

Race and Ethnic Relations in the United States
Sociology 215, section 003

Time: 11:00 a.m. to 12:15 p.m. Tuesdays and Thursdays
 Instructor: Professor Kathryn Ward
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 Office Hours: 1-4 p.m. Tuesday and 1-4 p.m. Thursday; other times by *appointment only*,
 informal office hours most Fridays, 1-3pm Longbranch coffee house. Check first
 Email: kward@siu.edu
 Blogpage: <http://pagolnari.blogspot.com> or <http://narijibon.blogspot.com>
 Class google group home page: <http://groups.google.com/group/soc215-mundo>
 Class google group email: soc215-mundo@googlegroups.com

Teaching Assistant: Ms. Kristi Brownfield, Faner 4339, no phone due to budget cuts,
 leave message at 453-2494; office hours: Monday and Thursday 8-10am and
 Tuesday from 1-3pm email: kabrown@gmail.com

“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.” (1990s, Australian Aboriginal Group).

Required Textbooks: Healey, Joseph, 2006, Diversity and Society, 2nd ed. Pine Forge.

Karen Rosenblum and Toni-Michelle Travis, 2008, The Meaning of Difference. 5th.

Course Format: Lectures, class discussions, and audio-visual media (faculty; discussion group; guest lecturers), blog-websites-on-line media: For each class-topic keep actively looking for race, ethnic, gender-related international and national news and issues in newspapers, TV, and internet & citizens' media in the BBC, New York Times, <http://www.iht.com>, and other media. Also check out: www.alternet.org and Women's Enews www.womensenews.org or Global Voices <http://www.globalvoicesonline.org/> or Interpress agency <http://www.ipsnews.net> or <http://us.oneworld.net> or <http://news.newamericamedia.org/news/>

Let me know about any other good websites, blogs, Youtube, and other videos, too! I have set up a Google group account for the class to post materials and messages: <http://groups.google.com/group/soc215-mundo>.... I will be sending links to other sites during the semester. You should know about some of my related sites:

Nari Jibon blog: narijibon.blogspot.com or Kathryn Ward's blog: pagolnari.blogspot.com or <http://rising.globalvoicesonline.org/>

See the class google site for other blogs-sites of interest:

Student 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, sexuality 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.

***Ground Rules for this course*:**

- 1) Acknowledge that racism, sexism, classism, homophobia, and ableism 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/Women’s Studies, University of South Carolina.

Plagiarism: See the Student Handbook. In essence you are not allowed to copy or use someone else’s work without giving them credit for it: page numbers, links, dates, authors, so forth. If you are unaware of how to properly cite another’s work, please

see me. Plagiarism **will** result in a failing grade for this course irrespective of your achievements on such things as the in-class examinations.

Course Requirements and Grading:

Two exams (100 points each). Examinations may be composed of short answer or essay questions or any combination thereof. They will be take-home examinations and the exam will be turned in typed, 12-point, double-spaced font on the due date.

Examinations will include materials contained in the required textbooks, provided in lecture, class discussions, websites, blogs and/or materials presented by Ward, Brownfield, or guest speakers. The mere fact that materials assigned in Healey and Rosenblum/Travis and others are not discussed in class *does not* eliminate that material from the examination. Do your own work and writing! No blocks of quotes from the materials, websites, or blogs, and/or quotes or paraphrases of other classmates' papers! Makeup examinations **must** be taken within one week following the turn-in date of the 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. **NOTE: Going to a job interview, going home for a friend's wedding, doctor's appointment and/or court date, the dog got sick and the like are not acceptable reasons to allow you to take a makeup examination or miss class. Make your appointments for times other than this class time.**

If you do not complete the makeup examination within that time frame you will receive a grade of "0" for that examination unless you have been hospitalized, an immediate family member hospitalized or crossed over, or have to be away on university business. If you cannot take the makeup examination because of one or more of the above reasons then you may take it on 1 December **before Finals week. Your second exam will be given that week because Dr. Ward will be traveling to Vienna, Austria for an invited lecture** . All makeup examinations will be composed of only ESSAY questions.

Directed Writing Assignments: Over the semester, you will have at least four directed writing assignments that deal with the issues of race/ethnicity, gender, class, or related issues. Some of these assignments will involve work with websites, while others will cover in-class activities, videos, and/or multimedia events. Others may be assigned as needed. Be sure to keep a copy of your assignment as papers are often misplaced or lost. The writing assignments are each worth 25. The reports must be turned in **only** on the following days:

Personal Her/history--- 26 August 2008 (10 points)
 Assignment# 1 due--- 11 or 15 September 2008
 Assignment# 2 due--- 25 September 2008
 Assignment # 3 due---28 October 2008
 Assignment #4 due—20 November 2008

Extra credit opportunities: I may designate certain speakers and cultural events as extra credit events, for example, some of the Public Policy Institute and various history month events. You will need to write a one page paper describing the content, your personal reactions, and how the event relates to class.

Student Self–Assessment (Due the last week of class): I think I have earned a(n) __ in this class. Please provide a one page rationale of your assessment. Re-read the goals and course requirements and include such items as the grades on directed writing assignments, midterm, improvement in writing, your capacity for integration and reflection on the material presented, your participation in class discussions, your success at reading material in advance of each class session, and any other information that you think is relevant. Do NOT include how much time you spent outside of class reading and/or writing. (10 points).

Grading Scale

A = 279 and above
 B = 248
 C = 217
 D = 186
 F = 155 and below

Late Assignments: Turn in all assigned work at its appropriate time – the beginning of class. No late assignments! Points will not be deducted 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. . **NOTE: Going to a job interview, going home for a friend’s wedding, doctor’s appointments and court dates, the dog got sick, a paper is due in another class, your printer ran out of ink, and the like are not acceptable reasons.**

Personal information via the Net and/or Email: You will provide me with a working email address along with your personal her/history and will sign up for the class Google group and provide an online picture for your google group membership. I will provide handouts and other information via email and the class Google Group. You will also take care to engage in safe computing and not send me any viruses or send misleading information/spam to your classmates. If you need to know or discuss a grade received on an assignment or an examination, it is necessary that you come to my office to discuss it. This information will not be transmitted electronically or by telephone. Don’t even go there!

Cell Telephones and the like: Silence them *before* you come to class. You can have them on *vibrate* for SIUC alerts. Signup instructions on SIUC Saluki net and sites below.

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.

Attendance

You are expected to attend class and be in your seat at each scheduled time of class. If you are not in your seat when attendance is taken, then you will receive an absence. Not only are you expected to be in class each scheduled time but you are also expected to have read and studied the materials assigned for that class meeting. If you miss class, check with me, classmate, or the Google group about assignments, readings. Attendance will be taken into account when final evaluations are determined. Please be advised however should you miss class 8 or more times during the semester, you will fail this course irrespective of the grades received on the examinations-assignments. **8 classes=three weeks!**

Reading Schedule

I may add or delete materials-assignments as relevant to discussion or timely issues.

- Week 1** August 19 and 20: Introduction to the course
Reading: Healey, Chapter 1, "Diversity in United States"
Rosenblum/Travis –Reading 3 pg 59-
- Week 2** August 26, 28
Reading: Rosenblum/Travis – Framework essay, pg 2-39
Chapters 18, 20, 21,45,46
Personal Her/history Assignment+email address due, August 26
- Week 3** September 2, 4:
Healey - Chapter 2, "Assimilation and Pluralism"
Rosenblum/Travis – Chapters 7, 22, 26, 27, 28
African American Lives Part 2, <http://www.pbs.org/wnet/aalives/>
U.S. in the World <http://www.prb.org/> Download the world population data sheet (PDF file).

Knowing where we came from or where was your family during the 'great migration/immigration?' Be prepared to answer this question (handout).

<http://www.archives.gov/genealogy/heritage/> (general—everyone should look through this site)

[http://www.afrigeneas.com/guide/African American Genealogy An Online Interactive Guide for Beginners](http://www.afrigeneas.com/guide/African%20American%20Genealogy%20An%20Online%20Interactive%20Guide%20for%20Beginners) (everyone should read through this site)

<http://www.african-nativeamerican.com/> *THE AFRICAN-NATIVE AMERICAN HISTORY & GENEALOGY WEB PAGE (Oklahoma Freedmen[sic])*

<http://www.native-languages.org/genealogy.htm>

<http://www.native-languages.org/ Cherokee.htm>

<http://www.accessgenealogy.com/native/>

<http://www.lasculturas.com/lib/libGenealogy.php>

<http://www.elanillo.com/recursos.shtml>

<http://www.cetel.org/discover.html>

<http://www.chsa.org/links/> (Chinese Historical Society)

<http://www.camla.org/resource/biblio.htm> (Chinese American Museum+other links)

www.ellisland.org/

<http://www.historychannel.com/ellisland/index2.html>

Week 4 September 9,11:
Rosenblum/Travis – 12, 13, 25, 29, 51, 52

'White Girl?': Cousin Kim Is Passing. But Cousin Lonnae Doesn't Want to Let Her Go. Read on class google groups (no longer available on original source)

“White Girl? A Dialogue on Race”

<http://seattletimes.nwsourc.com/whitegirl/index.html>

“Black Like I Thought I Was” **Erin Aubry Kaplan, LA Weekly**

<http://www.alternet.org/story/16917/>

International blog against Racism week posts: <http://delicious.com/ibarw> or <http://community.livejournal.com/ibarw/>

First Written Assignment Due, on Hacker’s Two Americas, Due September 16

Week 5 September 16, 18

Healey – Chapter 3, Evolution of Dominant-Minority Relations in the United States

Rosenblum/Travis – Chapters 1,2,

Ziba Kashef, *ColorLines*, “Is DNA Research Giving New Life to the Idea That Race Exists”?

<http://www.alternet.org/story/65484/>

<http://rememberingslavery.si.edu/>

September 18 – Race: Power of an Illusion –video part 1

see also, http://www.pbs.org/race/000_General/000_00-Home.htm

- Week 6** September 23, 25
 Rosenblum/Travis – Chapters 15-19, Framework essay, 194-220
 Ziba Kashef, *ColorLines*
 ”This Person Doesn't Sound White”
<http://www.alternet.org/story/17007/>

Second Written Assignment on ‘Race: Power of an Illusion’, Due September 25

- Week 7** September 30 and October 2
 Healey, Chapter 4 “Industrialization and Dominant-Minority Relations: From Slavery to Segregation and the Coming of Postindustrial Society”
 Rosenblum/Travis –, Chapt.38, 43,52
<http://www.camla.org/history/exclact.htm> (Chinese Exclusion Act)
<http://www.census.gov/> (statistical abstracts of U.S. and historical statistical abstracts)

Midterm Handed Out on Oct 2

- Week 8** October 7 and 9
 Rosenblum/Travis –11, 31,40,
Midterm due October 9!
- Week 9** October 14-16
 Healey, Chapter 6, Native Americans: From Conquest to Tribal Survival
 Rosenblum/Travis –4, 47
- Week 10** October 21 and 23
 Healey - Chapter 5, “African Americans: From Segregation to Modern Institutional Discrimination and Modern Racism”
 Rosenblum/Travis –49, 53

<http://withoutsanctuary.org/main.html>

And Remembering Jim Crow, perspectives by southern whites,

<http://americanradioworks.publicradio.org/features/remembering/whites.html>

See also overall site

<http://americanradioworks.publicradio.org/features/remembering/>

Oral histories and Jim Crow guide

<http://www.pbs.org/wnet/jimcrow/jimcrowguide.pdf>

Week 11 October 28 and 30

Third Written Assignment Due, Without Sanctuary Website, October 28

Healey, Chapter 7, “Hispanic Americans: Colonization, Immigration, and Ethnic Enclaves.”

Rosenblum/Travis –8, 24,

See and review the website on the zoot suit ‘riots’:

http://www.pbs.org/wgbh/amex/zoot/eng_sfeature/sf_zoot_mx.html

Week 12-13 November 4 and November 6, November 11 (**no class—Veteran’s Day**) and 13

Healey, Chapter 8, “Asian and Pacific Islanders”

Healey, Chapter 9, Immigration and Assimilation

Rosenblum/Travis – 30,31,32

See and review website on Japanese internment:

<http://www.sfmuseum.org/war/evactxt.html>

<http://www.camla.org/resource/resource.htm>

Week 14 November 18 and 20

Healey – Chapter , “White Ethnic Groups”

Rosenblum/Travis –55, 57, 59, 62

Cairo, IL Civil Right Movement-multimedia presentation

Fourth Written Assignment Due, November 20

Week 15 No Class—Thanksgiving Break! November 25 and 27

Week 16 **December** 2 and 4

Healey, Chapter 10, Future and Global Views

Finals Week, December 8-12, but owing to Dr. Ward’s lecture in Vienna, Austria, Class Second Exam due on December 4th

Personal Herstory/History Assignment Due August 26

You must provide your email address on the top of your paper with your name so that I can register you for the class google group, you can receive important materials, and save trees, too. The purpose of this assignment is to get you to start thinking about your life and how you have become a female or male with all the biological, psychological, sociological etc conceptualizations of gender and race/ethnicity. There are no right or wrong answers, but you will receive up to 10 points based on the completeness of your responses. You will turn in your typed answers in class on Tuesday, 26 August 08. Answer the questions on additional sheets of paper. Also please use correct spelling and grammar.

1. When were you first aware that there was such a thing as differences in gender, race, class, sexualities, abilities, other countries? How old were you? How did you tell? Was this in a rural or urban setting? What did you learn about your family background in race & ethnicity? (I know that you didn't learn about all these factors when you were only five years old...so please fully address this question!)
2. How many brothers and sisters do you have? Did you notice your parents treating you any differently as you grew up? Preschool age, grade school age, high school, and college, adult (real world)?
3. What types of messages did you receive about gender, race, sexuality, abilities, and other countries from your schooling? Differences in sports, classes, teachers?
4. What kinds of messages did you get about your proper gender, race, sexuality, and ability as you entered adolescence and puberty? Did your friends change?
5. How do you see yourself as different from white ethnic women (men)? How do you see yourself as the same as white ethnic women (men)?
6. What types of messages have you received about gender, race, class, sexuality, ability, and other countries from the media, for example, TV, movies, commercials?
7. What have been the accomplishments of the women's and civil rights movements in the last **fifty four** years? The benefits? The costs? The ambivalences?
8. Is it possible for women (men) to combine having a family and a career? In other words, have it all? (Why aren't men asked this question???) How have your thoughts/actions on this matter shaped your career and fertility decisions?
9. How do you deal with family or friends who make obviously sexist, racist, or ethnocentric remarks? How do you deal with men (women) who make obviously sexually and racially harassing remarks? On the street? Classroom? Workplace?
10. How many languages do you speak, read, understand or write?