

Sociology 267 – Fall 2014
Race and Ethnic Relations
M, T, Th 9-9:50 AM
Maxey 304

Instructor: Helen Kim

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Office Location and Hours: Maxey 326; M, T, Th: 11-11:50 AM 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/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.

Course Format:

This course will incorporate lectures, discussions, student presentations and audio/visual aids. We will meet according to the schedule below, unless otherwise noted.

Readings (books):

**Racial Formation in the United States*; Michael Omi & Howard Winant

**Black Identities*; Mary Waters

**In Search of Respect*; Philippe Bourgois

**The Myth of the Model Minority*; Rosalind Chou and Joe Feagin

**Racism without Racists*; Eduardo Bonilla-Silva

****In addition to these books, readings may be placed on reserve. 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) **Reflection pieces – 1-2 pages each (10%):** Beginning Week 3, everyone is to submit **five**, 1-2 page reflection pieces. These essays are due on Thursdays at the beginning of class. Papers can integrate certain portions of each reading, connect readings from different sections of the course, and/or make connections between the course materials and contemporary issues. The purpose of writing these pieces is to have you think about the course materials in a focused manner. I will grade reflection pieces according to a $\sqrt{-}$, $\sqrt{}$, $\sqrt{+}$ scale.

2) **Oral participation (10%):** Writing reflection pieces helps set you up to participate in and lead 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. You will do this in groups of 3-4. **Participants will sign up to lead discussions beginning September 8, 2014.**

4) Midterm (25%): Twenty (25) percent of your final grade will be based on a midterm exam. The exam will take place **October 23, 2014.**

5) Family Background Project (20%): Twenty (20) percent of your final grade will be based on completion of a family background project. This paper should be approximately 8-10 pages long (printed, double-spaced, in a standard 12-point font such as Times or Times New Roman, with one-inch margins). I will hand out instructions for this assignment later in the semester. **This assignment is due October 27, 2014, at the beginning of class.**

6) Literature Review (30%): All participants will complete an 8-10 page literature review on a topic related to race and ethnicity not covered in class. This assignment is intended to give you an opportunity to do in-depth research on a topic or group that interests you which we do not cover during this course. See the attached description at the end of the syllabus for more details. **The due date of the final research project is Friday, December 12, 2014 by 4PM. Please print out a copy of your project and place it in under my office door or in the lockbox outside my office door. Late papers will be docked a full letter grade for each day they are late.**

Five percent (5%) of the final grade for your research project 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.

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 contact me with 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 enjoy getting to know students and welcome your thoughts and input wholeheartedly.**

Class Schedule:

Week One: Getting Started

- September 2:** Introductions, go over syllabus
- September 4:** What is race? What is ethnicity? – NO READINGS

Week Two: Theoretical Perspectives

- September 8:** Sociology – a brief intro
- September 9:** *Film – Race: The Power of an Illusion*
- September 11:** *Film – Race: The Power of an Illusion*

Week Three: Theoretical Perspectives

- September 15:** Read Omi and Winant, Introduction and Chapter 1 & 2
- September 16:** Read Omi and Winant, Chapters 3 & 4
- September 18:** Read Omi and Winant, Chapters 5, 6, 7 and conclusion

Week Four: Theoretical Perspectives and Inequalities on the ground

- September 22:** Read Waters, Chapters 1, 2, & 3
- September 23:** Read Waters, Chapters 4, 5, & 6
- September 25:** No class – Helen is out of town

Week Five: Theoretical Perspectives and Inequalities on the ground

- September 29:** Read Waters, Chapters 7 & 8
- September 30:** *FILM: Race: The Power of an Illusion (The House We Live In)*
- October 2:** *FILM: Race: The Power of an Illusion (The House We Live In)* continued

Week Six: Theoretical Perspectives and Inequalities on the ground

- October 6:** Read Bourgois, Intro, Chapter 1
- October 7:** Read Bourgois, Chapters 2 & 3
- October 9:** Read Bourgois, Chapters 4 & 5

Week Seven: Inequalities on the ground – race, class, and gender

- October 13:** **NO CLASS – FALL BREAK**
- October 14:** **NO CLASS – FALL BREAK**
- October 16:** Read Bourgois, Chapters 6-8 and epilogue

Week Eight: Inequalities on the ground – race, class, and gender

- October 20:** Reading - TBD
- October 21:** Midterm review
- October 23:** **Midterm Exam**

Week Nine: Model Minority – Asian Americans

October 27: Overview of Asian Americans – no reading
****Family Background Paper due at beginning of class**

October 28: Read Chou and Feagin, Preface and Chapter 1

October 30: Read Chou and Feagin, Chapters 2 and 3

Week Ten: Model Minority – Asian Americans

November 3: Read Chou and Feagin, Chapters 4 and 5

November 4: Read Chou and Feagin, Chapters 6 and 7

November 6: *Film: Never Perfect*

Week Eleven: Racism in a “Post-Racial” Society?

November 10: Read Bonilla-Silva, Preface, Chapters 1 and 2

November 11: Read Bonilla-Silva, Chapters 3 and 4

November 13: Read Bonilla-Silva, Chapters 5 and 6

Week Twelve:

November 17: Read Bonilla-Silva, Chapters 7 and 8

November 18: Read Bonilla-Silva, Chapters 9 and Conclusion

November 20: **Current issues re: color-blind ideology**

THANKSGIVING BREAK

Week Thirteen: Research Paper Presentations

December 1:

December 2:

December 4:

Week Fourteen: Research Paper Presentations

December 8:

December 9:

December 11:

****Final Paper due by 4 PM, December 12, 2014. Only hard copies deposited under my office door or in my lockbox outside my office door will be accepted.**

******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.**