

Race and Ethnic Relations in the United States Sociology 3900, sec. 001

Tuesday and Thursday 1:00 to 2:15, Allwine 301

Instructor: Thomas Sanchez

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Office hours: T/R 10:00- 11:00 and 4:00 to 5:00

Thurs. 10:00-11:00 **AND BY APPOINTMENT.**

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Course Objective:

This class is structured to expose the student to areas of “race” and “ethnicity” and their effects on people’s everyday lives. We will examine both the group and individual lives of different people(s) with the focus on the main “racial/ethnic” groups represented in the United States including White Ethnic Americans, African Americans, Latinos, American Indians and Asian Americans. We will examine both oppression and resistance. We will look at myths and stereotypes and how they came to be; but also how we (as individuals and as groups of individuals) came to believe in them and the credibility of such beliefs. The class will also analyze other areas including gender, socioeconomic class, nationality and sexuality and their relations to the areas mentioned above. The main objective is to see how *our* world connects with the lives and world of others and how terms like race and ethnicity structure, and are structured by that connection.

Format

Class will be a combination of lectures, discussion, videos and guest speakers, however, **the majority of the class will be discussion.** We will learn from each other with the readings serving as a guideline. I believe that I can share with you in terms of my educational training and personal experience but I also believe that you all have much to share with each other and with me. Although there will be lectures and guest speakers, the bulk of the classroom time will be spent discussing the required readings, videos, guest speakers, current events and personal experiences.

Because a class such as this raises many sensitive and controversial issues, it is important to remember that you will not always feel “comfortable” in this course/classroom. At times you may feel angry which is not only okay but normal. The issues covered in this class are not often discussed openly or they are discussed without knowledge of the “facts”. These issues are also at times very personal and evoke passionate responses as we are all affected by them in one way or another. When you feel strongly about a particular topic I would encourage you to examine where your feelings are coming from and talk about this in class – you really can learn a great deal about yourself and others in this way. If you cannot, or do not wish to, talk about your feelings in class do not hesitate to come to talk to me outside class or to share your thoughts via email. Although you may experience strong emotions in this class, this is never an excuse to be disrespectful to any member of the class, inside or outside the classroom.

Text and Required Materials

Cornell, Stephen and Douglas Hartman. 2007. Ethnicity and Race: Making Identities in a Changing World. (2nd ed.) London: Pine Forge Press.

Andersen, Margaret L. and Patricia Hill Collins, eds. 2013. Race, Class and Gender: An Anthology. (8th ed.) NY: Wadsworth.

Recommended text:

Lunsford, Andrea A. 2011. The St. Martin’s Handbook (7th ed.) NY: Bedford/St. Martin’s (or any other writing manual such as the one you used in composition classes)

Course Requirements and Grading

Class participation/discussion/attendance	50 points
Discussion leader	25 points
Media presentation	25 points
In class assignments (quiz/reaction etc.)	25 points
Ethnic biography	50 points
final paper/research project	125 points
3 tests (1 st test 50 pts, 2 nd , 3 rd 75 pts.)	200 points
Total	500 points

Grades: 490 to 500 points A+, 489 to 460 A, 459 to 450 A-
 449 to 440 points B+, 439 to 410 B, 409 to 400 B-
 399 to 390 points C+, 389 to 350 C,
 349 to 340 points D+, 339 to 310 D, 309 to 300 D- and below 300 is failing

You are expected to attend every class and I will take attendance. An absence is an absence and there is no difference between excused and unexcused. Your fourth absence will result in a 5% reduction (25 points) of your final grade, five 10% (50 points) off and YOU CANNOT PASS THE CLASS WITH SIX ABSENCES

Class Participation – Reading and Discussion 50 points

You are expected to complete the assigned readings prior to the day they are scheduled for class and to come to class prepared to discuss questions or make statements of educated opinion about the articles. You should take notes. **IT IS IMPERATIVE THAT YOU READ THE ASSIGNED READINGS BEFORE THE DATES THEY ARE TO BE DISCUSSED AND TAKE NOTES ON THOSE READINGS.** You should review your notes before each class so you can participate in meaningful discussions. You will be expected to ask relevant questions about the readings and other topics you do not understand and discuss the topics you know about and understand from the readings. You should always be thinking about your biographical relationship to the class discussion topics. How are these readings related to you and your life? What do you understand? What is hard to understand well? Why is it hard for me to relate to the reading and what is different about my Social Location that makes it hard. Etc. You must be in class to participate. ANY absence takes away from your participation grade. This includes coming in late and leaving early or missing class time for any reason.

Discussion Leader – 25 points

Discussion should include, the primary claim(s) of the section. For each section or article, sum it up in a sentence or short paragraph and make an outline of the relevant claims and main ideas. Include your perception of the quality of the evidence to support the author’s claim. If you want an “A” here be sure to have good organization and clarity, something you can easily understand. Keep in mind that these are discussions of the main ideas and will not include everything from the chapter. Be sure to include what you think is important and not just what the author and/or instructor thinks is important. Some sections will include poetry or historical documents. You might not know what to discuss from these readings so you should have your thoughts on them written down and be ready to talk about them. **Hand in your notes and two multiple choice test questions (with four answers, the correct answer marked and the page numbers where we can find the answer) at the beginning of the class.** I do not want more than two pages. You can focus on one or two articles or the group as a whole.

Media Presentation – 25 points

For this assignment you will be required to find a news article related to class and to summarize

and discuss it in class. You can include your reaction to the article and whether you think the article is representing the truth. You should look for another side to the article, one not directly represented in the print but something we covered, or will cover in class or in the readings. How is this article related to class and does it confirm or disprove what was discussed in class about the articles' particular issues? Look especially for articles related to proposed legislation, either here in Nebraska or in Washington DC, as this may have the most immediate affect on our lives. The article you present should be recent as we want current events. You can also discuss a TV program, movie, music video or other visual media or something occurring on the internet. For all presentations spend 1 to 2 minutes summarizing the article/media (videos must be kept to two minutes total) and 2 to 4 minutes talking about connections to class. Be sure to define terms and cite page numbers when and where appropriate. **[THE MEDIA PRESENTATION WILL BE DONE THE SAME DAY YOU ARE DISCUSSION LEADER ALTHOUGH THE GRADES WILL BE SEPARATE]** Have fun with this assignment and use your imagination.

In class assignments – 25 points

There will be five in class assignments which will be random throughout the semester. These assignments will range from pop quizzes to reaction papers. They will require writing in class and they will be about topics, usually from the readings, that we will or have discussed that day in class. You will not be able to make up in class assignments and the lowest will be dropped.

Biography 50 points

You will complete a short autobiography on Race/Ethnicity. You will write about your life, including your family history and how that has affected you. There are some examples of ethnicity affecting lives in our readings. We will discuss this assignment well before the due date and you will be given specifics on what is expected. Then you will have the option of rewriting the assignment using my feedback and what we learn in class to expand beyond your race/ethnicity and to write more about your culture in general. In the end this is worth 10% of your final grade and should be relatively easy. You may have to ask parents, aunts, uncles, grandparents, cousins, etc. for information but most of you will not need to do library work or extra research for this. Be careful with this assignment. Be sure you take the time to think about what you want to write and review for organization and to make sure you have what you need for the grade you hope to achieve.

Final paper/Research project presentation 125 points – more on this next class period

TESTS

Tests will be a combination of multiple choice/True false and essay although it is possible that some tests will be all multiple choice/true false and others will be all essay. The first test is worth 50 points and the last two exams are worth 75 points each.

If you have any questions on these assignments or any other aspect of class please ask! All of these assignments, except those done in class, must be typed. Use twelve point type and double space everything. Use one inch margins. You will be graded on what is included in your paper not how long it is. Be sure not to plagiarize, give credit to the writings of others.

Policies

All written assignments, except those done in class, must be typed. Use ten or twelve point type

and **double space everything**. Use one inch margins. You will be graded on what is included in your paper not how long it is but the page guidelines for each assignment tell you what is expected for a good grade. *Be sure not to plagiarize, give credit to the writings of others.*

Late papers will be accepted for half credit up to one week after they were originally due. I will not accept any course work after December 11, the last day of class.

I DO NOT ACCEPT ASSIGNMENTS OVER EMAIL.

See the Schedule of Classes for policies concerning withdrawal, credit/no credit and audit. FYI - the last day to Withdraw from a general session class with a "W" is Friday, November 7, 2014 at midnight. The instructor will not withdraw any student from the class.

Special notes:

- 1) If you have a special disability and wish to discuss academic accommodations, please contact the instructor as soon as possible in order to ensure that your needs are met in a timely manner.
- 2) To avoid misunderstandings, all students are expected to uphold the academic integrity and conform to the policies and practices set forth in the section on Academic Integrity in the UNO Student Handbook. Students are also expected to avoid the appearance of impropriety by talking or having open books or notes during class activities when it would be inappropriate. Embarrassing, ridiculing, etc. another student or disrupting normal class functioning will result in dismissal from class and a grade of "F" for the course.

You are expected to attend every class and I will take attendance. An absence is an absence and there is no difference between excused and unexcused. Your fourth and fifth absence will each result in a 25 point reduction your *final* grade respectively. YOU CANNOT PASS THIS CLASS WITH SIX ABSENCES

This syllabus may be changed slightly at the instructor's discretion.

Class schedule

Week One- August

26 Introduction, syllabus and vocabulary - *Slip of the Tongue*

28 Read: Ethnicity and Race Forward and Prefaces and chapter 1 (through page 14) and Race, Class and Gender (R,C,G) Preface and article #1 (through page 20)

Week Two - September

2 Read: Ethnicity and Race Ch 2 and R,C,G articles # 2, 3 and 4 [Racial Formation Theory]

4 Read Ethnicity and Race chapter 3

Week Three - September

9 Read: R,C,G pages 37-84

11 *Race and Intelligence: Science's Last Taboo* **Ethnic Biography due**

Week Four – September

16 Read: Ethnicity and Race Chapter 4

18 Read: R,C,G articles 8, 9, 10, 11, 12

Week Five – September

23 Catch up and review

25

EXAM #1

Week Six – September/October

30 Read: Ethnicity and Race Chapter 5 (Case studies of ethnic construction)

2 *Ethnic Notions*

Week Seven – October

7 Read: R, C, G articles # 13, 14, 15, 17, and 45 (social class)

9 *People Like Us*

Week Eight – October

14 Read: R, C, G chapters 18, 20, 21, 22, 36 and 43 (gender and sexism)

16 *Killing Us Softly 4*

Week Nine – October

21 NO CLASS DUE TO FALL BREAK

23 Read: Ethnicity and Race chapter 6 and R,C, G article #16, 35

Week Ten – October

28 Read: R,C,G articles #19, 24,25,26, 37, 41 (ethnicity and nationality)

30

Exam # 2

Week Eleven – November

4 Read: R,C,G pages 265-276 articles 32 and 33

6 Read: Ethnicity and Race Chapter 7

- annotated bibliography due related to final project/paper

Week Twelve – November

11 6 Read: R,C,G articles #27, 28, 29, 30, and 39 (sexuality and heterosexism)

13 Read: R,C,G articles 47, 48, 49, 50 (education)

Week Thirteen – November

18 13 Read: R,C,G articles # 44, 23, and 3 *In Whose Honor?*

20 *A Time for Burning*

20

Week Fourteen – November

25 Read: R, C, G #56 (Arab Americans) *30 days segment on living in Arab community*

27 OFF FOR THANKSGIVING

Week Fifteen – December

2 Group presentations (2)

4 Group presentations (2)

Week Sixteen - December

9 Group Presentations (2)

11 Group presentations (1)

Final exam Tuesday December 16, 2014 1:00 to 3:00