RACE AND ETHNIC RELATIONS
Sociology 277

Spring 2011
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Office hours:
Tues. & Thurs. 10am-12pm
or by appointment
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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 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 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: 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 and participation in discussion groups will be monitored. Class participation and attendance 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. 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 if a previous reading needs to be removed.

List of required books to be purchased are below:


Recommended, but not required

GROUP PRESENTATION/RESEARCH PROJECT: The goal of this project is to investigate and present some research on one of five race and ethnic group (American Indians, African Americans, Jewish Americans, Asian and Pacific Islanders and Latino
Hispanic) that interests you and your fellow students. The range of topics in this area are huge (e.g., focus on a group or relations between groups or racial attitudes, expansion of a topic associated with assigned readings, and so on). Therefore, it is expected that 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). Each student will be given the opportunity to sign up for one of five groups. It is the responsibility of each group to identify a topic and present to the class. Each student is expected to participate in the presentation on some aspect of the topic. Each student will also be responsible for contributing to a final report on this topic. This paper should be informed by insightful literature on the subject and the completed version must not exceed fifteen pages. You are expected to consult sources outside of the assigned readings. Resources need to be referenced at the end of the paper. Please follow the approved APA (American Psychological Association) format for references/bibliography (see examples on pages 12-15).

Presentations on these topics will be given during the last two weeks of the semester with each group taking one class to present their findings/issue. Specifics about the presentations will be given in the near future.

The group presentation/project will be 20% of your final grade.

**SHORT ESSAYS.** You will be expected to complete three short 2-3 page reviews/critiques of the three books we will examine. Details or specifics of the reviews are forthcoming.

1. McDermott’s *Working Class: The Making and Unmaking of Race Relations* (Due February)
2. Charles’ *Won’t You Be My Neighbor?* (Due March)
3. Telles and Ortiz’s, *Generations of Exclusion: Mexican Americans, Assimilation, and Race* (Due April)

Each essay is worth 10% of final grade

**EXAMS:** There will be two examinations. The first exam is a mid-term in class exam, which scheduled for Friday, March 25. The second exam is a two-hour final. This exam is to be given during exam week. This is scheduled for Thursday, May 19th at 9 to 11 am. Each exam is worth 20% 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>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>30%</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 author's 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
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.

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

INTRODUCTION

WEEK 1: FEBRUARY 7, 9, 11: 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
*3. Richard Schaeffer, Chapter 1.

WEEK 2: FEBRUARY 14, 16, 18: DYNAMIC PROCESS & THEORETICAL PERSPECTIVE ON MINORITY & MAJORITY RELATIONS:

READINGS:
1. Desmond & Emirbayer, Racial Domination, Racial Progress, Chapter 2, pp. 51-76, Chapter 3, pp. 77-104
RACIAL GROUP ATTITUDES, IDENTITY AND DISCRIMINATION

WEEK 3  FEBRUARY 21, 23, 25:  RACIAL/ETHNIC GROUP ATTITUDES: Prejudice And Stereotypes

READINGS:
*2 Lawrence Bobo et al., “The Real Record on Racial Attitudes”
*3 Laurence Bobo et al. "Laissez-Faire Racism: The Crystallization of a Kinder, Gentler, Anti-Black Ideology"

WEEK 4  FEBRUARY 28, MARCH 2, 4:  RACIAL/ETHNIC IDENTITY

READINGS:

ESSAY ONE IS DUE FRIDAY MARCH 4TH

WEEK 5  MARCH 7, 9, 11:  INSTITUTIONAL RACISM, HOUSING & RESIDENTIAL SEGREGATION

READINGS:
*1. Schaeffer, Chapter 3, “Discrimination”
3. Camille Charles, *Won’t You Be My Neighbor?* (all)

WEEK 6  MARCH 14, 16, 18  RESIDENTIAL SEGREGATION

ESSAY TWO IS DUE FRIDAY MARCH 18
WEEK 7  MARCH 21, 23, 25  ENVIRONMENTAL RACISM

READINGS
1. Desmond and Emirbayer, pp. 247-250.
*2. Robert Bullard, "Anatomy of Environmental Racism and
   Environmental Justice".

***** MID-TERM EXAMINATION FRIDAY, MARCH 25. *****

WEEK 8  MARCH 27-APRIL 4  FALL RECESS

WEEK 9  APRIL 4, 6, 8  POLITICS & ECONOMIC DISCRIMINATION

READINGS:
1. Desmond and Emirbayer, Chapter 3 & 4, pp. 150-201.
*2. K. Neckerman & Joleen Kirschman, "We'd Love to Hire Them,
   But..."

WEEK 10  APRIL 11, 13, 15  EDUCATIONAL RACISM:

READINGS:
1. Desmond & Emirbayer, *Racial Domination, Racial Progress*,
   Chapter 7, pp. 299-348.
2. Markus and Moya, “Structured for Failure: Race, Resources, and
   Student Achievement”, pp. 295-321.

GROUP PROPOSAL FOR RESEARCH PROJECT DUE: APRIL 15

WEEK 11  APRIL 18, 20, 22  CRIME & PUNISHMENT

READINGS:
3. Desmond and Emirbayer, pp. 249-298
4. Markus and Moya, “Racialized Mass Incarceration: Poverty,
   Prejudice and Punishment”, pp. 322-358.

WEEK 12  APRIL 25, 27, 29  IMMIGRATION & EUROETHNICITY:

READINGS:
*2. Telles & Ortiz, *Generations of Exclusion*, all
WEEK 13  MAY 2, 4, 6: PRESENTATION ON RACIAL ETHNIC GROUPS: American Indian, African American Latino Americans

READINGS:

ESSAY 3 DUE FRIDAY, MAY 6

WEEK 14  MAY 9, 11, 13 PRESENTATION ON RACIAL/ETHNIC GROUPS: Jewish American, Asian & Pacific Islander Americans

READINGS:

Jewish Americans
2. Richard Schaefer, Racial and Ethnic Groups, Chapter 14

Asian and Pacific Islander Americans

WEEK 15  MAY 14-17  READING PERIOD

***** RESEARCH PROJECT DUE: TUESDAY, MAY 17TH *****

MAY 18-22  EXAM PERIOD

**** FINAL EXAMINATION: THURSDAY, MAY 19TH FROM 9-11 AM ****
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:**


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