

RACE AND ETHNIC RELATIONS

Sociology 277

Fall 2005

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appointment

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Tues. & Thur. 9-11 AM,

1:15-2:15 PM or by

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COURSE DESCRIPTION:

The objective of this course to introduce and review the nature of relationships between racial and ethnic groups and what consequences these have for their relative positions and behavior in society. This is approached in several different ways. First, we explore the concepts, perspectives, and research traditionally identified with majority and minority group relations in sociology. Secondly, we examine the nature of intergroup attitudes and discrimination and their role in the creation and maintenance of majority-minority relations in society. Thirdly, we explore the above within the contexts of historical and institutional experiences (e.g., political, educational, economic, cultural, etc) 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. This is not to say, however, that other perspectives and ways of viewing these relations will not be observed.

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. It is because of this complexity that it makes it such a difficult process to explore.

Goal 4: Appreciation for Diversity: In the process of exploring the experiences and conditions of racial and ethnic groups in our world, the courses objective for you is to gain a greater understanding, appreciation, and respect for the significance of race and ethnicity in social relations in the United States and globally.

COURSE FORMAT:

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, project presentations, 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 and participation in discussion groups will be monitored. Class participation is worth 15% 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. 4-7). Each member of the class is expected to read the material and be prepared to discuss it in class. 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 :

1. Richard T. Schaefer, *Racial and Ethnic Groups*(10th Ed.). New Jersey: Pearson Prentice-Hall, 2006.
2. Roberto Suro, *Strangers Among Us: Latino Lives in a Changing America*
3. Fergus M. Bordewich, *Killing the White Man's Indian: Reinventing Native Americans at the end of the Twentieth Century*, New York: Anchor Books, 1996.
4. Karen, Brodtkin, *How Jews Became White Folks and What That Says About Race in America*, New Jersey: Rutgers University Press, 1998.
5. Mia Tuan, *Forever Foriegners or Honorary Whites: The Asian Ethnic Experience Today*. NJ: Rutgers University Press, 1998.

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 page 8& 9). You are to consult at least four 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 10-12). **The final paper is due Wednesday, December 14**

Group Facilitation, Presentation and Discussion: Each student will work within a group of students exploring research and issues relating to the experiences of one of the seven racial and ethnic communities listed below. Assigned readings will provide a focal point for each group's presentation and discussion. However, the research and presentation may cover any issue or a variety of issues as they relate to one of the communities (such as intergroup attitudes, stereotypes, discrimination, institutional racism, or family, religious, cultural, and gender issues within or between groups). Each group will serve as a "panel of experts" responsible for providing information on the racial/ethnic group of interest. Moreover, this presentation is to be

used to facilitate discussion on the topic for the rest of the class. Each student is expected to participate in conducting research and preparing for the presentation and discussion. Two weeks prior to each presentation, I will meet with the group to discuss the presentation content and outline. A week before the presentation the group is expected to provide an outline of their presentation and content to be covered to be distributed to the class. For this to be success it is important for students to work cooperatively.

1. Euro-American and other Immigrant groups
2. American Indian/Native Americans
3. Blacks/African-Americans
4. Latino/Hispanic Americans (Puerto Ricans, Mexican Americans, Cubans, etc.)
5. Jewish Americans
6. Asians and Pacific Islanders (Japanese, Chinese, Filipino, Korean, Asian Indian, etc.)
7. Arab Americans

Upon completion of the project, the group will provide a written summary of their presentation. This summary should be **no more than ten pages in length**, typed and double-spaced. Title, references and footnotes or endnotes are to be included. At least three sources other than assigned readings should be consulted and included in the references. Please follow the approved American Sociological Review (ASR) format for references/bibliography.

Summaries are due a week after the groups presentation.

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, October 14**. 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. Like the mid-term, questions will be given a week in advance of the due date. The exam is to be completed by **12 noon on Wednesday, December 21**. 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:

Midterm & Final Exams	50%
Individual Research Project	20%
Group Project/Presentation	15%
Class Participation	15%
Total	100%

TOPICS AND ASSIGNMENTS

(*Indicates reading is on Blackboard for this course)

- * If you have not accessed Blackboard before, please follow these steps:
1. Go to the Oberlin On-Line homepage: <http://www.oberlin.edu/>
 2. Locate "QuickLinks" on left hand side of your screen.
 3. Click on "QuickLinks" and select "Blackboard?" from list of link options.
 4. In Blackboard, on left side of screen, select "Login".
 5. Your login name is the same as the one you use to login for email -- enter your login name and proceed to the next section.
 6. To create your password, click on the link below login section marked "Forgot your password?" and follow instructions.
 7. To access the class readings and other materials, you will be presented with a "Course Catalog" page.
 8. Scroll down to the section for "Sociology" and left click on this.
 9. On the next screen scroll down to the course "Race and Ethnic Relations" and left click on this.
 10. To the left of your screen a number of options will appear. Left click "Documents"; this will take you to the list of readings for the course. Select as needed.

If you have trouble using the Blackboard site, please email octet@oberlin.edu or call Albert Borroni at x58345.

WEEK 1: September 7, 9: INTRODUCTION TO RACE & ETHNIC RELATIONS:

Sociology and the study of race/ethnic relations: Focus on concepts: Race, Ethnicity, Racism, and others.

Readings:

1. Richard Schaefer, *Racial and Ethnic Groups*, Chapter 1.
- *2. John Stone, Chapter 1 & 2, *Racial Conflict in Contemporary Society*.
- *3. Joe Feagin and Herman Vera, *White Racism: The Basics*. (New York: Routledge. 1995), Preface, Chapt.1,2.

Video: Race: The Power of an Illusion

WEEK 2: September 12,14,16: DYNAMIC PROCESS OF MINORITY AND MAJORITY RELATIONS (MODELS / PERSPECTIVES): Integration approaches:

Assimilationism, Pluralism, and Class

Readings:

1. Richard Schaefer, *Racial and Ethnic Groups*, Chapter 1.
- *2. John Stone, *Racial Conflict in Contemporary Society*. Chapters 3 & 4
- *3. Michael Omi and Howard Winant, *Racial Formation in the United States*, Introduction and chapter 1-3, (2nd Edition)

WEEK 3 September 19,21,23: MODELS/PERSPECTIVES CONTINUED: Racial Formation, Interlocking system of race, gender and class, critical race theory and other approaches to race and ethnicity

Readings:

- *1. John Stone, *Racial Conflict in Contemporary Society*. Chapter 5 & 6
- *2. Omi & Winant, *Racial Formation in the United States*.(2nd Edition), chapters 4 & 5.
3. Richard Schaefer, *Racial and Ethnic Groups*, Chapter 15

**WEEK 4 September 26,28,30: RACIAL/ETHNIC GROUP ATTITUDES:
Prejudice and Stereotypes**

Readings:

1. Richard Schaefer, *Racial and Ethnic Groups*. Chapter 2.
- *2. Elliot Aronson, "Causes of Prejudice"
- *3. John Duckitt, *The Social Psychology of Prejudice*, Chapters 1-4. 10. (PC)
- *4. Laurence Bobo et al. "Laissez-Faire Racism: The Crystallization of a Kinder, Gentler, Anti-Black Ideology"

Video: A Class Divided

**WEEK 5 October 3,5,7: DISCRIMINATION: INDIVIDUAL AND
INSTITUTIONAL Focus on discrimination in education,
employment, residential segregation, environmental racism.**

Readings:

- *1. Richard Schaefer, *Racial and Ethnic Groups*, Chapter 3
- *2. Joe Feagin, "The Continuing Significance of Race: Anti-Black Discrimination in Public Places "

Residential Segregation

- *4. Douglass Massey, "American Apartheid: Segregation and the Making of the Underclass", Chapters 1 and 2
- *5. Reynolds Farley et al., "Stereotypes & Segregation"
- *6. Judith DeSena, "Local Gatekeeping Practices and Residential Segregation"

******* PROJECT SUMMARY DUE FRIDAY, OCTOBER 7*****
(ONE PAGE SUMMARY OUTLINING PROJECT)**

WEEK 6 October 10,12,14: INSTITUTIONALIZED RACISM CONT'D

Readings:

Environmental Racism

- *1. Robert Bullard, "Anatomy of Environmental Racism and Environmental Justice".

Employment Discrimination

- *2. K. Neckerman & Joleen Kirschman, "We'd Love to Hire Them, But..."

Educational Racism

- *3. Joe Feagin, " The Continuing Significance of Racism: Discrimination Against Black Students in White Colleges"

******* MID-TERM EXAMINATION DUE Friday, October 14. *******

RACIAL/ETHNIC COMMUNITIES: HISTORY AND CONTEMPORARY ISSUES

- WEEK 7** **October 17,19,21: IMMIGRATION & EUROETHNICITY:**
Readings:
1. Richard Schaefer, *Racial and Ethnic Groups*, chaps. 4 & 5.
*2. Alejandro Portes et al., *Immigrant America: A Portrait*, Chapter 1

Video: Possibly, “America Becoming”
- WEEK 8** **October 22-30 Fall Recess**
- WEEK 9** **October 31, November 2,4: AMERICAN INDIAN COMMUNITY**
Readings:
1. Richard Schaefer, *Racial and Ethnic Groups*. Chapter 6
2. Fergus M. Bordewich, *Killing the White Man's Indian: Reinventing Native Americans at the end of the Twentieth Century (all)*
*3. Paula Gunn Allen: "Issues and Struggles Facing American Indian Women Today", pp. 42-46 in Anderson and Collins, *Race, Class and Gender*.
- WEEK 10** **November 7,9,11: AFRICAN AMERICANS**
Readings:
1. Richard Schaefer, *Racial and Ethnic Groups*, Chapter 7 & 8
*2. Mel Oliver and Thomas Shapiro, "Introduction" and "Story of Two Nations"
*3. Joe Feagin and Melvin Sikes, *Living with Racism: The Black Middle-Class Experience*, Chapter 1.
*4. Gretchen Reynolds, "Rising Significance of Race".
- WEEK 11** **November 14,16,18: AMERICAN JEWISH COMMUNITY**
Readings:
1. Richard Schaefer, *Racial and Ethnic Groups*, Chapter 14
2. Karen, Brodtkin, *How Jews Became White Folks and What That Says About Race in America, all.*
*3. Milton Morris et al., "The Turbulent Friendship: Black Jewish Relations in the 1990's"

Video: “Blacks and Jews”
- WEEK 12** **November 21,23: LATINO/HISPANIC AMERICAN COMMUNITIES**
Readings:
1. Richard Schaefer, *Racial and Ethnic Groups*, chapters 9 & 10
*2. Alejandro Portes and Cynthia Truelove, "Making- Sense of Diversity"
3. Roberto Suro, *Strangers Among Us: Latino Lives in a Changing America* all

WEEK 13 November 28,30, December 2: ASIAN AMERICAN/PACIFIC ISLANDER COMMUNITIES.

Readings:

1. Richard Schaefer, *Racial and Ethnic Groups* , Chapters 12 &13
2. Mia Tuan's, *Honorary Whites or Forever Foreigners?* (all)
- *3. David Mura, "Strangers in the Village", pp. 1-20 in Anderson and Collins, *Race, Class and Gender*.

Video:TBA

WEEK 14 December 5,7,9: ARAB AMERICAN COMMUNITY

Readings:

1. Richard Schaefer, *Racial and Ethnic Groups* , Chapt 11

WEEK 15 December 12,14 :RACE AND ETHNIC RELATIONS IN THE COMPARATIVE CONTEXT

Readings:

1. Richard Schaefer, *Racial and Ethnic Groups*. Chapters 16

******* WRITTEN PROJECT DUE: Wednesday, December 14th *******

WEEK 16 December 16-18 Reading Period

FINAL EXAMINATION DUE: Wednesday, December 21 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 **Wednesday, October 14.**

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 maybe 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:
First use: "The Current Population Survey (CPS) includes . . ."
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

Mason, Karen O. 1974. *Women's Labor Force Participation and Fertility*. Research Triangle Park, NC: National Institutes of Health.

U.S. Bureau of the Census. 1960. *Characteristics of Population*. Vol. 1. Washington D.C.: U.S. Government Printing Office.

Berlin, Gordon and Andrew Sum. 1988. *Toward a More Perfect Union: Basic Skills, Poor Families, and our Economic Future*. New York: Ford Foundation.

Journal Articles:

Conger, Rand D. Forthcoming. "The Effects of Positive Feedback on Direction and Amount of Verbalization in a Social Setting." *Sociological Perspectives*.

Goodman, Leo A. 1947a. "Exploratory Latent Structure Analysis using both Identifiable and Unidentifiable Models." *Biometrika* 61: 215-31.

-----, 1947b. "Systems in Qualitative Variables when some of the Variables are Unobservable, Part I – A Modified Latent Structure Approach." *American Journal of Sociology* 79: 1179-1259.

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:

Clausen, John A. 1972. "The Life Course of Individuals." Pp. 457-514 in *Aging and Society*, vol. 3, *A Sociology of Age Stratification*, edited by M. W. Riley, M. Johnson, and A. Fotner. New York: Russell Sage.

Unpublished Manuscripts:

Osterman, Paul. 1990. "Welfare Participation in a Full Employment Economy: The Impact of Family Structure and Neighborhood." Massachusetts Institute of Technology, Cambridge, MA. Unpublished manuscript.

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

Becker, Howard S. 1986. *Writing for the Social Sciences*. Chicago, IL: University of Chicago Press.

The Sociology Writing Group. 1998. *A Guide to Writing Sociology Papers*. 4th ed. New York: St. Martin's Press.

Krenzin, Joan and James Kanan. 1997. *Handbook of the Mechanics of Paper, Thesis, and Dissertation Preparation*. 2nd ed. Washington D.C.: American Sociological Association.