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
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). Students will apply this understanding through various theoretical approaches within the discipline of sociology in the study of race and ethnicity. With a sociological perspective, this course considers the causes and consequences of prejudice and discrimination in relationship to racial and ethnic minorities. Key concepts for students will include the social construction of race and ethnicity, social difference, social stratification, inter-group relations, social status, (dominant vs. subordinate group membership), prejudice, labels and stereotypes of social groups, discrimination, privilege, social change, and, globalization.

**Some themes in this course are socially sensitive. Consequently, R.E.S.P.E.C.T. towards all individuals’ viewpoints will be emphasized in the classroom. Prerequisites: SOCI 112B**

Required Text:


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

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. It is the student’s responsibility to obtain class notes from a fellow student for any missed classes.

Grading:
2 exams (60%), 3 short papers (15%), in-class presentation (15%), attendance & participation (10%).
Midterm and final exam 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 and lecture. Short paper assignments will be announced in class and via Blackboard. Short papers topics 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 before in-class presentations. Additionally, your attendance & participation grade will include scores on several unannounced worksheets distributed in class over the course of the semester (these cannot be made up if you miss a class in which a worksheet was distributed).

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). 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
Week 1 (Aug 25, 27, 29th)
M: Introductions & course logistics
W: “Why race, class, and gender still matter” (pgs. 1-16) & “A different mirror”, Takaki, AC
F: Chap 1 Understanding Race and Ethnicity due
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

ETHNIC AND RELIGIOUS SOURCES OF CONFLICT
Week 5 (Sept 22, 24, 26th)
Chap 4 Immigration and the U.S. due.
“Ideological racism and cultural resistance”, Espiritu, AC
“Why are all the Black Kids sitting together in the Cafeteria”, Tatum: complete

Week 6 (Sept. 29th, Oct. 1, 3rd)
M: Chap 5 Ethnicity and religion.
“White privilege”, McIntosh, AC
“Optional ethnicities”, Waters, AC
“Is this a white country, or what?”Rubin, AC
“What white supremacists taught a Jewish scholar about identity”, Ferber, AC

Honky, Conley: begin
U.S. RACIAL AND ETHNIC MINORITY GROUPS

Week 7 (Oct 6, 8, 10th)
M: Chap 6 The Native Americans due
Film: “In whose honor?”
Honky, Conley: complete
Short Paper 2 due

Week 8 (Oct 13, 15, 17th)
Chap 6 cont.
“The first Americans”, Snipp, AC
“Crimes against humanity”, Churchill, AC
F: Midterm Exam

Week 9 (Oct 22, 24th)
NO CLASS MONDAY--Fall break!!!!
Chapter 7 The Making of African Americans in White America
“The Hidden Cost of Being African American”, Shapiro, AC
Traces of the Trade?

Week 10 (Oct 27, 29, 31st) Happy Halloween!!!!
Chapter 7 cont.
“Black Picket Fences: Privilege and Peril among the Black Middle Class”, Pattillo-McCoy, AC
“Broken Levees, Unbroken Barriers”, De Parle, AC
“‘Soft’ Skills and Race, Moss & Tilly, AC

Week 11 (Nov 3, 5, 7th)
M: Chapter 9 Hispanic Americans
“Mexicananness” in New York: Migrants seek new place in old racial order,” Smith, AC
*Outline for in-class presentation due on Nov 7th!
**Week 12 (Nov 10, 12, 14th)**
Chapter 14 Jewish Americans: Quest to maintain Identity

"We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."
~ Elie Wiesel

Film: Jewish Americans (PBS)

**Week 13 (Nov 17, 19, 21st)**
Chap 14 Arab Americans
Film: Reel Bad Arabs

**RACE, ETHNICITY, & SOCIAL CHANGE: Institutional and intersectional**

**Week 14 (Nov 24, 26th)**
Friday, NO CLASS, Happy Thanksgiving!
Chapter 16 Beyond the United States: The Comparative Perspective
“Age, race, class, and sex: Women redefining difference”, Lorde, AC
“Uprooting racism”, Kivel, BB
Other Andersen & Collins readings: TBA
In-class presentations begin

**Week 15 (Dec 1, 3, 5th)**
In-class presentations
F: Last day of CLASS

"It is not upon you to finish the work. Neither are you free to desist from it” ~ Rabbi Tarfon

**Week 16 (Dec 8, 9th) Finals week**
Reading Day, Dec 8th. Review via group mural. Instructor available for appointment & to answer any questions before final.
Final exam: Dec 9, 8:30-11:30