

Sociology 215: Race and Ethnic Relations in the United States
Southern Illinois University
Course Syllabus
Section 04-Spring 2009

Instructor: Kristie Perry, kristieyp@yahoo.com
Class Time/location: T/Th 2:00-3:15 Lawson 121
Office: Faner Hall 3421
Office Hours: T/W/Th 10:00-12:00 or by appointments
Contact Number: 618-453-7618

Required Textbooks and Readings: Schaefer, Richard Racial and Ethnic Groups Eleventh Edition. Other readings, such as articles from journals and websites, will be required for sociological analysis. **Online study Guide:** wps.prenhall.com/hss_schaefer_raceethnic_11

Course Format: Lectures, class discussions, and audio-visual media.

Course Objectives: This course examines the status of racial, ethnic, and cultural minority groups from historical, economic, and political perspectives; it is designed to expand knowledge of theory, research, and current events in regards to the relations of race, ethnicity, gender and class in the United States. It is the intent of this course to introduce key topics, simulate individual thought, and enhance the understanding of group interactions in American society. Students will be able to: (a) demonstrate an understanding of such concepts as assimilation, pluralism, ascribed and achieved statuses, prejudice and discrimination; (b) display basic knowledge of historical, socioeconomic, and political demographics of the U.S.; (c) demonstrate critical thinking about different theories and perspectives pertaining to race, class, gender, and sexuality; and (d) apply sociological concepts to the analysis of race and ethnicity to personal and/or family experience.

Course Outline

Exams: This course will include two exams each worth 100 points. The exams will cover lecture notes, chapter readings, and supplemental readings. They will consist of multiple choice, true-false, short answer or essay questions or any combination thereof. The exam begins at 2:00p.m. doors lock at 2:10p.m. Makeup examinations will be given only if you are out of class because of personal illness (accompanied by documentation for a physician), illness and/or death of an immediate family member (with proper documentation), or you have to be away on university business accompanied by a letter from the person in charge of your need to be away. All make-up exams **must** be completed no later than one week after the scheduled exam or student will automatically receive a grade of 0.

Students that require special assistance on the exam must take care of arrangements the first two weeks of class. Students that must miss an exam may take the exam early but only with prior arrangements and permission from the instructor. Scantron exams require a no. 2 pencil. Students must bring their own pencil; the scantrons will be provided for them.

Written assignments

Supplemental reading summaries are available on electronic reserve and can be found from Library's website. Students must do three out of the five reading summaries. The summaries are at the student's discretion but must be turned in on the reading due date. All papers must be turned in to me in class. ***No E-mailed papers will be accepted.*** I suggest you make sure your printer is working and that you have paper prior to submitting your assignment. If you are going to be absent send your paper by someone.

Mini-observations/Media assignments: Applying course concepts and theory to practice is a key element to learning and to this course. During the semester, students will be expected to conduct individual and group mini-observations on race and ethnic groups at public venues and in the popular media such as television shows, commercials, the press, and movies. Students will share findings in a short 5-7 page essay. In this paper, students gain the opportunity to show their understanding of theory and sociological concepts.

Quizzes and In-class Assignments

To ensure that students are doing the readings there will be 5 pop quizzes and 7 in class activities. If you miss the quiz/assignment (i.e. late or absent) you will receive a 0. However, if you have a legitimate excuse (exam guidelines) one extra quiz and in class activity will be given to replace the one that you missed. (This opportunity is available to the entire class).

Grading Scale

2 exams	100 pts each (200)	A: 405-450
7 – in class activities	10pts each	B: 360-404
5 – pop quizzes –	10pts each	C: 315-359
3 – Reading summaries	30pts each	D: 270-314
(supplemental readings)		F: 0-269
1-mini-observation assign	100pts	

Attendance Policy: Students are expected to attend class daily. Pop Quizzes and in class activities will help regulate attendance.

Cheating Policy: See the Student handbook. The Department of Sociology strongly recognizes the honor policy held with in the university. Students will receive a grade of zero (0) on plagiarized or copied work. Students will also receive a zero (0) if they are caught cheating on an exam.

Ground Rules for this course:

- 1) Acknowledge that racism, sexism, classism, and homophobia exist.
- 2) Acknowledge that one of the meanings of racism/sexism is that we have been systematically taught misinformation about our own group and especially members of other groups.
- 3) We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
- 4) Victims are not to be blamed for their oppression.
- 5) We will assume that people are always doing the best they can.
- 6) We will actively pursue information about our own group and those of others.
- 7) We will share information about our own group with other members of the class and we will NEVER demean, devalue, or in any way “put down” people for their experiences.
- 8) We each have an obligation to actively combat the myths and stereotypes about our own group and other groups so that we can break down the walls which prohibit group cooperation and group gain.
- 9) We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside of the classroom. If so, the student will preface her or his remarks with a request and the class will agree not to repeat the remarks.

*Adopted from Lynn Weber, Center for Research on Women, University of Memphis.

Grading Scale:

- 540- and above = A
- 480-539 = B
- 420-479 = C
- 360-419 = D
- 359 – 0 = F

All questions or concerns about grades or class material may be addressed with the instructor.

Reading Assignment

Week One: January 13 and 15

T- Introduction

TH-Chapter 1: Understanding Race and Ethnicity

- a. Students should understand how race is socially constructed.
- b. Theories associated with race.
- c. In what ways does race matter in the U.S. today?

Week Two: January 20 and 22

T-Th-Chapter 2: Prejudice

- a. Understand theories of prejudice
- b. Understand the ways of reducing prejudice

c. Understand ways you (as a student and member of society) can fight hate.
Online Reading-Color-Blinded America or How the Media and Politics Have Made Racism and racial Inequality Yesterday's problem (SR 1 due) due Thursday

Week Three: January 27 and 29

T-Th-Chapter 3: Discrimination

- a. Distinguish between prejudice and Discrimination
- b. Define white privilege and its effects.
- c. Identify ways in which discrimination still occur.

Week Four: February 3 and 5

T-Th Chapter 4: Immigration and the United States

- a. Understand immigration from a global perspective
- b. How does prejudice and discrimination affect immigrants?

Week five: February 10 and 12

T-Th Chapter 5: Ethnicity and Religion

- a. Apply “whiteness” to Irish, Italian, and Polish Americans.
- b. How have court rulings affected religious expression?

Online Reading: White Privilege (SR2 due Thursday)

Week 6: February 17 and 19

T-Th Chapter 6: The Native American

- a. Do Casinos and other gaming outlets represent a positive force for Native American tribes today?
- b. How do national holidays remind Native Americans today of their marginal status?

Week 7: February 24(No Class) and February 26

Th Chapter 7: The making of African Americans in a White America

- a. How did slavery provide a foundation for both White and Black America today?
- b. How important was religion in uniting the African American community?

Online Reading-Driving While Black: A Statistician Proves that Prejudice Still Rules the Road (SR 3 Due Thursday)

Week 8: March 3 and March 5

T-Th Chapter 8: African Americans Today

- a. How important is religion today in uniting the African American community?
- b. To what degree have the civil rights movement initiatives in education been realized or do they remain unmet?
- c. Understand current issues related to African Americans

Exam 1

Week 9: Spring Break March 7-March 15

Week 10: March 17 and March 19

T- Chapter 9: Hispanic Americans

- a. What different factors unite and divide the Latino community in the United States
- b. How have Central and South Americans contributed to the diversity of the Hispanic people in the United States.

Th - Chapter 10: Mexican Americans and Puerto Ricans

- a. How does Chicanismo relate to the issue of Hispanic identity?
- b. What role does religion play in the Latino community?

Online Reading-In the Barrios: Latinos and the Underclass Debate (SR 4 due) due Thursday

Week 11: March 24 and March 26

T-Th Chapter 11: Muslim and Arab Americans

- a. What are the dimensions of diversity among Arab Americans and among Muslims?
- b. What is it like to be Arab/Muslim in America?
- c. How about a Muslim President!

Week 12: March 31 and April 2

MOVIE WEEK Media Observations due

Week 13: April 7 and April 9

T- Chapter 12: Asian Americans: Growth and Diversity

- a. Understand Asian Americans as the model minority.
- b. Understand the relationship with Asians and the mass media.

Th - Chapter 13: Chinese Americans and Japanese Americans

Week 14: April 20 and 23

T-Th Chapter 14: Jewish Americans

- a. Why are the Jewish people most accurately characterized as an ethnic group?
- b. Why is maintaining Jewish identity so difficult in the United States?

Week 15: April 27-29

T-Th Chapter 15: Women the Oppressed Majority

- a. How has the focus on the feminist movement changed from the suffragist movement to the present?
- b. How has the changing role of women in the United States affected the family?

Online Reading-Shifting the Center: Race, Class, and Feminist Theorizing About Motherhood (SR 5 due) due Thursday

Final Exam: Wednesday May 6 12:00-1:50 7:50-9:50 Faner 1005

** Readings/assignments may be modified based on the instructor's discretion; notification will be given in a timely manner. Students are expected to complete all the reading assignments.*

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, Department of Safety's website www.dps.siu.edu (disaster drop down), and in 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.