Clovis White
This course focuses on the historical and contemporary patterns of race and ethnic relations primarily in the United States. In doing so, this will introduce and/or enhance your awareness of the nature of relationships between racial and ethnic groups and what consequences these have for their relative unequal positions in American society.
RACE AND ETHNIC RELATIONS
Sociology 277  Meets: 11-11:50 MWF
King 343

Fall 2016
Instructor: Clovis L. White
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E-mail: cwhite@oberlin.edu

Office hours:
Mon & Fri. 1:30-3 pm
or by appointment
Phone: 775-8374

COURSE DESCRIPTION:
This course focuses on the historical and contemporary patterns of race and ethnic relations in the United States. In doing so, you will be introduced to and/or enhance your awareness of the nature of relationships between racial and ethnic groups and what consequences these have for their relative unequal positions in American society. This is approached in five different ways. First, we will explore the concepts, theoretical perspectives and research outcomes identified in the sociological literature on various majority and minority groups. In doing so, we will review some of the key “macro” sociological approaches to race and ethnic stratification often assessing (critiquing) their arguments and their implications. Second, we will examine the contribution of “micro” social processes in race and ethnic relations by focusing on the nature and causes of racial attitudes and stereotypes especially as to their contribution to the creation and maintenance of racial and ethnic stratification and the impact these characteristics have on racial identity. Thirdly, we will examine the nature and impact of institutional discrimination in the educational, environmental, economic, criminal justice and residential arenas.

COURSE GOALS:

Goal 1: Developing a Sociological Imagination: In contrast to our personal view of the social world, the course seeks to broaden our understanding of the dynamics associated society as it relates to racial and ethnic relations. In doing so, students will be challenged to develop a “sociological perspective” to explain and analyze race and ethnic relations

Goal 2: Understanding and Utilizing Theoretical Approaches: The objective here is for students to understand and critique the various sociological theories (explanations) developed on race and ethnic relations and their application. This will not, however, rule out other approaches found to add to our understanding of racial and ethnic relations.

Goal 3: Understanding the Complexity of Racial and Ethnic Relations: In our best efforts to understand the nature of race and ethnic relations in its simplest terms sometimes we have to remind ourselves that social relations is a complex process. Racial and ethnic relations is no different.

Goal 4: Diversity Awareness: In the process of exploring the experiences and conditions of racial and ethnic groups in our world, you will gain a greater understanding, appreciation, and respect for the significance of race and ethnicity in social relations in the United States.
COURSE STRUCTURE AND FORMAT:

This course will be organized around lectures, discussions and other class activities. Generally, lectures will be given introducing or extending information on the topic of concern. Discussions will be based on assigned readings and films/videos.

COURSE REQUIREMENTS:

CLASS PARTICIPATION: Class attendance and participation in class discussions is expected on a regular basis. Because discussion is an integral part of the course, your presence during discussions is imperative. Attendance will be taken on a day to day basis and your participation in discussion groups will be monitored. Class participation and attendance is worth 20% of your final grade.

READINGS: There will be assigned readings from the books and from readings on BlackBoard. Readings for a specific section/week are listed in the topic section of this syllabus (pp. 6-9). Each member of the class is expected to read the material and be prepared to discuss it in class unless otherwise noted. Modifications may occur during the semester as new material is added or previous readings are removed.

List of required books to be purchased are below:


GROUP PRESENTATION/RESEARCH PROJECT: At the beginning each student will be given the opportunity to sign up for one of five groups that will investigate and present research on one of five areas of institutionalized racism that we will cover during the semester. The group areas of focus will be one of these areas: 1) environmental racism, (2) criminal justice system, (3) economic racism, (4) political racism, and (5) immigration. The range of topics in this area are huge therefore narrowing topics for presentation will be important. Any topic you wish to embark on must be approved by me via a proposal prior to starting research (one or two paragraphs outlining the project). All proposals will be due Friday, September 23rd. It is the
responsibility of each group to identify a topic and present it to the class. Each student is expected to participate in the presentation on some aspect of the topic.

Presentations on these topics will be given during the second half of the semester and during the week of the topic. Each group will take one class to present their findings. Specifics about the presentations will be given in the near future. After the presentation, each student will also be responsible for contributing to a final summary report on this topic which will be due the last day of class (December 9th). This paper should be informed by insightful literature on the subject and not exceed fifteen double spaced pages. You are expected to consult sources outside of the assigned readings. Resources need to be referenced at the end of the paper using approved APA (American Psychological Association; see examples on pages 12-15).

The group presentation and project summary will be 20% of your final grade. Each presentation will be evaluated by the students in the class and will be used to assess the final grade for this aspect of your grade. Essentially, the grade you receive will be dependent on the performance of the group and the written summary.

ESSAYS: Each student will be responsible for completing two critical essays during the semester. The first essay will entail a reflective essay on the concept of whiteness in a public arena. A second essay is your review and critique of either the book by Jose Angel N or Bryan Stephenson. These exercises are designed to inform and/or address some of the goals of this class, primarily analytical and critical skills in the study of racial and ethnic relations and issues that relate to you. Each exercise is worth 10% of your final grade. Due dates for these essays are as follows:

Essay 1: Reflective essay on whiteness in the public arena. (Due Friday, September 16th)

Essay 2: Review/Critique one the two books assigned for reading: Illegal: Reflections of an Undocumented Immigrant, by Jose Angel N. or Just Mercy by Bryan Stephenson. (Due Friday, December 4th).

EXAMS: There will be two examinations, both essay format. The first exam is a mid-term in class exam, which scheduled for Monday, October 3. The second exam is a final on Thursday, December 15, during the exam period. Each exam is worth 20% of the final grade. The final exam is not cumulative. Exams will cover material from readings, lectures, presentations, videos and in-class discussions. Each exam will be in three parts: Part I: Short answer, Part II: Concepts/Terms, Part III: Essays

GRADING: Final grades will be assessed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Midterm &amp; Final Exams ( @ 20%)</td>
<td>40%</td>
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<tr>
<td>Group Research/Presentation Project</td>
<td>20%</td>
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<tr>
<td>Essays (2 @ 10%)</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Total</td>
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HONOR CODE: On all exams and exercises, you are expected to follow the guidelines as established by the Oberlin College Honor System and defined in student policies. As such, you are required to follow the letter of that code and write and sign at the end of each academic exercise submitted for credit or exam the following: "I have adhered to the Honor Code in this assignment/exam." The default of this statement is that you are required to do your own work without the help from others not explicitly authorized by me (You may, however, use campus resources, such as the library, composition instructors, or writing tutors). For more information on the honor code refer to the following website:

https://new.oberlin.edu/office/dean-of-students/honor/students.dot

CLASS POLICIES:

• Comment on course content: We will not be able to cover every issue or topic as it relates to the field or communities involved. This is impossible given the enormity of such material and theory. However, this course does try provide some insight into the accuracies of the phenomenon. Although the main theoretical thrust has sociological underpinnings, this in no way reflects an understanding of the interdisciplinary nature of race and ethnicity. There are new and emerging facets to this topic as presented in Ethnic Studies, Comparative American Studies, African American studies and so on, that are so intertwined with these areas of study that it makes it almost impossible not to recognize the contributions these fields make to our discussion. That is why I say that what you discover here is not the end all to this topic.

• Ground rules: Be respectful. Let it be known that not everyone is going to agree with every authors comments, perspectives nor my comments for that matter. It may at times become tense in class over certain topics that may appear to be of a personal nature. And I encourage you to openly express your thoughts, ideas, and experiences in written assignments or discussions. It is also important that you support your assertions with literature/research on the topic. Ultimately, be respectful of the rights of others to their thoughts and opinions. Be cognizant that we are engaging in intellectual learning and by no means assume that everything will be resolved in our discussion.

• Open door policy: I encourage all of you to see me outside of class, during office hours or by appointment, especially as it relates to assignments and any questions or comments you may have about course content or related issues. Do not hesitate to ask for help!

• Special Needs or Disabilities: If you require special accommodations in this class, please see me at your earliest convenience so that we can address these needs in a timely manner. You will need to present a letter from the Office of Disability Services (Peters Hall G27) documenting the accommodations needed. Please contact Ms. Jane Boomer at x5588 or visit this link

http://new.oberlin.edu/office/disability-services/
Other concerns:

1. TURN YOUR CELL PHONES OFF OR SILENCE THEM DURING CLASS PLEASE!
2. PLEASE DO NOT EAT IN CLASS. It is very distracting. (besides some of us may be hungry as well!). Drinking a beverage is fine.
3. Do not talk or whisper conversations with your neighbors during class. This is distracting to the rest of the class and to me!
4. AVOID BEING LATE TO CLASS. This is also disturbing to the class and me.
5. You may NOT have your laptops open unless authorized for particular class activity.
6. I will NOT answer emails after 8 pm.

CLASS SCHEDULE & ASSIGNMENTS
(*Indicates reading is on Blackboard for this course)

INTRODUCTION

WEEK 1  AUGUST 29, 31, SEPTEMBER 2: INTRODUCTION TO RACE & ETHNIC RELATIONS: Focus on Sociology and the study of race/ethnic relations: Concepts: Race, Ethnicity, Racism, and others.

READINGS:
1. Desmond & Emirbayer, Race in America, Chapter 1, pp. 1-47

WEEK 2  SEPTEMBER 5: NO CLASS: LABOR DAY

SEPTEMBER 7, 9: CONCEPTS OF RACE ETHNICITY CONT’D

READINGS:
*1. Robert Jensen, “White Privilege Shapes the US” and “More thoughts on why the system of white privilege is wrong.”

WEEK 3  SEPTEMBER 12, 14, 16: DYNAMIC PROCESS & THEORETICAL PERSPECTIVES ON MINORITY & MAJORITY RELATIONS

READINGS:
1. Desmond & Emirbayer, Race in America, Chapter 2, pp. 51-76, Chapter 3, pp. 77-104

ESSAY 1 DUE SEPT. 16: OBSERVATION OF WHITENESS
RACIAL GROUP ATTITUDES, IDENTITY AND DISCRIMINATION

WEEK 4  SEPTEMBER 19, 21, 23:  RACIAL/ETHNIC GROUP ATTITUDES:
Implicit Bias, Prejudice And Stereotypes/

READINGS:
*3. Lawrence Bobo et al., “The Real Record on Racial Attitudes”
    Kinder, Gentler, Anti-Black Ideology"

GROUP PROPOSAL FOR RESEARCH PROJECT DUE: SEPT. 23

WEEK 5  SEPTEMBER 26, 28, 30:  RACIAL/ETHNIC IDENTITY

READINGS:
2. Markus and Moya, “In the Air between Us: Stereotypes, Identity and
   Achievement”, pp. 390-414,
3. Markus and Moya, “We’re Honoring You, Dude: Myths, Mascots, and
   American Indians”, pp. 458-482.

WEEK 6  OCTOBER 3:  MIDTERM

OCTOBER 5, 7:  INSTITUTIONAL RACISM & RESIDENTIAL SEGREGATION

READINGS:
*1. Schaefer, Chapter 3, “Discrimination”
2. Desmond & Emirbayer, Race in America, Chapter 5, “Housing”, pp. 168-201
3. Dorcheta Taylor, Toxic Communities, Chapters 7-10

MID-TERM EXAMINATION  MONDAY, OCTOBER 3
WEEK 7

OCTOBER 10: RES. SEGREGATION CONT’D: How segregated is your community?

READINGS:
1. Explore this site [http://www.coopercenter.org/demographics/Racial-Dot-Map](http://www.coopercenter.org/demographics/Racial-Dot-Map), or then click on “Link to Full Screen Map”

OCTOBER 12: NO CLASS: YOM KIPPUR

OCTOBER 14: RESIDENTIAL SEGREGATION

WEEK 8

OCTOBER 15-23: FALL RECESS

WEEK 9

OCTOBER 24, 26, 28: ENVIRONMENTAL RACISM & PRESENTATION

READINGS:
*3. “What is Environmental Justice” pp. 1-17

WEEK 10

OCTOBER 31, NOVEMBER 2, 4 ECONOMIC & PRESENTATION

READINGS:
*2. Halley et al., “Socioeconomic Class and White Privilege” and “(White) Workplaces”

WEEK 11

NOVEMBER 7, 9, 11: EDUCATIONAL RACISM & PRESENTATION

READINGS:

WEEK 12

NOVEMBER 14, 16, 18: CRIMINAL JUSTICE SYSTEM & PRESENTATION

READINGS:
2. Bryan Stephanson, *Just Mercy*, (ALL)
WEEK 13  NOVEMBER 21, 23:  IMMIGRATION: TRENDS

READINGS:
1. Desmond and Emibayer, Race in America pp. 37-41, 134-138, 147-151,

NOVEMBER 25:  NO CLASS: THANKSGIVING RECESS

WEEK 14  NOVEMBER 28, 30, DECEMBER 2: IMMIGRATION CONT’D: FOCUS ON THE UNDOCUMENTED & PRESENTATION

READINGS:
1. Jose Angel N., Illegal: Reflections of an Undocumented Immigrant, (All)

ESSAY 2 DUE DECEMBER 2nd: CRITIQUE OF EITHER ILLEGAL OR JUST MERCY

WEEK 15  DECEMBER 5, 7, 9  FUTURE OF RACE/ETHNIC RELATIONS

RESEARCH PROJECT SUMMARY DUE: FRIDAY, DEC. 9TH

WEEK 16  DECEMBER 10-13TH,  READING PERIOD

DECEMBER 13TH – 18TH : FINAL EXAM PERIOD

FINAL EXAM: THURSDAY, DECEMBER 15TH
LOCATION & TIME: TBA

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Other Segregation sites on segregation:
http://www.buzzfeed.com/nataliemorin/this-map-of-race-in-america-is-pretty-freaking-awesome

http://www.slate.com/articles/news_and_politics/map_of_the_week/2013/08/segregation_n_america_every_neighborhood_in_the_u_s_mapped_along_racial.html

http://www.wired.com/design/2013/08/how-segregated-is-your-city-this-eye-opening-map-shows-you/
Quick Style Guide for Students Writing Sociology Papers. The following is taken from American Sociological Association Style Guide (2nd ed.), 1997. This is intended as a quick reference for students preparing papers.

References in the main text:
Include the last name of the author and the year of publication. In order to avoid plagiarism (inappropriately using another person's words without proper citation), you must directly quote verbatim, using quotation marks and the name, date, and page number in parentheses or you must paraphrase and mention the source of the idea (name and date only).

Use page numbers only when you quote an author's words:
- Sociological analysis of cities is “critical to achieving far-reaching social change in this century,” according to Duncan (1959, p. 71)

Otherwise, if the author's name is in the text, follow the name with the year in parentheses. If the author's name is not in the text, enclose both the last name and year in parentheses:
- According to Duncan (1959), sociological analysis of cities is critical to creating positive social change in America.
- Sociological analysis of cities is critical to creating social change (Duncan 1959)

For joint authors, use both last names: (Martin and Bailey 1988)

For institutional authorship, use minimum identification in the text and complete citation under references: (U.S. Bureau of Census 1963, p. 117)

Separate a series of references with a semicolon: (Burgess 1968; Maxwell 1971)

If there is no date for a publication use n.d. in place of the year.

For unpublished materials, use “forthcoming” to indicate material scheduled for publication. For dissertations and unpublished papers, cite the date: (Smith, forthcoming).

For works with three authors, list all last names in the first citation in the text; thereafter use “et al.” For more than three authors, use “et al” throughout: (Carr, Smith, and Jones 1962), then (Carr et al. 1962)

Block quotations are presented in smaller type and are set off in a separate, indented paragraph. They are not enclosed in quotation marks:
- As stated by Wright and Jacobs (1994):
  The variation in men's earnings relative to their peers in the labor force was not a reliable predictor of men's attrition. This finding is inconsistent with the prediction that declines in earnings are responsible for male flight from feminizing occupations. (P. 531).

Footnotes & Endnotes:
Endnotes are used to explain or amplify text, cite materials of limited availability, or append information presented in a table or figure. Number endnotes and list at the end of
your paper. Increasingly people use endnotes rather than footnotes and use either one sparingly as they tend to disrupt the flow of the text. Use footnotes and endnotes only when necessary. Footnotes appear at the bottom of the page in which they originate.

**Miscellaneous Style & Grammar Matters:**

- Foreign words in your text should be italicized or underlined. Commonly used foreign words or terms, however, should appear in regular type. Examples are per se, ad hoc, et al.
- When using an acronym, spell out the complete term the first time you use it and present the acronym in parentheses:
  
  Later: “CPS data show that . . .”
- Equations in the text should be typed or printed. Use consecutive Arabic numerals in parentheses at the right margin to identify important equations. Align all expressions and clearly mark compound subscripts and superscripts.
- Do not use abbreviations such as etc., e.g., or i.e. in your text. You may use these abbreviations in parenthetical information, however:
  
  For example, some terms used in specific areas of sociology are not readily understood by the general sociologist (e.g. cultural capital, etc.).

**Cited References (reference list):**

A bibliography includes all the works you read or scanned during the writing process. List references in alphabetical order by authors' last names. References without an author name appear at the beginning of the list. For two or more references by the same author, list them in order of the year of publication. Use six hyphens and a period (------.) in place of the name when the authorship is the same as in the preceding citation. To list two or more works by the same author from the same year, distinguish them by adding letters (a, b, c, etc.) to the year and list in alphabetical order by the title.

**Sample formats:**

**Books**


**Journal Articles:**


In most cases, journal pages are numbered consecutively within a volume year. Therefore you can often omit the issue number. Only include the issue number or month only when it is need to distinguish one issue from another within a volume year.

**Articles from Collected Works/Chapters in Books:**


**Unpublished Manuscripts:**


**Mechanics:**

- Page Numbering: Although you count pages from the first page of the text, page numbering starts to appear on the second page (as page 2). Carry the numbers system through endnotes and references.
- Tables: Number consecutively throughout the text. Place tables at the end of the paper, but refer to them in the text by number. Each table includes a descriptive title and headings for both columns and rows.
- Figures and other Artwork: Number consecutively throughout the text. Place figures at the end of the paper, but refer to them in the text by number. Each figure must have a descriptive title and appropriate headings.

For more information . . . check out these additional references