

**Race and Ethnic Relations**  
**Sociology 163--Section 1001**  
TTh 3:35 - 4:50 a.m. Room: LL210  
Spring 2005

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This is primarily a course on the social history of the various racial and ethnic groups (e.g. African Americans, American Indians, Asian Americans, Latino Americans, and White ethnics) in America, focusing on their past and present social situation in various U.S. institutions, such as the economy, education, housing, justice, and politics, and the means by which racial inequality came about. We discuss what is meant by race and ethnicity, how their meanings change over time and space. Also, theories of racial stratification, types of assimilation and pluralism, types and theories of individual and institutional discrimination will be discussed and then applied to the experiences of the various racial-ethnic groups and societal institutions. The methods used to accomplish this include interactive lecture, in-class exercises, small and large group discussion, and essays. I expect students to "own" their education; in that light, you are given a substantial amount of responsibility in leading discussion and working together to help the class learn.

### **Class Rules**

*Readings.* It is very important that you have read the assignments before class, because most of class time will go to discussion or interactive lectures, the quality of which depend on your analyzing and/or reporting on the content of the readings. Therefore, bring the assigned reading to class, take notes on the reading and note questions that you have about the reading.

Real learning requires communication between the teacher and students and among the students. It also requires you to take responsibility for your own learning. A teacher cannot teach anything to you that you do not want to learn. Your informed participation makes the class more interesting for everyone, myself included.

*Attendance.* According to Marquette policy, every absence after 4 can result in a grade deduction. Also, students can be dropped from a course for excessive absences. You will receive a warning in such a case. Attendance on days designated by an \* on the schedule below are required; any absence on those days will result in two points deducted from your participation grade.

*Late Assignments.* If for any reason (you were vomiting all night, partying late, the computer crashed, your cat peed (sp?) on it) you are unable to turn in an assignment on time, you may turn in an assignment one class period late with a grade-level deduction (i.e. from an A to AB). After that, no late assignments will be accepted. To make up exams or work for an extended period, you

must provide proof of excuse (a doctor's/counselor's/adviser's/Dean's note on letterhead).

*Class Decorum.* If you need to come to class late or leave early, do so discreetly. From the time the bell rings until the end of class, there should be no personal group discussions, and it irks me when I or any other class member is talking and people are gathering up their belongings to leave.

### Required Texts

Christopher Doob. **Racism: An American Cauldron.** 3<sup>rd</sup> Edition. NY: Longman.

D'Angelo & Douglas, eds. **Taking Sides: Race & Ethnicity.** 5<sup>th</sup> Edition. Greenhaven.

Additional readings on electronic reserve.

### Assignments and Grading

*Discussion:* Your discussion grade is divided into two parts. One is a grade (6%) for facilitating a discussion. All students will be assigned to a small group and assigned a day to facilitate a class discussion. On that day, the group should produce a list of questions to pose to the class. Questions should be aimed both at the content of the readings (what were the main points and arguments) and at analysis and opinion of the arguments/issues. Whenever possible you should integrate other class material (concepts, theories, information from videos, readings) and/or outside material (from other classes, readings, news, etc.) into questions about the current readings.

Another 10% of your grade will come from your overall *class participation*--commenting, answering questions during lecture, asking questions of speakers, bringing outside related material to class, etc.

*Commentaries (15%):* All students need to choose 3 discussion times to write a 3-page commentary on the assigned readings. This should be handed in at the start of class (unless it is typed, then it can be handed in at the end of class). In grading commentaries, I look at:

~whether the commentaries reflect interaction with the material and consideration of various factors and viewpoints (you do not have to take a particular stance);

~whether they reflect a balance between comprehension (what were the main points or arguments and evidence used by the author? What are suggested causes or solutions to the problem?) and opinion (agree with argument, logic, method? How does your experience fit with the author's view? Are you aware of any contrary or confirming info?);

~whether they make connection to other related class material, such as theories, readings, concepts, videos;

~the accuracy, substantiation, logic and thoughtfulness of the essay (we seek informed opinion).

*Autobiographical Narrative (10%)(up to 8 pages):* How have you evolved racially? When did you first realize racial differences?

1. What have your parents told you about your race/ethnicity? About people, characteristics, historical events, etc. of your race/ethnicity? Other than your

- parents, where else have you gotten such information?
2. What advice have your parents given you about dealing with/interacting with people of other races/ethnicities? Did this advice differ by the specific race or gender?
  3. What benefits or disadvantages related to your race have your family members pointed out to you?
  4. What have your family members told you about other races/ethnicities or about racial history?
  5. Looking back, how has your life been affected by race? Friendships with people of other races? Conflicts? Closeness? What do you think is different about you because of your race or what signifies your race to you? How do you think your family life has been affected by race?

ALL WRITTEN ASSIGNMENTS ARE GRADED ON WRITING STYLE, GRAMMAR, ETC.

*Exams.* Two exams will be given. These primarily will be a combination of multiple choice and short answer or essay. Generally the exams are not comprehensive, though essay questions might be. In the case of essay questions, the questions are distributed about 1 week before the exam. Usually short answer and essay questions ask you to use course concepts to analyze a specific family pattern or to define concepts by identifying them or analyzing when they most likely occur. You are rarely asked to remember specific dates and statistics, but you will be asked to explain the pattern or trend.

Grades will be weighted as follows:

Social Distance Survey:	4%
Discussion Facilitation:	6%
Participation:	10%
Commentaries:	15% (3 @ 5% each)
Autobio Narrative:	10%
Two Exams:	55% (25% for midterm, 30% for final)
Total:	100%

### Schedule of Lectures, Readings, and Assignments (Subject to change)

- T, 1/18: Introduction and review of syllabus. Fill out note cards. Group Assignments
- R, 1/20: Video: When prejudice is unintentional  
**Have read: "Discussing Race" from Jim Myers, *Afraid of the Dark***
- T, 1/25: Does race still matter:  
 Video: True Colors; in-class exercise  
**Homework: Conduct social distance survey and summarize/analyze findings. Due**

2/1

- R, 1/27: Define race & ethnicity, majority & minority. Discuss racial categorization, titles.  
**Have read: How our skins got their color**  
**Racial Formations**
- T, 2/1: Video: A class divided
- R, 2/3: Prejudice and discrimination. Types and theories.  
**Have read: pp. 7-8 and 15-21 in Racism**
- T, 2/8: P & D continued, start theories on racial stratification and assimilation  
**Have read: Chapter 2 in Racism**
- R, 2/10: Theories on racial stratification and assimilation
- T, 2/15: History of immigration in America
- R, 2/17:\* LARGE GROUP DISCUSSION DAY—immigration policy  
Group 1 facilitates. Others may hand in commentary.  
**Have read: pp. 32-43 in Taking Sides**
- T, 2/22: White ethnics, video on Irish immigrants
- R, 2/24:\* LARGE GROUP DISCUSSION DAY—work & economy  
Group 2 facilitates. Commentaries  
**Have read: pp. 107-126 in Racism**  
"We'd Love to Hire them but..." (ER)  
"When Work disappears" (ER)
- T, 3/1:\* LARGE GROUP DISCUSSION DAY—Affirmative Action  
Group 3 facilitates. Commentaries  
**Have read: pp. 252-271 and 302-318 in Taking Sides**
- R, 3/3: Native American Social History
- T, 3/8: Native Americans today
- R, 3/10:\* LARGE GROUP DISCUSSION DAY--education  
Group 4 facilitates. Commentaries  
**Have read: Chapter 6 in Racism, and pp. 150-171 and 272-301 in Taking Sides**

- T, 3/15: MIDTERM
- R, 3/17: African American Social History  
**Have read: pp. 366-390 in *Taking Sides***
- T, 3/22: SPRING BREAK  
R, 3/24: SPRING BREAK
- T, 3/29: African Americans today
- R, 3/31:\* LARGE GROUP DISCUSSION DAY—Housing, health & environment  
Group 5 facilitates. Commentaries  
**Have read: pp. 126-135 in *Racism***  
**“Environmental Racism Endangers Minorities” (ER)**  
**“Claims of Environmental Racism are Unfounded” (ER)**  
**“A legacy of distrust: African Americans and Medical Research” (ER)**
- T, 4/5: Latino Americans Social History
- R, 4/7: Latino Americans today
- T, 4/12:\* LARGE GROUP DISCUSSION DAY—politics  
Group 6 facilitates. Commentaries.  
**Have read: pp. 75-86 in *Racism***  
**“Race and Redistricting: Looking for Fairness” (ER)**  
**“Voter Turnout in Majority-Minority Districts” (ER)**
- R, 4/14: Asian American Social History
- T, 4/19: Asian Americans today
- R, 4/21:\* LARGE GROUP DISCUSSION DAY—Criminal justice system  
Group 7 facilitates. Commentaries  
**Have read: pp. 87-101 in *Racism***  
**“The color of punishment” (ER)**
- T, 4/26:\* LARGE GROUP DISCUSSION DAY—Media & sports  
Group 8 facilitates. Commentaries  
**Have read: “Television and the politics of racial representation” (ER)**  
**“Heroes and Villains” (ER)**
- R, 4/28:\* LARGE GROUP DISCUSSION DAY—THE FUTURE

Have read: Ch. 10 in Racism

"Getting along" (ER)

"The Benefits of Cross Cultural Dialogue are exaggerated" (ER)

T, 5/3:\* ETHNIC FEAST and Discussion on essays  
Autobiographical narrative due

R, 5/5 :\*

Final Exam: Friday, Dec. 17<sup>th</sup>, 10:30 am -12:30 pm