

OVERVIEW OF SYLLABUS TO BE REVISED FOR FALL 2014
ALL READING WILL REMIND AS IT
DATES AND OTHER SPECIFIC INFORMATION WILL BE FILLED IN



Sociology 342
Tues. Thurs. 11:30-12:30 p.m. and by appointment

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Office Hours Tues. Thurs. 11-12 p.m. and by appointment

SOCIOLOGY OF RACE AND ETHNIC RELATIONS

Who are “we” and who are “they?” In a heterogeneous society, we are inevitably faced with issues of diversity and difference. Through the media and our everyday lives, we are also confronted with the fact that race and ethnic relations appear to be tense and divisive. Why is this so? How have things changed over time? How does this affect our lives, as well as the lives of those around us? What might the future hold for race and ethnic relations in our country? The basic objective of the course is to understand: 1) the social, political and historical conditions under which segregation, racial/ ethnic hierarchies and racial/ethnic conflict emerge, and 2) the institutions through which racial/ethnic boundaries and hierarchies are produced and reproduced in the United States.

This course explores historical and contemporary experiences of American Indians, African Americans, Asian Americans and Mexican Americans from a sociological perspective. We will also explore some of the experiences of white ethnic groups, for example, Irish and Italian Americans. Specifically, we will study the underlying issues that characterize the relations between and among different racial and ethnic groups in our country.

Course Objectives:

In order to meet this broad goal, the course has been designed to achieve several specific objectives:

- (1) To provide you with information about historical and contemporary American race and ethnic relations;
- (2) To explore explanations for discrimination and racial inequality;
- (3) To develop analytical and communication skills that will enable you to examine and assess divergent ideas and perspectives on racial/ethnic issues;
- (4) To help you apply the knowledge and skills that you gain in this course to your everyday lives, deepening your understanding of the social world in which you live and your own beliefs and values.

Required Reading:

Sandra Cisneros, The House on Mango Street. New York: Vintage Books, 1984.

H. G. Bissinger, *Friday Nights Lights.* Cambridge, MA: DA Capo Press, 2000.

Elaine Bell Kaplan, *We Live in the Shadow: Inner-City Kids tell their stories through Photograph,* Phila, PA.: Temple University Press, 2013.

Jody Agius Vallejo, *Barrios to Burbs.* Stanford, CA: Stanford University Press, 2012.

Articles will be available on email or handed out in class

Websites–Be sure to print these sites out and bring to class.

GRADE: based on mid-term, final essay project, final exam, class attendance, participation.

Mid-term	25%
Essay Paper	30
Final Exam	25
Response papers (10 pts.)	
Class attendance (5 pts.),	
Participation (5)	20

100

The mid-term and final are take home exams that may consist of definitions, short answers and essays. The mid-term will be based on readings, lectures, film, and class discussions during weeks 1-7. The final exam will be a take home exam that may cover all of the course material.

Week 1

INTRODUCTION

Philosophy, reading requirements, Main themes

The sociological approach to race and ethnicity relations

Throughout the semester, you will be asked to response to previous lecture and class discussion: For example:

What did you take away from lecture:

What issue stood out to you? Why?

What issue(s) would you like discussed in more detail?

What issue(s) do you want to discuss in greater depth?

Faculty Secrets to Getting an “A” in any class
<http://www.youtube.com/watch?v=HSVmgTLwUC4&feature=related>

- Week 2 **WHAT DO WE KNOW ABOUT RACE/ETHNIC RELATIONS?**
”Understanding Race and Ethnicity” pgs. 16-28
Sociological theories about race and ethnicity
What is Race?
- Week 3 **EXPLANATIONS FOR RACIAL/ETHNIC CONFLICT**
Define the terms race and ethnicity. Is there an ethnicity you identify with? Explain.
How do you express your ethnicity?
- Week 4 **HISTORY OF RACIAL AND ETHNIC CONFLICT**
THE AMERICAN INDIAN EXPERIENCE
American Indian Video
Reading: U.S. Policy, 1815-1860: Removal to Reservations
- Week 5 **THE AMERICAN INDIAN EXPERIENCE CONTINUES**
Film clips from Chiefs, American Indian Basketball team
Begin reading Friday Night Lights/ See Movie, Friday Night Lights.
- Week 6 **THE AMERICAN INDIAN EXPERIENCE**
Which two issues from film and two issues from the lecture about the American Indian experience stood out to you? Why you find them interest, surprising? Relate them to one concept discuss in the reading or lecture.
Midterm Review
- Week 7 **THE BLACK COMMUNITY EXPERIENCE**
The lecture will focus on the experiences of
Blacks ‘contemporary struggles
- Mid-term
Film, Two Nations of Black America
- Week 8 **THE BLACK COMMUNITY EXPERIENCE CONTINUES**
Friday Night Lights
For class discussion. Based on the reading, lecture and film, which two issues stood out to you? Why you find them interest, surprising? Relate them to one concept discuss in the reading or lecture.
- Week 9 Finish Friday Night Lights discussion
Continue with Friday Nights Lights.
- THE IRISH IMMIGRANT EXPERIENCE**
The Immigrant Experience of the Irish

Documentary, “New York Draft Riot,” and discussion of Gangs of New York
Discussion of paper topics

Week 10 **THE IRISH EXPERIENCES CONTINUES**

Finish documentary, New York
Paper topics due (one sentence)

Week 11 **THE IRISH IMMIGRANT EXPERIENCE CONTINUE**

Continue discussion of Blacks and Irish immigrants

Week 12 **ASIAN AMERICANS**

The lecture will cover the Asian Immigrant/Asian American experiences up to present day
Uncovering the Asian American Journey

Week 13 **ASIAN AMERICANS**

Xerox handout: Taking Sides: Issue 16, Are Asian Americans a Model Minority?
Film, Margaret Cho,

Week 14 **THE LATINO EXPERIENCE**

Vallejo, chaps.
Kaplan, “We Live”
Begin reading Cisneros

Week 15 **THE LATINO EXPERIENCE**

Finish Vallejo and Kaplan
Cisneros reading
Review
Final papers due

FINAL EXAM