

# Race and Ethnic Relations in the US

SOC 215 Section 001

Spring 2013

10:00 – 10:50 AM Monday, Wednesday, and Friday

Quigley Hall Room 208

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**Course Format:** Lectures, class discussion, and audio-visual media

**Course Learning Objectives:** 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 for the analysis of race and ethnicity to personal and or family experience.

**Detailed Course Description:** The United States is an increasingly diverse society as witnessed by the changing demographics of race and ethnic relations. White-ethnics, who have historically been the majority, will be in the minority by 2038. Latinos will surpass African Americans as the most numerous minorities about that same time. It is getting harder to think of American racial issues in terms of “black and white.” To be effective citizens, all students will need exposure to the sociology, history, and culture of a variety of ethno-racial groups. Further, it is important for citizens in this globalizing world to understand how gender and class may shape people’s experiences of race-ethnicity. Along with the academic content, the course will also focus on providing student with skills for effective communicating on these topics. Among the substantive areas covered will be the history of the European colonization of North America, the expansion of the United States and the dynamics of immigration, the processes of identity formation among ethno-racial groups and its contribution to processes of prejudice and discrimination among all groups), and the economic and political contexts of racism.

**Required Readings:**

Healey, Joseph F. 2012. *Diversity and Society: Race, Ethnicity, and Gender*. 3<sup>rd</sup> ed. Los Angeles, CA” Pine Forge Press.

Note: Additional readings for this course will be assigned throughout the semester. These readings, accompanied reading questions, powerpoint slides, and other

assignments will be provided to you through your SIU email account. **IN OTHER WORDS: You MUST have an SIU email account for this class.**

**Course and University Policies:**

Class discussion may, at times, concern controversial issues. Students are expected to respect the viewpoints expressed by other. If you disagree with what someone has said, you are encouraged to express your disagreement but are expected to do so in a civil, respectable, and polite manner.

**Ground rules to keep in mind:**

You should think about this ground rules during all classroom interaction. You are expected to follow them all at all time.

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 groups and especially members of other groups.
3. We cannot be blamed for misinformation we have learned, but we are responsible for repeating misinformation after we have learned otherwise.
4. Do not blame victims 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 groups and those of others.
7. We will share information about our own groups with other members of the class and we will never demean, devalue, or in any way “put down” people for their experiences.
8. We have an obligation actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibits groups cooperation and group gain.
9. We want to create a safe atmosphere for open discussion. Thus, at time, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the student will preface his or her remarks with a request and the class will agree not request and the class will agree not to repeat the remarks.

**\*\*Ground rules by Lynn Weber, Center for Research on Women, Memphis State University, Memphis, TN 38152.**

Classroom conduct:

- Be on time for class. If you arrive five minutes after the class period has begun, I will ask you to leave, except on examination days. If assignments are due, you may turn it into me before you exit the classroom or after the class period has ended.
- Do not use cell phones during class. If you must have your phone near by for childcare, medical, or work-related issues (inform me prior to class starting), you must have your phone on vibrate.
- Students may NOT engage in distracting and disrespectful behavior such as talking, sleeping, leaving early, getting up to use the bathroom, newspaper reading, using cell phones, or working on other course work.

-I reserve the right to report and remove students who continually engage in disruptive and disrespectful behaviors.

-If you have any concerns about the class (i.e., class material, issues with students in the class, etc.) contact me as soon as possible.

Student Conduct Code: Southern Illinois University at Carbondale is dedicated not only to learning, research, and the advancement of knowledge, but also to the development of ethically sensitive and responsible persons. The university seeks to achieve these goals through sound educational programs and policies governing individual conduct that encourages independence and maturity. By accepting membership in this university, an individual joins a community characterized by free expression, free inquiry, honesty, respect for others, and participation in constructive change. All rights and responsibilities exercised within this academic environment shall be compatible with these principles. Acts of Academic Dishonesty is a breach of the student conduct code.

Dishonesty includes:

1. Plagiarism, representing the work of another as one's own work;
  2. Preparing work for another that is to be used as that person's work;
  3. Cheating by any method or means;
  4. Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research;
  5. Knowingly furnishing false information to a university official relative to academic matters;
  6. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.
- You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or exam.

See <http://policies.siuc.edu/policies/conduct.html> for more info on Academic dishonesty, Student Code of Conduct, and Academic Dishonesty Procedures/

Attendance and Participation: You are expected to attend the class regularly. You may miss up to two classes without being penalized. These absences include sick days, religious holidays, and personal holidays. Additionally, if you cannot make it to class, be sure to email me as soon as possible and attend my office hours to catch up on material you have missed. I will take attendance daily.

Beyond merely attending class sessions, you are expected to participate in discussions. Class participation includes reading the course materials and asking questions or making comments. When relevant, students are encouraged to enrich class discussions by bringing in current events, accounts from personal experiences, or other appropriate material from outside the class. Participation points will also include any in-class activities assigned by the instructor.

Late work and Make-up Exams: Late papers will not be accepted in this course. Any deadlines regarding written work or student meetings are already listed on the course schedule contained below. If you are unable to make it to class on the day an assignment is due, it **MUST BE EMAILED TO ME BY 10:00 AM** the day its due. Additionally, it should NOT be assumed that you will be given make-up exams if you miss a test day. **Make up exams and late work will only be allowed under these conditions:** (1) Written certification from a physician is presented indicating that the student was too ill to take the exam; (2) documentation of family member's death (memorial service program, obituary from newspaper, prayer card, etc.) (3) written certification from a coach is presented stating that attendance was necessary at a previously scheduled intercollegiate event; (4) when written certification is available for some –other-ordinary event that makes attendance impossible. Otherwise, failure to show up for an exam or late work on the scheduled day will result in the score of a zero.

Because I realize, we are all human and make mistakes. I will give you all a “get out of jail free card,” meaning that I will accept one late assignment (not exams) from you without penalty.

Office Hours: You should make use of my office hours. If you have any concerns about the class I will be quite happy to discuss them with you. If you want to meet me during office hours, just show up. THERE IS NO NEED TO MAKE AN APPOINTMENT AHEAD OF TIME. If you want to meet me OUTSIDE OF OFFICE HOURS, then you must email me and make an appointment.

E-mail: My e-mail address is listed on the first page of this syllabus. E-mail can be used as a general means of contacting me and MY PRIMARY WAY OF CONTACTING YOU OUTSIDE OF CLASS. You can e-mail me comments about class, questions, paper drafts, or anything else that you think I should be aware of. I check this e-mail account often.

### **Assignments:**

Quizzes: Unannounced quizzes may be given throughout the semester, particularly if the class does not appear to have done the readings or does not adequately participate in discussion. Quiz material will include information from the text, articles, and any videos that may be shown throughout the course.

Reading Questions: Reading questions will accompany each set of journal articles for each chapter. Reading questions will be emailed to you together with the readings. Your responses must be typed in order to receive credit. These will also serve as study tools to prepare you for exams.

Response Papers: There will be two response papers each students needs to complete. Two of these papers require students to write responses on the journal articles/book excerpts that I have assigned as supplemental reading for each topic lectured about. These readings will be emailed to you. You decide which supplemental readings to write about. Just be sure to turn in two response papers, on their assigned due dates, by

the end of the course. The due dates for each response paper are listed in the class schedule. Each paper is worth 20 points.

- I. Summarize the reading(s)- worth 12 out of the 20 points
  - a. You must summarize all the readings posted on Blackboard for that chapter. If there are two readings posted, you have to summarize both.
  - b. Summarize using YOUR OWN WORDS. No quoting from the author(s).
  - c. Give a clear indication which reading you are summarizing.
    - i. Ex. Fausto-Sterling discusses ..... She argues.....
  - d. As you summarize, pretend that the reader of your summaries has never read these article before. This should help remind you to write clearly and specifically.
- II. Making connections- worth 4 out of the 20 points
  - a. Connect each reading with the lecture material, the textbook, or discussions in class.
    - i. Ex. The excerpt, "Revolt Against the MRS," article reminded me of the lecture material on feminism. Specifically, the lecture material and the excerpt both confronted stereotyped depictions about who feminists are by noting feminists who are married (Gloria Steinem) and/or have children (Betty Friedan).
  - b. These are not supposed to be tangents about what you think about the readings. Remember, this is not a journal entry. You may include relevant life experiences, but you must include connections you make between the class material and the readings
- III. Remaining questions- worth 4 out of the 20 points
  - a. You need to include questions that were raised by each of the readings. These may include:
    - i. What questions did the author(s) raise but not answer in the reading?
    - ii. What questions do you have as a result of what you read?

Reminders:

1. You MUST format your papers to contain 12 Font, Times New Roman, and be double spaced. (Don't double space between paragraphs)
2. They MUST be between 2 to 3 pages long.
3. PROOFREAD YOUR WRITING- read it out loud, sent it to me for feedback, ask a friend to read it.
4. These are not summarizes of your personal viewpoints and/or feelings about the readings. Those should be brought up during class discussions and in your Question of the Day responses. These assignments allow me to assess how well you were able to comprehend the material, and whether you are able to apply what you read to previous material as well as relevant life experiences you have.

In-Class Exercises: There will be two in-class exercises throughout the semester. The only way to receive credit for them is to be in-class on the day they assigned, excluding students with approved absences. Your syllabus notes the dates that these will occur.

Out-of-Class Exercises: There will be two out-of-class exercises throughout the semester. Directions will be given during class and through email. Due dates for these exercises are listed in the syllabus. The first out-of-class exercise is attached at the end of your syllabus.

Film Responses: We will watch several films throughout the semester, some of which you will be asked to write responses for. You will be given a writing prompt to follow for each.

Exams: Exams will include short and long answer essay questions. You should draw upon your readings, the lectures, and class discussions to answer these questions. All three exams are worth 90 points and are non-cumulative.

Grading		Grading Scale
Attendance/ In-Class Quizzes	20	A 530 – 477
Reading Questions (10)	100	B 476 – 424
Response Papers (2)	40	C 423 – 371
In-Class Exercises (2)	20	D 370 – 318
Out-of Class Exercises (2)	40	E 317 – 0
Film Responses (3)	40	
Exam 1	90	
Exam 2	90	
Exam 3	90	
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Total points 530		

*In terms of percentages:*

In-class work and attendance = 7.5% of your final grade

Outside class work = 41.5% of your final grade

Exams = 51% of your final grade

***\*Course assignments, quizzes, exams, and grades may change at the discretion of the instructor, but students will be well-informed ahead of time of any such changes. Some extra credit will be made available throughout the semester.***

Note: An *INC* is assigned when, for reasons beyond their control, students *engaged in passing work* are unable to complete all class assignments. An *INC* must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation,

whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average.

### **Student Services**

Americans with Disabilities (ADA) Statement: To meet the expectations of this course, persons with disabilities requiring special accommodations are encouraged to bring this to my attention as soon as possible. Written documentation of the disability should be submitted during the first week of the semester along with a request for special accommodations. Contact the SIU Disability Support Services (DSS) to facilitate requests: Woody Hall B-150, Mail Code: 4705. [DSSsiu@siu.edu](mailto:DSSsiu@siu.edu), Ph: (618) 453-5700

Writing Help: Should you require help with your writing, feel free to stop by my office or ask me to proofread your work. In the mean time, you may want to consult the *Writing Center* at <http://write.siuc.edu/>.

Academic Success: Should you want guidance in achieving your best, the following services are available to you:

1. *Saluki First Year* at <http://www.FirstYear.siuc.edu>
2. *Student Support Services* at <http://triestudentsupport.siuc.edu/>
3. *Center for Academic Success* at <http://success.siu.edu/cas/>

Well-being: Stressed, homesick, or overwhelmed? You may contact *Saluki Cares* for help and referrals at <http://salukicare.siu.edu>

Classmate Contact Information:

I strongly encourage you to learn the names and contact information of at least two people in this class, in case you are absent or need to compare notes with someone.

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### **Class Schedule:**

This schedule represents a tentative plan for readings, lectures, and assignments. Any changes will be announced in class. Supplemental readings may be provided or recommended at later dates.

WEEK 1

January 14 **Topic:** Introduction to class

January 16 **Topic:** Intro to Sociology

January 18 **Topic:** In-Class Exercise

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WEEK 2

January 21 **Topic: NO CLASS** Martin Luther King, Jr.'s Birthday

January 23 **Topic:** Race as a Social Construct

**Assignments Due:**

Out-of-Class Assignment: "Who I am Racially"

January 25 **Topic:** Race as a Social Construct

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WEEK 3

January 28 **Topic:** Supplemental Readings Discussion

**Assigned Readings:**

Marvin Harris' "How Our Skin Got Their Color"

Mathew Desmond and Mustafa Emirbayer's "What is Racial Domination?"

**Assignments Due:**

Reading Questions 1

January 30 **Topic:** Film *Race: Power of Illusion*

February 1 **Topic:** Film *Race: Power of Illusion*

**Assignments Due:**

Response Paper for Race as a Social Construct Supplemental Readings

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WEEK 4

February 4 **Topic:** Prejudice and Discrimination

February 6 **Topic:** Prejudice and Discrimination

February 8 **Topic:** Supplemental Readings Discussion

**Assigned Readings:**

Herbert Blumer's "Race Prejudice as a Sense of Group Position"

Robert Merton's "Discrimination and the American Creed"

Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack"

Maureen T. Redding's "Invisibility/ Hypervisibility: The Paradox of Normative Whiteness"

**Assignments Due:**

Reading Questions 2

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WEEK 5

February 11 **Topic:** Discrimination, Color-Blindness, and Affirmative Action

**Assignments Due:**

Response Paper for Prejudice and Discrimination Supplemental Readings

February 13 **Topic:** Discrimination, Color-Blindness, and Affirmative Action

February 15 **Topic:** Supplemental Readings Discussion

**Assigned Readings:**

Charles A. Gallagher's "Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America"

Lani Guinter and Gerald Torres' "The Ideology of Color Blindness"

Abby L. Ferber's "Whiteness Studies and the Erasure of Gender"

Charles A. Gallagher's "Ten Things You Can Do to Improve Race Relations"



**Assignments Due:**  
Reading Questions 3

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WEEK 6

February 18 **Topic:** Exam 1 Review

**Assignments Due:**

Response Paper for Discrimination, Color-Blindness, and Affirmative Action

February 20 **Topic: Exam 1**

February 22 **Topic: In-class Exercise**

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WEEK 7

February 25 **Topic:** White Ethnic Groups

**Assigned Readings:**

From Textbook-Chapter 2, pages 48-88

February 27 **Topic:** White Ethnic Groups

March 1 **Topic:** Supplemental Readings Discussion

**Assigned Readings:**

Karen Brodtkin's "How Jews Became White Folks"

**Assignments Due:**

Reading Questions 4

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WEEK 8

March 4 **Topic:** Slavery and African Americans

**Assigned Readings:**

From Textbook-Chapter 3, pages 103-120

From Textbook-Chapter 4, pages 139-152

**Assignments Due:**

Response Paper for White Ethnic Groups Supplemental Readings

March 6 **Topic:** Supplemental Readings Discussion and Video

**Assigned Readings:**

Howard Zinn's "Drawing the Color Line"

Patrica Hill Collins' "Prison for our Bodies, Closets for our Minds"

**Assignments Due:**

Reading Questions 5

March 8 **Topic:** The Civil Rights Movement to the Present

**Assigned Readings:**

From Textbook-Chapter 5, pages 179-222

**Assignments Due:**

Response Paper on Slavery and African Americans Supplemental Readings

March 11 **LAST DAY TO WITHDRAW FROM SEMESTER LENGTH COURSES**

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WEEK 9

**SPRING BREAK** Saturday, March 9 through Sunday, March 17

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WEEK 10

March 18 **Topic:** Supplemental Readings Discussion

**Assigned Readings:**

John E. Farley and Gregory D. Squires' "Fences and Neighbors: Segregation in 21<sup>st</sup>-Century America"

Marianne Bertrand and Sendhil Mullainathan's "Are Emily and Greg More Employable than Lakisha and Jamal?"

**Assignments Due:**

Reading Questions 6

March 20 **Topic:** Native Americans, American Indians, Indigenous, and First Nations People

**Assigned Readings:**

From Textbook-Chapter 6, pages 235-274

**Assignments Due:**

Response Paper on The Civil Rights Movement to the Present Supplemental Readings

March 22 **Topic:** Native Americans, American Indians, Indigenous, and First Nations People

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WEEK 11

March 25 **Topic:** Supplemental Readings Discussion

**Assigned Readings:**

David E. Wilkins' "A Tour of Indian Peoples and Indian Lands"

Debra Merskin's "Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising"

**Assignment Due:**

Reading Questions 7

March 27 **Topic:** Film *Smoke Signals*

**Assignments Due:**

Response Paper on Native Americans, American Indians, Indigenous, and First Nations People Supplemental Readings

March 29 **Topic:** Film *Smoke Signals*

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WEEK 12

April 1 **Topic:** Exam 2

April 3 **Topic:** Latinos/Latinas, Mexican Americans, Puerto Ricans, Cubans, and Chicanos

**Assigned Readings:**

From Textbook-Chapter 7, pages 281-329

April 5 **Topic:** Supplemental Readings Discussion

**Assigned Readings:**

S. Robert Lichter and Daniel R. Amundson's "Distorted Reality: Hispanic Characters in TV Entertainment"

Mary Romero's "Rounding Up of Usual Suspects in the Latino Community"

**Assignments Due:**

Reading Questions 8  
Film Response for *Smoke Signals*

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WEEK 13

April 8 **Topic:** Film *A Better Life*

April 10 **Topic:** Film *A Better Life*

**Assignments Due:**

Response Paper on Latinos/Latinas, Mexican Americans, Puerto Ricans, Cubans, and Chicanos Supplement Readings

April 12 **Topic:** Asian Americans

**Assigned Readings:**

From Textbook-Chapter 8, pages 333-366

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WEEK 14

April 15 **Topic:** Supplemental Readings Discussion

**Assigned Readings:**

Mia Tuan "I'm an American with a Japanese Look"

Karen Pyke's "The Case of Racialized Desire Among Asian American Women"

**Assignments Due:**

Reading Questions 9

Film Response for *A Better Life*

April 17 **Topic:** Film *Do the Right Thing*

April 19 **Topic:** Film *Do the Right Thing*

**Assignment Due:**

Response Paper on Asian Americans Supplemental Readings

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WEEK 15

April 22 **Topic:** Film *Do the Right Thing*

April 24 **Topic:** Immigration and What Does it Mean to be An American?

**Assigned Readings:**

From Textbook; Chapter 9, pages 377-403

April 26 **Topic:** Supplemental Readings Discussion

**Assigned Readings:**

John R. Logan's "Who Are the Other African Americans? Contemporary African and Caribbean Immigrants in the United States"

Mary C. Waters' "Ethnic and Racial Identities of Second Generation Black Immigrants in New York City"

Susan M. Akram and Kevin R. Johnson's "Race and Civil Rights Pre-September 11, 2001: The Targeting of Arabs and Muslims"

Michael W. Suleiman's "The Arab Immigrant Experience"

**Assignments Due:**

Reading Questions 10

**Film** Response to *Do the Right Thing*

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WEEK 16

April 29 **Topic:** Supplemental Readings Discussion-Continued

May 1 **Topic:** Teaching Evaluations

**Assignments Due:**

Response Paper on Immigration and What Does it Mean to be An American  
Supplemental Readings

May 3 **Topic:** Review for Final Exam

**Assignments Due:**

Out-of-Class Assignment: "Who I am Racially" –Follow Up

**Final Exam:** The last exam of this class will be held Friday, May 10 from 7:50-9:50 AM in our regular classroom.

**Emergency Procedures:**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because 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, 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), and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

The instructor 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 BERT Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Race and Ethnic Relations in the US**

**SOC 215: Instructor Gould**

***Out-of-Class Assignment: "Who I am Racially"***

***worth 20 points***

***DUE Wednesday, January 23***

Everyone in this class differs in some way from one another when it comes to who they are racially/ethnically. What I want you to do is write a three page, double spaced, typed essay in Times New Roman, 12 size font, reflecting on your race/ethnicity in your own life; past and present feelings about race/ethnicity, racism, and discrimination; strong convictions, doubts, and ambivalences about how you view these topics; and anything else you consider pertinent to your present feelings and views about these topics. I DO NOT WANT YOU TO WRITE YOUR NAME ON THIS PAPER BUT YOU MUST TURN ONE IN. I may choose to read from some of the essays. If you do not want me to share any part of your essay, please be sure to write DO NOT SHARE at the top of your paper.

