

Case Western Reserve University, Ohio
 SOCI 302 Race and Ethnic Minorities in American Society
 Fall semester, 2009
 Tues/Thurs 2:45-4pm
 Clark Hall/ Room # 309
 Tanetta Andersson, M.A., Instructor
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 Office hrs: 11:30-1pm, Tues & Thurs

Racial and Ethnic Minorities in American Society

Diversity may be the **hardest thing** for a **society** to live with, and **perhaps the most dangerous thing** for a society **to be without**~ William Sloane Coffin



Each of us, helplessly and forever, **contains the other**—**male** in female, **female** in male, white in **black** and black in **white**. We are **part** of each other ~ James Baldwin

Course description:

Has the United States become a melting pot of ethnic groups or does it remain a salad bowl? American society is uniquely diverse in its ethnic and racial composition. This diversity has influenced much of American history and had substantial impact on the structure of social organization of present day society. This course familiarizes students with basic concepts of race and ethnicity, relevant theories and their applications to critical issues.

Course aims:

Students will understand the sociological perspective (e.g., structural, systematic, critical). In class discussion, lecture, films, group activities, and guest speakers, students will apply this understanding through various theoretical approaches within the discipline of sociology. Religion and science have been used to justify racial stratification in U.S. society, but we will learn that racial categories lack any scientific foundation. Like other social categories (i.e., gender, sexuality), racial classifications are socially constructed. Other key concepts for students will include scientific racism, dominant vs. subordinate group membership, racial formation, prejudice, stereotypes, racial profiling, de jure and de facto discrimination, jim crow racism, color blind racism, symbolic ethnicity, white privilege, respectable bigotry, & racial inequalities in health, and finally, social change. Understanding Asian American, American Indian, Latino American, and African American racial and ethnic group contexts students will be challenged to think about the interaction of these concepts at the individual, group, and societal levels

*Some themes in this course are socially sensitive. Consequently, **respect** towards all individuals' viewpoints will be emphasized in the classroom.

Prerequisites: SOCI 101, Introduction to Sociology

Required Text:

Race and Ethnic Groups. (2010). Schaefer, R. T. Prentice Hall: Upper Saddle River, NJ. 12th Ed. ISBN-10: 0205683665 ISBN-13: 9780205683666

"Why are all the Black Kids Sitting Together in the Cafeteria?": And Other Conversations about Race. (2003). Daniel Tatum, B. Basic Books: New York, NY. ISBN-13: 978-0465083619

All other readings will be available via Blackboard and indicated by BB in syllabus.

I FORMULATE THAT RACE IS A SOCIAL CONSTRUCTION. RACE IS JUST A HEGEMONIC STATE, ONE THAT PEOPLE UNCONSCIOUSLY DICTATE AND COMMEMORATE, I WAS NOT BORN TO DISCRIMINATE, NOT BORN TO ERADICATE, NOT BORN TO BLINDLY HATE. RACE IS NOT INNATE. I BELIEVE THAT RACE IS A SOCIAL CONSTRUCTION. I SAY, "WAIT! THIS IS MY PHYSICAL TRAIT, BUT IT SHOULD NOT DETERMINE MY LIFE'S FATE, SHOULD NOT CONNOTATE MY GOIN' RATE, 'CAUSE I WORK HARD TO GET MY FULL PLATE." I DON'T FALL FOR THE BAIT OF THE RACIAL MENTAL STATE BECAUSE I EQUATE THAT RACE IS NUTHIN' BUT A SOCIAL CONSTRUCTION. ONE WE SHOULD NOT VENERATE. NOW, DON'T BE SEDATE AND THINK "I'LL JUST HIBERNATE AND SETTLE FOR A STEAK HALF BAKE" YOU AND I SHOULD DEMODULATE AND ELIMINATE, AND IN DOING SO, LIBERATE AND INVIGORATE, 'CAUSE I FORMULATE THAT RACE IS A SOCIAL CONSTRUCTION.

Course requirements:

To complete this course, you must satisfy the following requirements: Read all assigned material. Students are responsible for all materials presented in text, class notes or handouts.

Grading:

2 exams (50%), 1 short paper (15%), worksheets/quizzes (15 %), in-class presentation (15%), attendance & participation (5%).

In-class worksheets will assess students' grasp of concepts elaborated through readings, in-class discussion & films. Two or three unannounced in-class writings will be given to make sure students are keeping up with the readings. No make-up assignments will be offered for missed worksheets or quizzes unless you have formal documentation for your absence from class (e.g., med school interviews, etc). Midterm and final exams will consist of T/F, multiple choice, and short essay format (the final exam will not be comprehensive). Exam questions will be drawn from texts, lecture, and in-class activities. A short paper assignment will be announced in class and via Blackboard. The short papers topic will require students to analyze and apply specific concepts from course materials. Briefly, the in-class presentation assignment will be to consider at least 2 course concepts/theories/terms explored in course materials in relationship to recent local/national/global events and discuss ideas with peers during an in-class presentation. A detailed handout will be distributed for this assignment, including specifications for topic and outline to be developed with instructor's feedback over the course of the semester.

Reading & Studying

Central themes and questions from the readings are italicized at the beginning of each chapter in this syllabus. Pay close attention as these are specifically included to **guide** your reading and preparation for class discussion, exams and papers.

Attendance and Class participation

Attendance is mandatory--*be sure to initial the in-class attendance sheet, especially if you are late to class (initial at end of class)*. It is the student's responsibility to obtain class notes from a fellow student for any missed classes. For students with multiple unexcused absences, final grade will be lowered. Please inform me beforehand if you will be absent from class (e.g. student-athlete, or commuter issue, or other issue preventing coming to class). If an exam is missed, the instructor must receive *notification by email (preferably) or phone* *before* the scheduled exam. Missed exams must be made up *prior to the next class meeting* through special arrangement with the instructor. Any students requesting a make-up exam may be required to provide documentation of extenuating circumstances that interfere with taking the exam as scheduled.

**Also, the syllabus is subject to change (readings, assignments, etc.). To maintain the integrity of the course, the instructor reserves the right to change this syllabus. Please pay close attention to class announcements made either in class or via Blackboard.

Other class room guidelines:

*Please mute your cell phone before class. My policy is if it rings during class, I answer it!

Disability Resources

If you are a student with accommodation needs, please feel comfortable in seeing me about your needs or meeting with the coordinator of Disability Resources to arrange such accommodations.

Course schedule and assignments:

RACIAL AND ETHNIC MINORITIES: SOCIOLOGICAL PERSPECTIVES

SOCIOLOGICAL PERSPECTIVES & SEEING, TALKING, THINKING ABOUT RACE

Week 1 (Aug 25 & 27th) & Week 2 (Sept 1 & 3rd)

Introductions & course logistics; How does the sociological perspective expand

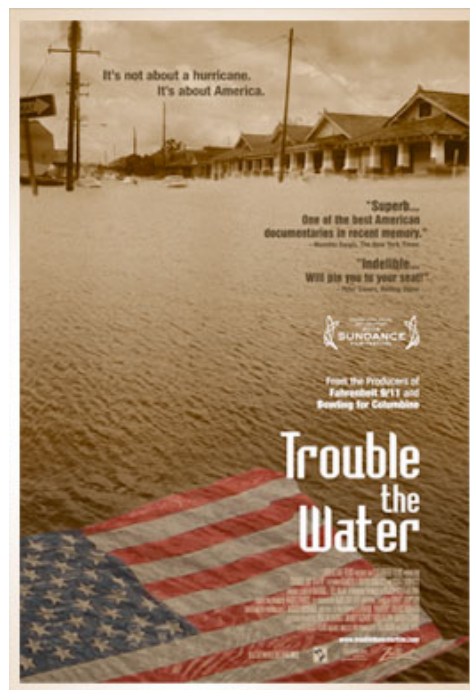
Katrina, Black Women, and the Deadly Discourse on Black Poverty in America, BB

How did scientific racism perpetuate myths about race; How does the U.S. census reveal that race is socially constructed? What do sociologists mean when they say race is a social construct? What is the process of racial formation? What are national and international examples of stages along the intergroup relations continuum? Andersen and Collins emphasize, 'diversity' is a term that is popularly used but loosely understood. What is the difference between comparative vs. relational and additive vs. multiplicative models of difference (A & C)? How does the matrix of domination view societal discourses of colorblindness, diversity, and multiculturalism (A & C)?

Chap 1 Understanding Race and Ethnicity due
"Why race, class, and gender still matter" (pgs. 1-16),
Andersen & Collins, BB



Race: The Power of an Illusion (Part 1)



Which man looks guilty? If you picked the man on the right, you're wrong.

Wrong for judging people based on the color of their skin. Because if you look closely, you'll see they're the same man. Unfortunately, racial stereotyping like this happens every day. On America's highways, police stop drivers based on their skin color rather than for the way they are driving. For example,

Introduction, Chaps 1 & 2, Tatum

Week 3 (Sept. 8 & 10th) & Week 4 (Sept. 15 & 17th) Prejudice

What forms does prejudice often take? How are prejudice and discrimination both related and unrelated to each other? What is the role of social context in this distinction? How do sociologists both theorize and measure prejudiced racial attitudes? Why does Tatum use the metaphor of smog to describe prejudice? How does Tatum's definition of racism differ from our textbook's definition? According to Tatum, why can't minority group members be racist?

Chap 2, Prejudice

"Racist Stereotyping in the English Language", Moore, BB

“Walking the Talk? What employers say versus what they do”, Pager & Quillian, American Sociological Review, 2005, BB



Ethnic Notions

In-class guest speaker: Shakyra Diaz, racial profiling

Week 5 (Sept. 22 & 24th) & Week 6 (29th & Oct 1st) Discrimination

Why might people feel disadvantaged, even though their incomes are rising and their housing circumstances have improved? What is the difference between absolute and relative deprivation? How has the practice of redlining impacted wealth inequality? Why does racism persist if few in our society claim to be “racist”? What social policies have been created to remedy the legacy of discrimination? Distinguish between glass ceilings and glass walls. How do they differ from more obvious forms of employment discrimination?

Chap 3 Discrimination (omit pg. 75-79, we will read them later)

In the eye of the beholder: Racial beliefs and residential segregation, Bu Bois Review, 2008, BB

Chaps 3, 4, 5, Tatum



The House We Live In



The United States has been called the melting pot of the world. But it seems to me that the colored man either missed getting into the pot or he got melted down.--Thurgood Marshall



ETHNIC AND RELIGIOUS SOURCES OF CONFLICT

Week 7 (Oct 6 & 8th) & Week 8 (Oct 13 & 15th) Immigration

Historically, what deep value conflicts are reflected in U.S. immigration policies? What were the social and economic issues when public opinion mounted against Chinese immigration to the United States? How does analysis of the Chinese immigrant experience illustrate relational models of difference (Espiritu)? Why is the melting pot a

fictitious image? Consider how your ancestors arrived in the United States and also how your family's past has been shaped by other immigrant groups. How does Massey's works suggest about the border fence?

Ideological racism & cultural resistance, Espiritu, A & C
"Seeing more than black and white," Martinez, AC



Chinese experience

Field trip: Maltz Museum, Beachwood, Oh
MIDTERM EXAM

Week 9 (Oct 22) & Week 10 (Oct 27 & 29th)

Ethnicity & Religion-Oct 19 & 20th Fall Break !!#\$\$%@!

Why does symbolic ethnicity lead to an asymmetry between racial and ethnic identities? What costs to society result from symbolic ethnicity? How does McIntosh define white privilege? Can you identify the positive and negative aspects of your privilege? Why is it that Whites can easily reach adulthood without thinking much about their racial group? What is respectable bigotry? What are the myths around affirmative action? Should the term reverse discrimination exist in the English language?

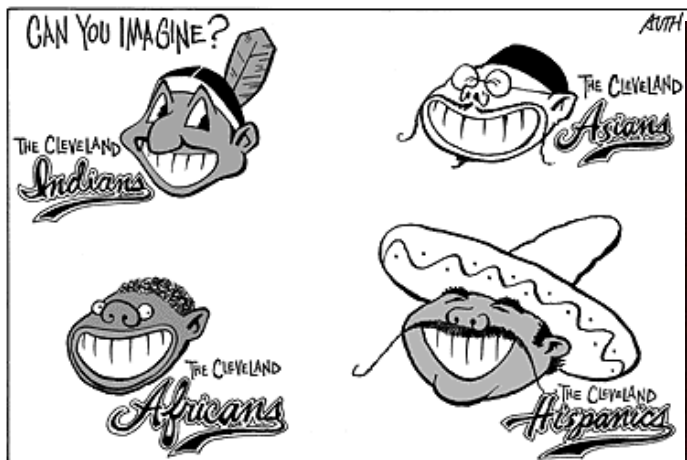
Chap 5 Ethnicity and religion, Schaefer
Chap 3 Discrimination (pg. 75-79), Schaefer
"White privilege", McIntosh, A & C
"Optional ethnicities", Waters, A& C
Chaps 6 & 7 Tatum



True Colors/White Privilege



"I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth" ~ Peggy McIntosh



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U.S. RACIAL AND ETHNIC MINORITY GROUPS

Week 11 (Nov 3 & 5th) & Week 12 (Nov 10 & 12th) Native Americans Native American Heritage Month

What are the concerns of American Indians living on reservations and those living in urban areas? What appears to be the sports fans and players reactions to Native American protests against the use of native names images, and symbols by sports teams? Who does Churchill view as responsible for the continued use of Native Americans names and images by sports teams?

Chap 6 The Native Americans, Schaefer

“Crimes against humanity”, Churchill, BB

First person: Not for Sport, BB



Film: “In whose honor?”

Week 13 (Nov 17 & 19th) African Americans

Today

To what degree have the civil rights movement initiatives in education been realized, or do they remain unmet? According to Bonilla-Silva, how do “sincere fictions” contribute to color-blind racism?

Chap 8 African Americans Today, Schaefer



America Beyond The Color Line/Color Adjustment

“Racism without ‘racists’”, Bonilla-Silva, BB

Other readings: TBA

Nov. 19th: Short Paper due in class



RACE, ETHNICITY, & SOCIAL CHANGE:

Week 14 (Nov 24th) Thursday, NO CLASS Happy Thanksgiving!

What does it mean to be actively antiracist? Where is your sphere of influence?

Chaps 8, 9, & 10, Tatum

Kivel, BB

Outline for in-class presentation due on Nov 24th in class!

Week 15 (Dec 1 & 3rd)

In-class presentations

Week 16 (Dec) Finals week

Reading Day, Dec 8th.

Review **via group mural**. Instructor available for appointment & to answer any questions before the final. **Final exam: Dec 8th, 12:30-3:30**