

## **Race and Ethnic Relations in the United States**

### **Sociology 215, Section 05: Spring 2013**

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**Time:** 1:00 p.m. to 1:50 p.m. M, W, F

**Room:** Parkinson 202

**Instructor:** Amanda Patrick

**Office:** Faner Hall Room: 3425   **Phone:** 618-453-7622

**Departmental Office Phone:** 618-453-2494

**Office Hours:** 11:00 a.m - 1:00 p.m, M,W,F and by appointment

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#### **Course Learning 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, stimulate individual thought, and enhance the understanding of group interactions in American society.

#### **Upon completion of this course:**

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.

#### **Required Texts:**

Healey, Joseph F. 2012. *Diversity and Society: Race, Ethnicity, and Gender*. Thousand Oaks, CA: Pine Forge Press.

Bonilla-Silva, Eduardo. 2010. *Racism Without Racists*, 3<sup>rd</sup> edition. Rowman & Littlefield, Inc.

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**Academic Ethics Policy:** Academic honesty is very important. Plagiarism and cheating will not be tolerated. The university expects that all work presented will represent original effort by the student. Plagiarism and cheating will result in failure of this course. If you have questions about how to properly cite another's work, please see me during office hours. For more information, see:

[policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf](http://policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf)

#### **Classroom Rules:**

Students will respect, honor, and learn from diversity in the classroom and on campus. All students are expected to exercise a level of lecture etiquette to help maintain a constructive learning environment. Throughout the semester, many sensitive issues may raise and different opinions will be expressed, I ask that everyone respect each other as your fellow class members may hold diverse opinions about some of the topics we cover. As such, we

need to ensure a safe classroom and a positive learning environment. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. It is essential that everyone treat each other with respect during class discussions.

Disrespectful treatment of others will significantly lower your class grade. Do not engage in private conversations, interrupt another student who has the floor, express negative comments about the opinions of your fellow students, walk into class late or leave early (without prior notice), keep cell phones on, text message your friends, read the newspaper, or show general signs of disrespect for the course, instructor, or other students.

**Americans with Disabilities (ADA) Statement:** Reasonable accommodations will be available to students with disabilities. In order to take advantage of available accommodations, students must contact the SIUC Disability Support Services (DSS) and then submit to us written documentation of the disability and necessary accommodations by the second week of the semester.

Contact the SIUC DSS office to facilitate requests: Website: [disabilityservices.siu.edu](http://disabilityservices.siu.edu) Mailing Address: Woody Hall B-150, Carbondale, IL 62901, Mail Code 4705. Email: [DSSsiu@siu.edu](mailto:DSSsiu@siu.edu) Phone: (618) 453-5738; Fax: (618) 453-5700; TTY: (618) 453-2293.

**Emergency Procedures:** SIUC is committed to providing a safe and healthy 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 the BERT'S website at [bert.siu.edu](http://bert.siu.edu), Department of Public Safety's website at [dps.siu.edu](http://dps.siu.edu) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. We will provide guidance and direction in the event of an emergency. It is important that you follow these instructions and stay with us during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance in evacuating the building or sheltering within the facility.

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**Course Requirements and Grading:**

- 2 Midterm Exam =200 points
- Final Exam = 100 points
- Quizzes = 50 points
- Writing assignments (2) = 40 points
- Presentation (individual and group) = 50 points
- Class participation and attendance =20 points

**Attendance and Tardiness:** Attendance is mandatory for this class. If you do not want to be here, there is no reason for any of us to waste our time. Do not be late for class. Being late is disruptive and disrespectful. Please be advised however should you miss class 12 or more during the semester, you will fail this course irrespective of the grades received on the examinations/assignments (12 classes=four weeks!)

**Exams:** You will have 2 midterm exams and a final exam during the semester worth 100 points each. The exams will consist of multiple choice and true/false questions. The exams will cover material from the readings, lectures, class discussions, movies, or online materials.

**Exercises and Quizzes:** To ensure that you are doing the readings there will be 6 pop quizzes at the beginning of class. A total of 50 points will be allotted for quizzes. Students will **not** be allowed to take make up quizzes, but will be allowed to drop their lowest score on one quiz.

**Writing Assignments:** There will be two short out-of-class writing assignments, each worth 20 points. These assignments will range from three to four pages long. These are reflective writing assignments; I want to read your honest reactions to the topics we discuss in each unit as well as your thoughts about the class discussions and how your classmates view the world – especially if their viewpoint is different from yours!

**Presentations:** You will be asked to give three presentations throughout the course of the semester. A short, 3-5 minute presentation you'll do on your own and two longer group presentation that you'll do in a group of 5 persons. The first presentation will be on an element of popular culture relating specifically to race or ethnicity you wish to share with the class. This could be a clip from a movie, a segment from a television show, song lyrics, a book, an advertisement, a set of clothing or an outfit, or even a video game. Your presentation should include a sample from your source (try Youtube for video clips), and a short discussion of: (1) how your clip relates to the course and (2) what you thought of the clip.

There will be two group presentations. Groups will present on an assigned day during the semester and will be responsible for discussion of assigned articles (see information attached at the end of the syllabus). The second group presentation will be at the end of the semester. I will assign each group a particular concept we will discuss in the course. Groups must then find an element they think is a good example of that concept. So, for example, if your group is assigned the concept of “power,” you might want to talk about the presentation of a president on a particular show. This assignment will allow you to think critically and creatively. You can create a mini-exhibit relevant to your topic as it applies to race, ethnicity, and gender and its intersection with significant topics that we've discussed during the semester. This project will require you to work in a 5 person group. At the end of the semester, you and your group will present your exhibit along with notes and bibliographic sources to the class. You will get to grade your other group members, but not yourself. I will average out the scores your group members assign you and that will count for half of your grade on this assignment. **Be creative, have fun, and prepare properly.**

**Extra Credit:** There will be opportunities to earn extra credit throughout the semester through volunteer work, speakers and cultural events. You will need to write a 1-page paper describing the content, your thoughts and reactions, and how the event relates to this class.

**COURSE SCHEDULE**  
**(Subject to change at the discretion of the instructor.)**

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❖ **Indicates additional readings posted on D2L**

**Week One: Jan 14, 16, 18**

Introduction and Distribution of syllabus  
Intro to Sociology  
In class exercise

**Week Two: Jan 23, 25**

Introduction to the study of Race and Ethnicity  
Theoretical perspectives  
Minority groups  
Social construction of race  
Readings: Chapter 1 (H)

**Week Three: Jan 28, 30 and Feb 1**

Prejudice and Discrimination  
Assimilation: Patterns and theories  
Pluralism: Types and theories  
Race in Contemporary America  
Readings: Chapter 2 (H), Chapter 1 (EBS)

**Week Four: Feb 4, 6, 8**

Creation of minority status  
Color-Blind Racism  
Readings: Chapter 3 (H), Chapter 2 (EBS)  
❖ McIntosh – White Privilege

**Week Five: Feb 11, 13, 15**

Video: Race: Power of an Illusion  
❖ Marvin Harris' "How Our Skin Got Their Color"  
❖ Mathew Desmond and Mustafa Emirbayer's "What is Racial Domination?"

**Week Six: Feb 18, 20, 22**

Dominant, Minority relations  
Segregation, Jim Crow, Reconstruction, Affirmative action  
Readings: Chapter 4 (H), Chapter 5 (EBS)  
❖ Ten Myths of Affirmative Action

**Writing Assignment 1: Response paper to Race: Power of an Illusion. Due Feb, 18.**

**Week Seven: Feb 25, 27 & Mar 1**

Finish Ch 4  
Midterm Exam review

**Midterm1- Mar 1**

**Week Eight: Mar 4, 6, 8**

Focus: African Americans

De facto segregation, political & social movements of the 1960s and 70s, landmark U.S. legislation, class differentiation, reparations, culture of poverty, criminal justice system, media representation

Readings: Chapter 5 (H) Chapter 7 (EBS)

**Week Nine: Mar 11, 13, 15****Spring Break****Week Ten: Mar 18, 20, 22**

Finish focus on African Americans

Styles of color-Blind Racism

Without Sanctuary <http://withoutsanctuary.org/main.html>

Readings: Chapters 3 & 4 (EBS)

- ❖ Slavery Created African American Culture-Stanley Elkin
- ❖ Race and Criminalization: Black Americans and the Punishment System- Angela Davis
- ❖ Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America – Charles Gallagher

**Week Eleven: Mar 25, 27, 29**

Focus: Hispanic Americans

Topics include: migration push & pull factors, U.S. immigration legislation, ethnic differences, nationalities, activism, media representation, criminal justice system

Readings: Chapter 7 (H)

- ❖ Building Bridges: Latinas and Latinos at the crossroads –Berta Esperanza Hernandez-Truyol
- ❖ The Myth of the Latin Woman: I just met a Girl named Maria –Judith Ortiz Cofer
- ❖ Distorted Reality: Hispanic Characters in TV Entertainment- S. Robert Lichter & Daniel R. Amundson

**Week Twelve: April 1, 3, 5**

Focus: Native Americans

Topics include: reservations, reparations, Bureau of Indian Affairs (BIA), coercive acculturation, political & social movements of the 1960s and 70s, tribal colleges, criminal justice system, gaming and corporate industry/contingency theory, Indian representation in media and entertainment

Readings: Chapter 6 (H)

- ❖ “Playing Indian”: Why Native American Mascots Must End –Charles Fruehling Springwood & C. Richard King
- ❖ Winnebagoes, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising and Brands - Debra Merskin
- ❖ Growing Up Indian –Leonard Peltier

**Week Thirteen: Apr 8, 10, 12**

Focus: Asian Americans and Pacific Islanders

Topics include: U.S. immigration legislation, anti-Japanese campaign, ethnic enclaves, internment camps, model minority, nationalities, media representations, reparations, criminal justice system

Readings: Chapter 8 (H)

- ❖ Are Asians Americans becoming “white”? – Min Zhou
- ❖ The Interrelationship Between Anti-Asian Violence and Asian American- Victor M. Hwang

Review for midterm 2

Midterm 2- Apr 12

**Week Fourteen: Apr 15, 17, 19**

Focus: New Americans

Topics include: immigration, modes of incorporation, higher education, media representations

Readings: Chapter 9 (H)

- ❖ How does it feel to be a problem – Moustafa Bayoumi
- ❖ How Did the Jews become white folks? – Karen Brodtkin
- ❖ Race and Civil Rights Pre-September 11, 2001: The Targeting of Arabs and Muslims - Susan M. Akram Kevin R. Johnson

**Writing Assignment 2: Hacker’s Two Americas (Due Apr 15)**

**Week Fifteen: Apr 22, 24, 26**

Themes patterns and the future

Readings: Chapter 10 (H), Chapter 8 (EBS)

Video: Hip Hop: Beyond Beats and Rhythm

- ❖ Learning to be white through the movies – Hernan Vera & Andrew M. Gordon
- ❖ The Emperor’s New Clothes –Patricia Williams
- ❖ Building Connections Between Antiracism and Feminism – Eileen O’Brien and Michael P. Armato

**Week Sixteen: Apr 29 & May 1, 3**

Group Presentations

Exam review

**Final exam:** Thu, May 9 12:50-02:50p.m