

*Sociology 267 A –Fall 2006*  
*Race and Ethnicity*  
*M & W, 2:30-3:50 PM*  
*Maxey 332*

**Instructor:** Helen Kim

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**Office Location and Hours:** Maxey 229; Tuesdays and Thursdays 11-12 and by appointment

**Course Overview:**

This course introduces participants to theoretical and empirical research on race and ethnicity rooted primarily in the field of sociology. Not only are race and ethnicity key components of social stratification and collective organization and action but they form the foundation of individual and group identity as they are conceptualized and lived on a day-to-day basis. With these factors in mind, participants are encouraged to think about their own social location within the context of race and ethnicity on a local and global level, from a historical and current-day perspective.

Throughout the term, we will primarily focus on race and ethnicity as they are conceptualized and lived in the US. We will also pay some attention to the dynamics of race and ethnicity outside the US. Participants are encouraged to raise questions, provide examples, and draw comparisons that extend beyond the US.

**Readings:**

- \**In Search of Respect*; Philippe Bourgois
- \**Racial Formation in the United States*; Michael Omi & Howard Winant
- \**Black Identities*; Mary Waters
- \**Keepin' It Real*; Prudence Carter
- \**Forever Foreigners or Honorary Whites?* Mia Tuan
- \**The World is a Ghetto*; Howard Winant

\*\*\*In addition to these books, some readings may be placed on reserve at Penrose Library. It is your responsibility to obtain these readings. I may also pass out readings during class or refer you to readings on-line. If you have problems throughout the course of the term acquiring any readings, please let me know ASAP.

**Course Requirements:**

1) **Discussion questions (10%):** Beginning Week 2, everyone is to submit one discussion question for each session for which readings are assigned. Please e-mail your questions to the class listserve by 3 PM the day before class. The class listserv is: [soc267a\\_06fa@lists.whitman.edu](mailto:soc267a_06fa@lists.whitman.edu). Late questions will not be accepted.

The purpose of writing these questions is to have you think about the readings in a focused manner. Your questions should reflect thoughtful and careful attention to the readings. Questions can integrate certain portions of each text, link readings from different sections of the course, and/or make connections to contemporary issues. Please try to ask different kinds of questions throughout the semester. I will grade questions according to a √-, √, √+.

2) **Oral participation (15%):** Writing discussion questions also sets you up to take part in leading discussion. The success of this class depends on your active oral participation, and I expect everyone will come to class ready to discuss the reading for the day. Do not expect to get full credit if you always come to class but rarely speak.

3) **Leading class discussions (5%):** Your final grade will also be based on your leading one class and taking charge of the assigned readings for that day. Participants will sign up to lead discussions on Monday, September 4, 2006.

4) **Short papers (30%; 10% each):** Thirty (30) percent of your final grade will be based on completion of three (3) book reviews. Each book review will be 3-4 pages long (printed, double-spaced, in a standard 12-point font such as Times or Times New Roman, with one-inch margins). I will give you or point you to examples of book reviews in sociology. These will give you a good idea of how book reviews are constructed by experts in the field. The due dates for these are **September 27, October 25, & November 15, 2006.**

5) **Final Research Project (35%):** All participants will complete a 15-20 page research project on some issue related to race and ethnicity not covered in class. This project is intended to give you an opportunity to do in-depth research on a topic or group that we may not cover during this course. Also, you will complete this project in teams of two to three students, depending on the size of the class. The details of this project will be discussed at a later point in the semester. The due date of the final research project is **December 8, 2006.**

6) **Five percent (5%)** of your final grade will be based on an in-class presentation of your work-in-progress which you will make during the last two weeks of class. These presentations will also allow you to get feedback from other class members regarding your work. You are expected to have made substantial progress on your final project by the time we begin in-class presentations. Please do not treat this presentation as an opportunity solely to talk through your initial ideas.

Please come to office hours or schedule a time to meet with me to discuss your projects. I would like to hear what your thoughts are about the project and address any substantive or logistical questions or concerns you have about the presentation and/or paper. It would be to your advantage to begin thinking about what you would like to research and write on as early as possible during the term.

#### **Guidelines for grading writing assignments:**

Top grades reflect work that is of a superior level. I do not give an 'A', 'A-', or 'B+' to work that simply fulfills the minimal requirements of the particular assignment.

'A' range papers

- do not contain mechanical and/or spelling errors
- contribute major, well-documented insights about a particular text or issue
- flow smoothly with seamless argumentation
- exhibit a unity of focus

'B' range papers

- do not contain mechanical and/or spelling errors
- are well-documented

- discuss issues or texts thoroughly, but not always with striking insights
- are well-organized, but do not necessarily flow smoothly

**'C' range papers**

- contain occasional mechanical and/or spelling errors
- feature infrequent and/or insufficient documentation
- discuss texts or issues solely on a superficial level
- contain choppy argumentation

**'D' range papers**

- contain frequent mechanical and/or spelling errors
- are barely documented
- discuss the text inconsistently or not at all
- are disorganized

**\*\*Please feel free to call or e-mail me about any concerns or questions regarding the course. You can also come by during office hours or set up an appointment to talk to me. I love getting to know students and welcome your thoughts and input wholeheartedly!**

**Class Schedule:**

**Week One: Getting Started**

**August 30:** Introductions, picture time, go over syllabus

**Week Two: Global Inequalities**

**September 4:** Read Winant, pp. 1-50

**September 6:** Read Winant, pp. 51-129

**Week Three: Race/Ethnicity Theories**

**September 11:** Read Winant, pp. 130-176

**September 13:** Read Winant, pp. 177-217, pp. 289-316

**Week Four: Race/Ethnicity Theories**

**September 18:** Read Omi and Winant, Introduction and Chapters 1-4

**September 20:** Read Omi and Winant, Chapters 5-7 and Conclusion

**Week Five: Race/Ethnicity Theories**

**September 25:** Read Waters, Chapters 1-3

**September 27:** Read Waters, Chapters 4-6

**\*\*BOOK REVIEW #1 DUE IN CLASS \*\***

**Week Six: Race, Class and Gender**

**October 2:** **NO CLASS – YOM KIPPUR**

**October 4:** Read Waters, Chapters 7-9

**Week Seven: Race, Class and Gender**

**October 9:** **NO CLASS – FALL BREAK**

**October 11** Read Bourgois, Introduction, Chapters 1-3

**Week Eight:**

- October 16:** Read Bourgois, Chapters 4-7  
**October 18:** Read Bourgois, Chapters 8-epilogue

**Week Nine: Race, Ethnicity and Educational Achievement**

- October 23:** Read Carter - Introduction, Chapter 1  
**October 25:** Read Carter – Chapters 2 & 3  
**\*\*BOOK REVIEW #2 DUE IN CLASS \*\***

**Week Ten: Race, Ethnicity and Educational Achievement**

- October 30:** Read Carter – Chapters 4 & 5  
**November 1:** Read Carter – Chapters 6 & Appendix

**Week Eleven: Identity: Questions and possibilities for the “self”**

- November 6:** Read Tuan – Introduction, Chapter 1  
**November 8:** Read Tuan – Chapters 2 & 3

**Week Twelve: Identity: Questions and possibilities for the “self”**

- November 13:** Read Tuan – Chapters 4 & 5  
**November 15:** Read Tuan – Chapters 6 & 7  
**\*\*BOOK REVIEW #3 DUE IN CLASS \*\***

**Week Thirteen:**

**THANKSGIVING BREAK**

**Week Fourteen:**

- November 27:** Student Presentations  
**November 29:** Student Presentations

**Week Fifteen:**

- December 4:** Student Presentations  
**December 6:** Student Presentations

**Week Sixteen:**

- December 8:** Final paper due in my office no later than 2PM

**\*\*\*\*Nothing is set in stone regarding this syllabus, especially as nothing in this world is permanent and determined. We may have very interesting discussions that may unexpectedly bleed into other class periods, or we may be hit with some unexpected disaster, natural or otherwise. Given these unpredictabilities, I reserve the right to make changes to the syllabus. I will try my best to keep these to a minimum and give you fair advance warning.**