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Lecture/Discussion: **Lawson 101**  
 M-F, 2:30-4:30 PM  
 Office Hours: M-F, 1:15-2:15 PM +  
 W, 5:00-6:00 PM

## 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 five 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.

### 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

#### *Supplementary Readings*

- 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.
- *Eyes on the Prize: America's Civil Rights Years, 1954-1965* (**EP**) by Juan Williams.

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 (25 points) (12.5%)**

- About **12.5%** 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 (25 points) (12.5%)**

- **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 25 points for the entire Intersession term, depending on your attendance rate. This course requirement is worth **5%** of your grade.
- **NOTE:** You are only allowed **4 absences** during Intersession. For every absence after the **4th absence** 15 points will be deducted from your Final Score. Time away from class because of medical, family, and work emergencies count as absences.

**III. Examinations (150 points) (75%)**

- You will be taking **4 in-class** Multiple-Choice and True and False tests. Each **test** count **25** points each.
- You will also be writing **1 Essay**. This Essay counts **50** points.

**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

### Part I                      **Conceptual and Theoretical Considerations**

(You will be taking 2 Tests for this Course Section)

#### **Basic Sociological, and Race and Ethnic Relations Concepts**

- **RER**, Chapter 1
- Selection from the *Pedagogy of the Oppressed* (Chapter 2) by Paulo Freire
- “The Promise of Sociology” by C. Wright Mills

#### **More Race and Ethnic Relations Concepts; Migration and Adaptation Patterns; Types of Theories; Order Theories (Assimilation, Bio-Social, Competition, Culture of Poverty, and Class)**

- **RER**, Chapter 2
- **RF**, Chapter 2 (pp. 25-29)
- **TEM**, Chapters 3+4

#### **Power Conflict Theories: A Focus on Class**

- **RF**, Chapter 2 (pp. 29-35)

#### **Power Conflict Theories: A Focus on Caste, Nation, and Colonial Conditions**

- **RF**, Chapter 3

#### **Power Conflict Theories: Racial Formation and Beyond**

- **RF**, Chapters 4-5

## Part II Historical Considerations

(You will be taking 2 Tests for this Course Section)

### The Ignominious Historical Origins of Multicultural Nation: A Structural Explanation

- TEM, Chapter 1

### Group Histories

- *English Americans*, RER, Chapter 3
- *Native Americans*, RER, Chapter 6
- *African Americans*, RER, Chapter 7
- *Mexican Americans*, RER, Chapter 8
- *Irish and Italian Americans*, RER, Chapter 4
- *Jewish Americans*, RER, Chapter 5
- *Japanese Americans*, RER, Chapter 10 (Potentially)

## Part III Changing the Status Quo

(The Essay will be due during this Course Section)

### *The Civil Rights Movement: Significant Events, Political Developments*

- EP, Chapters 1 and 3

### *The Civil Rights Movement: The Politics of Change*

- EP, Chapters 4-5, + 7

### *Race and Ethnic Relations: Some Final Considerations*

- RER, Chapter 13
- RDRP, Chapter 11

### 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 (3 Volumes)
- *Eyes on the Prize*, Documentary Series (2-3 Volumes)

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### References

Appelbaum, Richard and William J. Chambliss. 1995. *Sociology*. New York: HarperCollins College Publishers.