

Southern Illinois University Carbondale
SOCIOLOGY 215-01: Race & Ethnic Relations in the U.S.
Course Syllabus*
Fall 2009

Instructor: Miss Kristie Lipford

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Office: Faner Hall 3427

Office Hours: 10:00 am-12:00 pm MWF

Sociology Office Phone: 618-453-7624

Meeting Times:

Lecture: 9:00 – 9:50 MWF

Location: Quigley 140B

Course Description:

Welcome to Sociology 215-01! This course is designed to introduce and familiarize you with social thought and sociological theory & concepts concerning dominant-minority relations with an emphasis on race and ethnicity. In this course we will take an interdisciplinary approach to examine race, ethnicity, & sometimes gender so that you are able to understand the ideas that influence their evolving role in political and social institutions.

A significant amount of our study will focus on race and ethnic relations in the United States; however, as you will learn, many of the theories and concepts that we will discuss remain consistent despite geographic location, ethnic identification, or skin color. Therefore, when relevant we will take an international approach to explore dominant-minority relations abroad.

In addition to lecture and reading the text, we will watch and analyze films, take part in in-class activities, and engage in class discussion to enhance and further our knowledge and understanding on the notorious topic of **RACE**.

Course Objectives:

Upon the completion of this course, students will be able to:

- Demonstrate an understanding of such sociological concepts as assimilation, pluralism, ascribed and achieved status, prejudice and discrimination;
- Display basic knowledge of historical, socioeconomic, and political demographics of various racial/ethnic groups in the United States;
- Demonstrate critical thinking and understanding about different theories and perspectives pertaining to race, class, gender, and sexuality; and
- Apply sociological concepts for the analysis of race and ethnicity to personal and/or familial experiences.

Required Text:

Healy, Joseph. 2004. *Diversity and Society: Race, Ethnicity, and Gender*. Pine Forge Press.

I will potentially assign additional readings which will be accessible via the internet or available in JPG files on Blackboard. If I do so, I will let you know in advance.

General Policies:

1. Attendance - **Regular class attendance is expected.** Students should refer to their student handbook for university attendance policies and respond accordingly.
2. Participation – **Participation in this course is valuable. Please come to class prepared** and ready to **listen** and **discuss** the material. Engaging in class dialogue is one technique to enhance your learning. It will help you as a student to hone your critical thinking skills and help you to better articulate what you've learned. Therefore, you should read and reflect on readings before each relevant class to ensure your ability to offer something significant to the class discussion.

Reasonable Accommodations:

Students requiring special accommodations should alert me within the first two weeks of school. In addition, I highly suggest that you contact SIUC's Disability Support Services (DSS) in order to take advantage of the programs they offer (DSS Office: 618-453-5738).

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 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.

Dealing with Controversial Issues:

The complexity of our society today requires that college graduates have well developed **critical thinking skills** which require considered thought and sensitivity to a wide range of views on important issues. These skills will be fostered in this course as we explore several controversial issues. Many of the issues we will confront have no "right" or "wrong" answers, but more or less "considered" opinions. You are expected to prepare yourself for discussion, questioning and informed debate on these issues. **You are expected to be respectful of other students' opinions even when they are directly opposed to your own views.** I will not offer my views on these controversial issues so as to maintain an atmosphere of open, unbiased consideration.

* Adopted from Ethel K. Cantu, Behavioral Sciences Department, University of Texas.

Emancipate yourself from mental slavery, none but ourselves can free our minds...

- Robert "Bob" Marley

Course Requirements:

1. Exams

There will be **4 exams** worth 50 points each and will consist of multiple choice, true/false, short answer, and/or essay.

2. Quizzes

There will be **10 quizzes** throughout the semester. Quiz questions will be drawn from the readings, lectures, discussions, and current events in the news media. Please note that quizzes have the potential to be unannounced (“pop”).

3. Class Participation/Attendance

During the semester, there will be several low stakes in-class activities. These assignments will allow us the opportunity to apply what we’ve have been learning in class to our own experiences and encounters with race, ethnicity, or gender. In addition to these activities, **attendance is required and very necessary**. Failure to come to class will result in grade deductions.

Grading Distribution:

Grades will be determined by an accumulation of points, with a **perfect score being a total of 400 points**. As aforementioned, there will be (1) four exams worth 50 points each, (2) 10 quizzes worth 10 points each, and (3) class participation & attendance worth 100 points.

A= 360 and up
B= 320 - 359
C= 280 - 319
D= 240 - 279
F= 239 and below

Tentative Course Schedule:

Week One: Aug. 23 – Aug. 29

- Focus: Intro. to the Study of Race & Ethnicity
- Topics include: What is sociology? What is race/ethnicity? biological claims of race, the emergence of race as a social construction

Week Two: Aug. 30 – Sept. 5

- Focus: Dominant-Minority Group Relations
- Topics include: key concepts in dominant-minority relations
- Readings: Chapter 1

Week Three: Sept. 6 – Sept. 12

- Focus: Assimilation & Pluralism
- Topics include: culture, early perspectives and theories on race and ethnic relations
- Readings: Chapter 2
- **7 September 2009 is Labor Day - NO CLASS!!**

Week Four: Sept. 13 – Sept. 19

- Focus: Pre-industrial U.S. Dominant-Minority Group Relations
- Topics include: origins of American slavery, contact situation, Noel & Blauner hypotheses, paternalism
- Readings: Chapter 3

Week Five: Sept. 20 – Sept. 26

- Focus: Post-industrial U.S. Dominant-Minority Group Relations
- Topics include: post-slavery, Reconstruction, de jure segregation, subsistence technology, institutional racism
- Readings: Chapter 4

Exam 1

- Focus: Chapters 1-4
- 25 September 2009 (Friday)

Week Six: Sept. 27 – October 3

- Focus: African Americans
- Topics include: 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

Week Seven: October 4 – October 10

- Focus: Native Americans
- Topics include: reservations, reparations, Bureau of Indian Affairs (BIA), coercive acculturation, political & social movements of the 1960s and 70s, tribal colleges, substance abuse, criminal justice system, gaming and corporate industry/contingency theory, Indian representation in media and entertainment
- Readings: Chapter 6

Week Eight: October 11 – October 17

- Focus: Hispanic Americans
- Topics include: migration push & pull factors, U.S. immigration legislation, ethnic differences, nationalities, political movements of the 1940s-1970s, activism, media representation, criminal justice system
- Readings: Chapter 7

Exam 2

- Focus: Chapters 5-7
- 17 October 2009 (Friday)

Week Nine: October 18 – October 24

- 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

Week Ten: October 25 – October 31

- Focus: New Americans
- Topics include: immigration, modes of incorporation, higher education, media representations, nativism, Arab Americans, S. Koreans, Nigerian Americans, Indian Americans, Ethiopians, Filipino Americans, Vietnamese, Ghanaians, and Haitians
- Readings: Chapter 9

Week Eleven: Nov. 1 – Nov. 7

- Focus: White Ethnic Groups
- Topics include: white ethnicity, ethnic and religious discrimination, early immigration patterns, symbolic ethnicity, white privilege, nativism, ethnic enclaves, mobility and integration, white racial identity, media representations, criminal justice system
- Readings: Chapter 10

Exam 3

- Focus: Chapters 8-10
- 6 November 2009 (Friday)

Week Twelve: November 8 – November 14

- Focus: Cross National Perspective of Dominant-Minority Relations
- Topics include: language, religious, racial, & ethnic dominant-minority affairs in Rwanda, Canada, Northern Ireland, Germany, Switzerland, South Africa, former Yugoslavia, Brazil, Israeli-Palestinian conflict, Hawaii, Sudan
- Readings: Chapter 11

Week Thirteen: November 15 – November 21

- Focus: Recap of Minority Groups and U.S. Society
- Topics include: future of race and ethnic relations,
- Readings: Chapter 12

Fall Break!!

- Date: 21 November 2009 (Saturday) – 29 November 2009 (Sunday)

Week Fourteen: November 29 – December 5

- Focus: Topical Discussions
- Readings: To be announced (TBA)

Week Fifteen: December 6 – December 12

- Focus: Topical Discussions
- Readings: To be announced (TBA)

Week Sixteen: December 14 – December 18

- Focus: Final Examination Week!!

Exam 4

- Date: 6 May 2009 (Wednesday)
- Time: 8:50 – 9:50 am

*Please note that the instructor reserves the right to make any changes and amendments to the syllabus.

There is no short cut to achievement. Life requires thorough preparation...

- George Washington Carver

