RACE AND ETHNIC RELATIONS
Sociology 277

Spring 2010
Instructor: Clovis L. White
Office: 301-A King Bldg
e-mail: clovis.white@oberlin.edu

Office hours:
Tues. & Thur. 10am-12pm
or by appointment
Phone: 775-8374

COURSE DESCRIPTION:
This course focuses on the historical and contemporary patterns of race and ethnic relations. 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. This is approached in five different ways. First, we will explore the concepts, theoretical perspectives and research identified with majority and minority relations. In particular, we will review some of the key "macro" sociological perspectives on 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. Thirdly, we will examine the nature and impact of institutional discrimination in the educational, environmental, economic and residential arenas. Finally, we will examine the social-historical experiences of selected racial and ethnic groups in the United States.

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 social 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.

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: Appreciation for Diversity: 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:

The course is divided into four major sections:

- **Introduction** which focuses on the major concepts, theoretical frameworks and research methodologies in race and ethnic relations.
- **Racial Group Attitudes and Discrimination**: focus here is on the nature and character of prejudice and discrimination.
- **Racial and Ethnic Communities**: here we look historical underpinnings and contemporary issues facing racial and ethnic communities in America
- **Racial Justice**: albeit minimal, here we focus on addressing racial and ethnic injustice in America

This course will be organized around lectures, and discussions. 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 and participation in discussion groups will be monitored. Class participation is worth 10% of your final grade.

READINGS: There will be assigned readings from the books listed below and from readings on BlackBoard. Readings for a specific section/week are listed in the topic section of this syllabus (pp. 5-9). 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 if a previous reading needs to be removed.

List of required books to be purchased are below:


Recommended, but not required

**PROJECT/PAPER:** The goal of this project is to gain some direct experience in an area of race and ethnic relations that interests you. The range of topics can include a focus on race and ethnic relations at any level (e.g., focus on a group or relations between groups; an issue). The topic should be approved by me via a proposal prior to starting research (one or two paragraphs outlining the project). The final paper for this work should be informed by insightful literature on the subject and the completed version must not exceed fifteen pages. See attached description for more details (see pages 10-11). You are to consult at least six sources outside of the assigned readings. Resources need to be referenced at the end of the paper. Please follow the approved American Sociological Review (ASR) format for references/bibliography (see examples on pages 12-15).

**SHORT ESSAYS.** You will be expected to complete two of four short 2-3 page papers during the course of the semester. These papers will center on four different aspects of the course. Details or specifics of the exercise will be handed out later but the general content of the exercises are as follows:

**Essay 1:**
   or
2. A critique of a video focused on the nature of prejudice and stereotypes: *A Class Divided*

**Essay 2**
1. A review and critique of Camille Charles’ *Won’t You Be My Neighbor?*
   or
2. A review and critique of Frank Wu’s, *Yellow: Race in America Beyond Black and White.*

Tentative due dates for these essays are as follows: **Essay 1: March 5th; Essay 2: April 30th.** Each essay is worth 10% of final grade
EXAMS: There will be two examinations. The first exam is a mid-term take home exam, which is to be handed in by 4:30 p.m. on Friday, March 26. The mid-term questions will be distributed at least a week in advance of the due date. The second exam is a two-hour take home final. Like the mid-term, questions will be given a week in advance of the due date. The exam is to be completed by noon Thursday, May 19th. Each exam is worth 25% of the final grade. Exams will cover material from readings, lectures, presentations, and in-class discussions.

GRADING: Final grades will be assessed as follows:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm &amp; Final Exams</td>
<td>50%</td>
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<tr>
<td>Individual Research 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>10%</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.

(http://www.oberlin.edu/students/student_pages/honor_code.html)

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 the following: “I affirm that I have adhered to the Honor Code in this exam/assignment”. 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)

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
However, be respectful of the rights of others to their thoughts and opinions. Be
cognisant 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 Services for
  Students with Disabilities (Peters Hall G27) documenting the accommodations needed.
  Please contact Ms. Jane Boomer at x5588 or visit
  http://oncampus.oberlin.edu/webapps/portal/frameset.jsp?tab_tab_group_id=null&url=/
  webapps/blackboard/execute/courseMain?course_id=24550_1&.

- **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.
TOPICS AND ASSIGNMENTS
(*Indicates reading is on Blackboard for this course)

INTRODUCTION

WEEK 1: FEBRUARY 8,10,12: RACE & ETHNIC RELATIONS:
Focus on Sociology and the study of race/ethnic relations: Concepts: Race, Ethnicity, Racism, and others.

READINGS:
1. Desmond & Emirbayer, Racial Domination, Racial Progress, Chapter 1, pp. 1-47
2. Richard Schaeffer, Chapter 1.

Video: Race: The Power of an Illusion

WEEK 2: FEBRUARY 15,17, 19: DYNAMIC PROCESS & THEORETICAL PERSPECTIVE ON MINORITY & MAJORITY RELATIONS: Assimilationism, Pluralism, and Class Approaches

READINGS:
1. Desmond & Emirbayer, Racial Domination, Racial Progress, Chapter 2, pp. 51-76

WEEK 3 FEBRUARY 22, 24, 26: MODELS/PERSPECTIVES CONTINUED:
Middle Man Minority, Ethnic Enclaves, Racial Formation, Dominant system Race, Gender and Class, Critical Race Theory

READINGS:
1. Desmond & Emirbayer, Racial Domination, Racial Progress, Chapter 3, pp. 77-104
RACIAL GROUP ATTITUDES AND DISCRIMINATION

WEEK 4  MARCH 1, 3, 5: RACIAL/ETHNIC GROUP ATTITUDES: Prejudice And Stereotypes

READINGS:
*1  Scheafer, Racial and Ethnic Groups, Chapter 2.
*2  Laurence Bobo et al. "Laissez-Faire Racism: The Crystallization of a Kinder, Gentler, Anti-Black Ideology"

Video: A Class Divided

WEEK 5  MARCH 8, 10, 12: INSTITUTIONAL RACISM & RESIDENTIAL SEGREGATION

READINGS:
*1  Schaefer, Chapter 3, “Discrimination”
Residential Segregation
2  Desmond & Emirbayer, Racial Domination, Racial Progress, Chapter 5, pp. 202-248.
3  Camille Charles, Won't You Be My Neighbor? (all)

ESSAY ONE IS DUE FRIDAY MARCH 5TH

WEEK 6  MARCH 15, 17, 19: ECONOMIC & ENVIRONMENTAL RACISM

READINGS:
Economic Discrimination
1  Desmond and Emirbayer, Chapter 4, pp. 150-201.
*2  K. Neckerman & Joleen Kirschman, "We'd Love to Hire Them, But..."
Environmental Racism
3  Desmond and Emirbayer, pp. 247-250.
*4  Robert Bullard, "Anatomy of Environmental Racism and Environmental Justice".

PROPOSAL FOR RESEARCH PROJECT DUE FRIDAY, MARCH 19
WEEK 7  MARCH 22, 24, 26 (NO CLASS): EDUCATIONAL RACISM:

READINGS:
   Video: Secrets of the SAT

***** MID-TERM EXAMINATION DUE Friday, March 26. *****

WEEK 8  MARCH 27-APRIL 4  FALL RECESS

HISTORICAL & CONTEMPORARY ISSUES FACING RACIAL & ETHNIC COMMUNITIES

WEEK 9  APRIL 5, 7, 9: IMMIGRATION & EUROETHNICITY:

READINGS:
* 2. Alejandro Portes et al., *Immigrant America: A Portrait*, Chapter 1

WEEK 10 APRIL 12, 14, 16: LATINO/HISPANIC AMERICAN COMMUNITIES

READINGS:
   2. Telles & Ortiz, *Generations of Exclusion*, all

WEEK 11 APRIL 19, 21, 23: AMERICAN INDIAN COMMUNITY

READINGS:
WEEK 12  APRIL 26, 28, 30:  AFRICAN AMERICANS

READINGS:
*2. Mel Oliver and Thomas Shapiro, "Introduction" and "Story of Two Nations"

ESSAY 2 DUE: FRIDAY, APRIL 30

WEEK 13  MAY 3, 5, 7:  ASIAN AMERICAN/PACIFIC ISLANDER COMMUNITIES.

READINGS:
*2. Frank Wu, *Yellow, All*

WEEK 14  MAY 10, 12, 14  AMERICAN JEWISH COMMUNITY/ RACIAL JUSTICE IN AMERICA

READINGS:
3. Desmond and Emirbayer, Chapter 11, pp. 501-544

Video: "Blacks and Jews"

***** RESEARCH PROJECT DUE: FRIDAY, MAY 14TH *****

WEEK 15  MAY 15-17  READING PERIOD
        MAY 18-23  EXAM PERIOD

***** FINAL EXAMINATION DUE: Thursday, May 20 at 12 NOON *****
RACE AND ETHNIC RELATIONS - RESEARCH PROJECT/PAPER

The goal of the project is for you to explore issues of race and ethnic relations that is of great interest to you, whether it is related to any of the issues we have discussed in class or to some others have not been mentioned thus far. The range of topics can focus on race and ethnicity at any level, from racial attitudes to institutional discrimination, from immigration to specific racial and ethnic group experiences and issues, and specific racial/ethnic conflicts in the United States.

Once you have chosen a general topic or issue, the next step is to decide how you would like to learn more about this: i.e., library research, observation, etc. This can include observing race and ethnicity issue in a local community setting (e.g., volunteering in a community agency, surveying individuals, observing racial interaction in for example, schools, public settings) seeking out individuals who are involved in the issue you are investigating and interviewing them or merely focusing an indepth exploration through library research.

Before you begin, however, you should have a sense of what it is you are interested in seeing. While at first, you may have a vague notion of questions for which you would like to find answers for, as you get more involved in the project, you may have to and should narrow the focus of your search. This is crucial. The most advanced research projects are usually limited to answering one or two questions. If you can whittle the focus of the project down to a single question, then you are on the right track.

The following is a brief description of how you might approach each of the sections of the project. Please remember that this is only meant to serve as a general guide to help you if you have not done something like this before. An alternative strategy is fine, provided that you let me know in advance or outline this method in your project proposal. For a more general and useful guide on conducting social research I would recommend that you review a copy of The Craft Of Research (2nd) by Wayne Booth et al. (2003).

THE RESEARCH PROJECT PROPOSAL

This is simply a summary of what it is you plan to study and how you plan to study it. It should be no more than two pages in length. Introduce the topic that you will be investigating and describe how you expect to approach this inquiry. In this proposal, you should identify a single question that highlights the focus of your investigation. Also specify the general areas of literature you intend to look into as a way to further develop your knowledge of this subject. The proposal might also include a statement as to why this subject is important and worth investigating. This proposal will be due on FRIDAY, MARCH 19TH.

THE RESEARCH PROJECT

Part I - Introduction

Here, you simply introduce the topic and explain what it is that you were looking for in your experience. What is the main question you were hoping to answer? What are some of the common conceptions or misconceptions surrounding this issue? Your task here is to basically bring the reader up to speed on the subject, providing any background information you feel is essential to a solid understanding of the topic.
Part II - Literature Review

While your conclusions may be based on your own observations, you will initially want to find out what else has been written on this particular question in order to challenge these ideas or build on them. This means going to the library and finding recent articles or books on the issue you will be considering. You are not expected to engage in a comprehensive search of everything that has been written on the subject, but you should try to find about four or five current articles that are directly relevant to the issue you have chosen. Ideally, you will want to find authors whose work represents some of the main ideas that are circulating on this subject today. The idea is to get a sense of what the existing positions and debates are on this issue, and to see what may be lacking in contemporary discussions of this topic.

Once you have read these articles, review and develop your own critique of them. Your task here is to first to briefly state the main argument of each author, ultimately describing to the reader the basic positions that are out there on this topic. This does not mean that you are expected to restate every detail in each article. Your task in this regard is instead to simply extract from these writings the primary line of reasoning underlying the work of each individual you have studied. You may find that a few of the articles espouse a similar viewpoint, and you can group them accordingly, or you may find that each has a slightly different take on the issue, and you can convey that in your review as well.

Secondly, included in this portion of the project should be your reaction to these articles. Do they capture the aspects of your issue in an insightful way, or are they lacking in some respects? What do you feel can be added to the research that has been done thus far on this topic?

Part III - Observations

After you have spent some time gathering information and observations on this subject, your task is then to write these down in a way that hopefully sheds some light on the question you were asking. You may want to begin this section of the project by stating what your initial ideas were and by explaining why you chose to approach the inquiry the way you did. Then simply convey to the reader what it was that you saw or what your responses were if based on interviews. You are not expected in this section to draw any conclusions on this issue, but only to describe the aspects of your experience that were relevant to your topic.

Part IV - Analysis and Conclusion

In this section, you can finally explain what you have found in a way that goes beyond merely describing your observations. Here, you want to develop some sort of an assessment of what these observations mean. What insights did you gain from this experience? Did you find that your initial assumptions were validated, or did you encounter some unexpected findings? What conclusions can you draw from this?
QUICK STYLE GUIDE FOR STUDENT WRITING SOCIOLOGY PAPERS

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:**


--------. 1947b. “Systems in Qualitative Variables when some of the Variables are

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