

Sociology 215: Section 3

Race and Ethnic Relations in the U.S.

Tuesdays and Thursdays

11:00am-12:15pm

Lindegren Hall 133

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Office Hours: Tuesday 9am-10:30am and Thursday 9am-10:30am & 12:30-3:30pm
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Required Textbook:

Schaefer, Richard T. 2008. Racial and Ethnic Groups, Eleventh Edition. Upper Saddle River, NJ: Pearson/Prentice Hall.

Recommended Online Study Guides:

http://wps.prenhall.com/hss_schaefer_raceethnic_11

Course Format: Lectures, readings, class discussions, audio-visual media, guest speakers.

Content and Objectives of the Course

In this course we will explore and examine the status of racial, ethnic, and cultural minority groups from historical, economic, and political perspectives. It is designed to expand your 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. Why is this important? At a basic level this gives us the skills to communicate with a variety of people, at school, in the workplace, as we travel... But I also encourage you to use your sociological imagination, to examine the whys and hows of the world around us.

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.

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.

Course Requirements and Grading

Exams: We will have three (3) non-cumulative exams worth 100 points each. Examinations may be composed of multiple choice, true-false, short answer or essay questions or any combination thereof. Examinations will include materials contained in the required textbooks, provided in lecture, and/or materials presented by guest speakers. The mere fact that materials assigned are not discussed in class *does not* eliminate that material from the examination. Makeup examinations *must* be taken within one week following the administration of the in-class examination. Makeup examinations will be given *only* if you are out of class because of personal illness (accompanied by documentation from a physician), illness and/or death of an immediate family member, or you have to be away on university business accompanied by a letter from the person in charge of your need to be away. If you do not complete the makeup examination within that time frame you will receive a grade of “0” for that examination.

Quizzes: I will not take attendance as it is your responsibility to come to class. To ensure that you are doing the readings there will be 5-8 pop quizzes at the beginning of class. A

total of 50 points will be allotted for quizzes. The value of each quiz will be determined at the end of the semester based on how many quizzes are given. For example, if 5 quizzes are given, then each quiz is worth 10 points. If you miss the quiz (i.e. late or absent) you receive a 0 for that particular quiz. If you miss class and are excused for legitimate reasons (see exam guidelines), the quiz will not count against your final grade, but the weight of the remaining quizzes will be greater.

Writing Assignments:

Assignment 1 – Peggy McIntosh (25 points) *White Privilege: Unpacking the Invisible Knapsack*

Assignment 2 – Analysis of three in-class videos (25 points each for a total of 75 points)

Extra Credit: I will occasionally provide extra credit assignments. They must be turned in within a week of the event to receive credit. There will be no more than 20 points of extra credit available.

Grading Scale:

A 405 – 450+

B 360 - 404

C 315 - 359

D 270 - 314

F 269 or less

Other Stuff

Expectations in the Classroom:

I encourage and expect classroom discussion. Each of you can bring a unique perspective to the class, and I encourage you to share your thoughts, experiences, and beliefs. We will be covering a diverse range of topics, this means we will hear many different perspectives, all of which contribute to the course, and our understanding of how what we learn applies to the world. You have a responsibility to communicate in a respectful manner. Even though you may not agree with a classmate's opinions, respect their differences, we can learn from it. I encourage us all to critically think about what we learn and communicate, however it is unacceptable to be rude, hostile, or demeaning towards a classmate.

Distractions are just that, they do affect the entire class. Some of these distractions include cell phones, eating, listening to music, sleeping (you may snore), reading a newspaper, being online, playing a game, coming in late or leaving early. Not only are these a distraction to the entire class, I find them personally disrespectful. If you must leave early, let me know ahead of time.

Plagiarism:

As I mentioned, I will not tolerate plagiarism; therefore please read this carefully, and if you have any questions ask me before hand. Plagiarism means using someone else's work and saying it is yours. If you use work from someone else be sure to cite it. That means (1) if you are directly quoting them (more than 3 words) put it in quotation marks and state where you took it from (see ASA, APA, or MLA styles for specifics); (2) if you are summarizing someone's work be sure to specify this (i.e. Schaeffer suggests...). It is YOUR responsibility to familiarize yourself with plagiarism, and proper citation. So what happens if you plagiarize? You could receive a zero on the assignment, a F (fail) in the course, and/or be expelled from the university.

Americans with Disabilities (ADA) Statement:

I encourage persons with disabilities requiring special accommodations to meet with me as soon as possible, special accommodations will be arranged upon receiving documentation from the Disabled Students Services (DSS). For more information on the services provided by SIUC DSS, contact them at DSSsiu@siu.edu, (618) 453-5738, or TTY: (618) 453-2293 (<http://www.siu.edu/~dss/>) – some of these services include note takers, adapted course materials, tutorials, etc.

Emergency Procedures:

Southern Illinois University Carbondale 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 www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines 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.

Tentative Class Schedule

Week One: August 21 and 23 - Topic(s): Race as a Social Construct

- **Readings:** Schaefer - Ch. 1: Understanding Race and Ethnicity (Pg. 2-35)
- Discussion Topics:
 - 1) What is it that distinguishes a racial group from an ethnic group?
 - 2) What does race mean in the US today?

Week Two: August 28 and 30 - Topic(s): Prejudice

- **Readings:** Schaefer - Ch. 2: Prejudice (Pg. 36-65)
- Short Video Clip: Chappelle
- **Due: Assignment 1** – McIntosh – White Privilege
- Discussion Topics:
 - 1) Why do prejudicial attitudes towards a group not always predict discriminatory behavior towards the same group?

Week Three: September 4 and 6 - Topic(s): Discrimination

- **Readings:** Schaefer - Ch. 3: Discrimination (Pg. 66-93)
- Discussion Topics:
 - 1) Why is it difficult to quantify discrimination?
 - 2) Is reverse discrimination a myth or is it an accurate social phenomenon?

Week Four: September 11 and 13 - Topic(s): Immigration, and Ethnicity & Religion

- **Readings:** Schaefer - Ch. 4: Immigration and the United States (Pg. 94-121)
Schaefer - Ch. 5: Ethnicity and Religion (Pg. 122-163)
- Discussion Topics:
 - 1) How do Amish values contrast with mainstream American values?
 - 2) Why were Mormons once a persecuted minority and how did this change?
 - 3) How does the role of the Hmong clan group serve to structure the life experience of Hmong people?

Week Five: September 18 and 20

Review/Questions and Exam 1 (Thursday, September 20th)

Week Six: September 25 and 27 - Topic(s): Native Americans, American Indians, Indigenous, and First Nations People

- **Readings:** Schaefer - Ch. 6: The Native Americans (Pg. 164-197)
- **Video:** RACE - The Power of an Illusion, Episode 2- The Story We Tell
- Discussion Topics:
 - 1) How does traditional Sioux culture contrast with conventional Anglo-American culture?
 - 2) Which American Indian tribes and bands are indigenous to the State of Wisconsin?

Week Seven: October 2 and 4 - Topic(s): Slavery

- **Readings:** Schaefer - Ch. 7: The Making of African Americans in a White America (Pg. 198-225)
- **Video:** RACE - The Power of an Illusion, Episode 3- The House We Live In
- Discussion Topics:

Week Eight: October 9 and 11 - Topic(s): African Americans

- **Readings:** Schaefer - Ch. 8: African Americans Today (Pg. 226-251)
- **Video:** "Ethnic Notions"
- Discussion Topics:
 - 1) Why were the so-called "Free Blacks" in the period before the Civil War not really free?
 - 2) How did the media represent Blacks prior to the 1960's and how does this contrast with today?

Week Nine: October 16 and 18 - Topic(s): Latinos, Mexican Americans, Puerto Ricans, Cubans, and Chicanos

- **Readings:** Schaefer - Ch. 9: Hispanic Americans (Pg. 252-271)
Schaefer - Ch. 10: Mexican Americans and Puerto Ricans (Pg. 272-297)
- **Due: Assignment 2** – Analysis of three in-class videos
- Discussion Topics:
 - 1) Why are the Latinos so politically disorganized given their relatively large numbers?
 - 2) Why are Cuban Americans the most prosperous group of Hispanics in the United States today?

Week Ten: October 23 and 25

Review/Questions and Exam 2 (Thursday, October 25th)

Week Eleven: October 30 and November 1 – Civil Rights Movements and Intersection of Race & Gender

- Review of exam
- In-class videos and discussion

Week Twelve: November 6 and 8 - Topic(s): Muslims and Arab Americans

- **Readings:** Schaefer - Ch. 11: Muslim & Arab Americans (Pg. 298-321)
- Discussion Topics:
 - 1) Who are Arabs and why are so many non-Arab Americans threatened by them?

Week Thirteen: November 13 and 15 - Topic(s): Asian Americans

- **Readings:** Schaefer - Ch. 12: Asian Americans: Growth and Diversity (Pg. 322-349)
Schaefer - Ch. 13: Chinese Americans and Japanese Americans (Pg. 350-371)
- Discussion Topics:
 - 1) Why were the Chinese the first Asians to migrate to the United States?
 - 2) Why do so many Chinese still live in Chinatowns?
 - 3) Is Hawaii a racial paradise? How so? How not so?
 - 4) Why are there three separate waves of Korean immigrants to America?
 - 5) Why were only West Coast Japanese singled out for internment during World War II?
 - 6) What is the basis of the myth that Japanese are a politically passive group?

Week Fourteen: Thanksgiving Break!

- NO CLASS

Week Fifteen: November 27 and 29 - Topic(s): Crossnational Perspectives and What Now?

- **Readings:** Schaefer - Ch. 16: Beyond the United States (Pg. 424-451)

Week Sixteen: December 4 and 6

Review/Questions and Exam 3 (Thursday, December 6th)