on your attendance rate. This course requirement is worth **5%** of your grade.

**NOTE:** **6** absences will result in a **Failing Grade** for the course. Absences include medical, family, and work emergencies.

**III. *Group Presentations (60 points) (20%)***

You will get a chance to make Group Presentations on the experience of one ethnic or racial group. Individuals within each group will research a particular question or questions (from the list below) on the experience of one ethnic or racial group. Each student will work with his/her group to develop a format for the presentation, and each student will make a report to the entire class based on the question(s) that s/he has chosen to explore. The division of labor within each group should be equitable. So, remember that some questions will be more difficult than others. Lastly, each group member should submit her / his report after presentation.

The relevant questions to keep in mind for group presentations are as follows (Warren 2005):

- a. How did this group enter the nation? Why did members of this group leave their homeland? If applicable, what attracted them to the United States?
- b. Did they travel alone or as families? Were they connected to a family or friendship network that helped them relocate? Was racial or ethnic segregation a factor in choosing where to live?
- c. Did all family members work? What types of employment did they secure? What were the roles of children and women?
- d. What specific types of discrimination / oppression did they encounter? (Residential / educational / economic segregation, etc.)
- e. How did they resist this discrimination / oppression? What was/is the outcome of resistance, non-resistance?
- f. What contributions did this group make to the United States? (This question may require some research)

This course requirement is worth **20%** of your grade. See course schedule below for Group Presentation Dates.

**IV. *Examinations (210 points) (70%)***

You will be taking 3 in-class, multiple choice, and short answer exams. The first 2 Exams will cover the materials just before the exam week. The **Final Exam** will be cumulative. The first 2 **Exams** count **55** points each. The **Final Exam** counts **100** points. This course requirement makes up about **70%** of your grade. See course schedule below for Exam Dates.

**Test Dates:** Test I, **2/25**; Test II, **4/08**; Final Exam, **5/14**.

## IMPORTANT INFORMATION:

- **Morris Library:** You will benefit from your University experience if you choose to take advantage of the services the Morris Library has to offer. The following are potential resources for you to take advantage of:
  - **Research Resources** at <http://www.lib.siu.edu/departments/distance/researchresources/view?searchterm=research%20resources>
  - **Library Instruction** at <http://www.lib.siu.edu/departments/instruction>
- **Good Writing:** Should you require help with your writing feel free to stop by my office. I shall be providing some tips on good writing, but in the mean time you may want to consult the following resource first:
  - The *Writing Center* at <http://write.siu.edu/>.
- **Academic Success:** Should you want guidance in achieving your best the following services are available to you:
  - **Saluki First Year** at [www.FirstYear.siu.edu](http://www.FirstYear.siu.edu)
  - **Student Support Services** at <http://mcma.siu.edu/faculty/student-services>
  - **Center for Academic Success** at <http://success.siu.edu/cas/>
- **Well-being:** Stressed, homesick, or overwhelmed? SIU cares! You may contact Saluki Cares for help and referrals at [www.salukicare.siu.edu](http://www.salukicare.siu.edu)
- **Academic Integrity / Student Conduct:** Plagiarism of any type or academic dishonesty will NOT be tolerated and will result in disciplinary action. Students are also expected to abide by Student Code of Conduct.
  - See <http://policies.siu.edu/policies/conduct.html> for info on Academic Dishonesty, Student Code of Conduct, and Academic Dishonesty Procedures.
- **Incompletes:** Incompletes need to be formally requested by the student and officially approved by me. No Incompletes will be granted on account of poor performance and/or after the end of the term.
- **Classroom Conduct:** No disruptive, distracting, or demeaning behavior will be tolerated in this class. Additionally, texting, recording of any type, ringing, and surfing the net are strictly prohibited during the Lecture/Discussion period. If your cell phone must be on for medical, childcare, or other reasons, please set it on vibrate. Should I need to remind you about Classroom Conduct more than twice, your final grade will be downgraded a letter grade – no exceptions!
- **Acknowledging Differences:** During the course of the semester we will have the opportunity to share thoughts, opinions, and beliefs about our life experiences as we try to illuminate the sociological perspective. Differences in outlooks will inevitably surface as we share our points of view. Let us recognize and acknowledge such differences as an opportunity to critically come to terms with the complex organization of social life. Most importantly, let us respect such differences. While the critical appraisal of difference is part of the course in the exchange of ideas, such an opportunity should not be conceived as an occasion to dismiss or put someone down.
- **Emergency Procedures:** Southern Illinois University, Carbondale is committed to providing a safe and health environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down), and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.
 

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
- **Statement for Disability Students:** Special accommodations may be arranged for disability students. I encourage you to contact me at the end of lecture or during my office hours to discuss accommodation-related matters. See <http://disabilityservices.siu.edu/> for related info on Disability Support Services.

**OUTLINE OF COURSE EXPLORATIONS**

**<<COURSE AND CLASSROOM INTRODUCTIONS; PEDAGOGY; AND SOME "CONCRETE" POINTS OF DEPARTURE>>**

Week I (1/19, 1/21)	<p><b>Basic Race and Ethnic Relations Concepts</b>  <b>RER</b>, Chapter 1</p> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• Selection from the <i>Pedagogy of the Oppressed</i> (Chapter 2) by Paulo Freire;</li> <li>• "The Promise of Sociology" by C. Wright Mills</li> </ul>
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**<<THEORETICAL (AND SOME HISTORICAL) CONSIDERATIONS>>**

Week II (1/26, 1/28)	<p><i>Migration and Adaptation Patterns, Types of Theories, Order Theories (Assimilation, Bio-Social, Competition, Culture of Poverty, and Class)</i>  <b>RER</b>, Chapter 2</p> <p><b>Recommended:</b>  <b>RF</b>, Chapter 1, Chapter 2 (pp. 25-29)  <b>TEM</b>, Chapters 3+4</p>
Week III (2/02, 2/06)	<p><i>Power Conflict Theories: A Focus on Class</i>  <b>RER</b>, Chapter 2</p> <p><b>Recommended:</b>  <b>RF</b>, Chapter 2 (pp. 29-35)</p>
Week IV (2/09, 2/11)	<p><i>Power Conflict Theories: A Focus on Caste, Nation, and Colonial Conditions</i>  <b>RER</b>, Chapter 2</p> <p><b>Recommended:</b>  <b>RF</b>, Chapter 3</p>
Week V (2/16, 2/18)	<p><i>Power Conflict Theories: Racial Formation and Beyond</i>  <b>RER</b>, Chapter 2</p> <p><b>Recommended:</b>  <b>RF</b>, Chapters 4-5</p>
Week VI (2/23, 2/25)	<p><i>The Historical Origins of Multicultural Nation, Structural Explanations</i>  <b>TEM</b>, Chapter 1  <b>Test I, 2/25</b></p>

**<<GROUP HISTORIES>>**

Week VII (3/02, 3/04)	<p><i>English and Native Americans</i>  <b>RER</b>, Chapters 3 + 6</p>
Week VIII (3/16, 3/18)	<p><i>African and Mexican Americans</i>  <b>RER</b>, Chapters 7 + 8</p>
Week IX (3/23, 3/25)	<p><i>Irish and Italian Americans</i>  <b>RER</b>, Chapter 4</p>
Week X (3/30, 4/01)	<p><b>(4) GROUP PRESENTATIONS: European Americans</b> (Chapters 3-5)  <b>RER</b>, Chapter 5, Jewish Americans</p>
Week XI (4/06, 4/08)	<p><b>(4) GROUP PRESENTATIONS: People of Color</b> (Chapters 7, 10-12)  <b>RER</b>, Chapters 10-12, Asians and Arabs  <b>Test II, 4/08</b></p>

**<<RACE, POLITICS, CHANGE>>**

Week XII (4/13, 4/15)	<p><i>Civil Rights Movement: Significant Events, Political Developments</i>  <b>EP</b>, Chapters 1 and 3</p>
Week XIII (4/20, 4/22)	<p><i>Civil Rights Movement: The Politics of Change</i>  <b>EP</b>, Chapters 4-5</p>

<<RACE, POLITICS, CHANGE CONT'D>>

Week XIV (4/27, 4/29)	<i>Civil Rights Movement: Change is Slow</i> EP, Chapters 6-7
Week XV (5/04, 5/06)	<i>Race and Ethnic Relations: Some Final Considerations</i> RER, Chapter 13
<b>FINAL</b> (5/14)	<b><i>Final Exam</i></b> <b>(10:10-12:10 AM)</b>

**A COMMENTARY ON TEACHING**

“[T]eaching [is] a revolutionary act... Learning and teaching are complex, endlessly fascinating collaborations. [A teacher can] learn enormous amounts from the students ... [Students are] colleagues and companions on an intellectual, potentially life-changing journey.... [Good goals for teaching] include the development of critical thinking skills, acquiring the ability to work collaboratively, honing the art of applying theoretical concepts to actual historical and contemporary situations, and making connections between what we study and how we live” (Foran 2003:02).

**A COMMENTARY ON OFFICE HOURS SESSIONS**

“Dialogue with the people is radically necessary to every authentic revolution.”

**Paulo Freire**

I encourage you to attend office hours. I am available to address any concerns or issues connected to your academic experience. Please feel free to talk to me about the subject matter or assignment strategies. You will do well in this course if you are prepared to study hard. Taking advantage of a more “accessible” setting may help your learning efforts. I am available to see you one-on-one in order to address your issues, questions, concerns, ideas, or discoveries. I am interested in your reactions, responses, views, or perceptions. Part of the learning process requires meaningful dialogue between the professor and the student. Therefore, your individual feedback is important and your thoughts, ideas, perceptions, concerns, questions, or doubts are essential to the learning process itself.

**LIST OF POTENTIAL FILMS**

- *Race: The Power of an Illusion*, Documentary Series (2-3 Volumes)
- *Eyes on the Prize*, Documentary Series (2-3 Volumes)

**References**

Appelbaum, Richard and William J. Chambliss. 1995. *Sociology*. New York: HarperCollins College Publishers.  
 Foran, John. 2003. Syllabus for Sociology 130ST, *Radical Social Change from Chile to Chiapas*, at UCSB, Summer Sessions.  
 Warren, Stella. 2005. Syllabus for Sociology 3422, *Racial and Ethnic Minorities*, The University of Memphis, Fall Term.