

SOC 262: Race and Ethnic Group Relations*

Winter 2007

Bellevue Community College

* Course Prerequisite: SOC 110, Psych 100, Anth 100, or instructor's permission

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Study Hour: Thursdays, 1:30-2:30pm
in the cafeteria
Class Meets: Daily 11:30am-12:20pm
Class Location: C164

COURSE INTRODUCTION

Affirmative action. OJ Simpson. Hurricane Katrina. Political Correctness. Terrorism. Residential segregation. Ghettos. Immigration. These are just a sampling of topics that can stir intense emotional reactions in many of us. Not surprisingly, these are also topics that are closely related to race and ethnicity. Indeed, race and ethnicity remain very hot topics today. We continue to live in a society that has many questions about race, but many people are afraid to ask them.



What is the difference between race and ethnicity?
Are we living in a colorblind society?
Is racial inequality a thing of the past?
How is race embedded in our society?
Does race affect all of us?

Over the course of the quarter, we will explore these questions as well as many other fascinating topics pertaining to race and ethnicity. Obviously, this class is about race. But it's also about much more. It is about culture, power, and dominance. It is about identity, immigration, education, and the media. Sociology teaches us that race and ethnicity are tied up with the historical, economical, and political patterns of our society, so we will explore these connections over the next eleven weeks. *Our major goal for the quarter is to understand how the larger social environment differentially shapes the experiences of groups and individuals according to race.* You will likely look at race and ethnicity in a new way after taking this class.

As we all come to the course with strong ideas and beliefs about race and ethnicity, the subject matter can be personally as well as intellectually challenging. Some of what you will learn in this course may initially seem like "common sense." Sometimes what you will learn might be shocking, surprising, or even make you angry. Nevertheless, I hope that you will realize that these reactions are a somewhat normal part of the learning process. As a result, I hope you learn from each class experience and take these lessons with you on your future endeavors. I look forward to working with you and sharing my enthusiasm for sociology. I have a passion for this subject matter, and I hope you will have a passion too. Welcome to our class!

LEARNING ATMOSPHERE

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an *active, interactive* course where you are expected to read, write, discuss, and participate. I think of our class as a “collaborative learning community” where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process!

COURSE CONTENT

Since sociology, by its nature, examines just about everything in the social world, we are bound to stumble upon controversial and potentially offensive material from time to time. However, please be advised that when we discuss this material, it will always be framed within an academic context and care will be taken to be sensitive to the different backgrounds and perspectives of our class members. If at any time you become uncomfortable with the course material, you are free to leave the room. Please know, though, that you are responsible for any course content you may miss while you are away.

COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

- List basic approaches to the study of race and ethnicity;
- Explain the difference between “race” and “ethnicity”;
- Describe race and ethnic relations from a sociological perspective;
- Articulate how race and ethnicity are social constructs;
- Evaluate claims regarding the concept of race;
- Recall key historical and sociological facts regarding race and ethnic relations in the U.S.;
- Discuss how social institutions differentially affect the lives of racial and ethnic groups;
- Contrast the experiences of selected racial and ethnic groups in the U.S.;
- Compare race and ethnic relations in the United States with selected non-U.S. countries; and
- Apply findings of race and ethnic research to one's own life.

NOTE: This course’s General Education ratings are: 3 in Critical Thinking, 2 in Reading, 2 in Listening and Speaking, 2 in Historical and Intellectual Perspectives, and 3 in Cultural Diversity.

REQUIRED TEXTS AND MISCELLANEOUS PURCHASES

Texts: “White Lies” by Berger

“Race and Ethnicity in Society: The Changing Landscape” by Higginbotham and Andersen

“Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong” by Loewen

COURSE REQUIREMENTS AND EXPECTATIONS

The following outlines what you may expect of me as your instructor:

- *A sincere effort to help you learn the course material.* Since my ultimate goal is to help you succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as I possibly can.
- *Accessibility.* I agree to be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern. I am more than happy to help. Please try to make it your personal goal to visit my office hours at least once this quarter. I think you will find it helpful. If my office hours are not convenient for you, we can schedule an appointment that fits your schedule. ***I have also set aside every Thursday afternoon, from 1:30-2:30pm, as a “study hour,” where I will be available to work with you on any aspect of the course – readings, fieldwork, exams, etc. Study hours are held in the cafeteria. You can simply stop by the study hour whenever you’d like some assistance – you don’t need to attend every week.***
- *Attention and courtesy.* When you are speaking, you will have my undivided attention. And I will never ridicule you or express disagreement with you in an impolite fashion.
- *Fairness.* Your grade will be based upon what I detect that you have learned and how I assess your performance. It will not be based upon any purely personal consideration. I will not negotiate final grades.

The following outlines what I expect from you as a student in this class:

- *A sincere effort to learn the course material.*
- *Preparation.* You should come to class having done the assigned readings and homework, and you should always bring the proper supplies with you (including the readings). Note that the BCC guideline for homework is two hours outside of class for each hour spent in class.
- *Attendance.* Please attend all class sessions – your presence in class contributes significantly toward your final grade in the course. If you do need to miss class, please note that you will be responsible for any and all work that is due at the class meeting immediately upon your return. Please note that you are permitted to miss four class periods without any consequence to the participation portion of your grade.
- *Promptness.* You should be in class on time except when delayed by an emergency, and you should stay until class is over unless you become ill or have made arrangements with me to leave early. Furthermore, you should comply with all due dates. **No late work will be accepted unless you have had it approved by me BEFORE the due date.** Unapproved late work will receive a **zero** grade. You have all of the due dates now, so plan ahead. If you know you’ll be absent on a day work is due, then turn it in early. Due dates are indicated on the attached Course Calendar.
- *Contribution.* Learning about each other’s experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. To work effectively in this course, therefore, you are expected to be an active participant in our learning environment. You should do your best to contribute to class discussions and activities. Please be advised that your grade will suffer if you do not participate and contribute to the intellectual life of our class.
- *Respect, courtesy, and tolerance.* Since learning about diverse experiences is central to this course, it is of the utmost importance that you respect your classmates’ experiences, differences, and opinions. Disrespectful attitudes will not be tolerated.
- *Good behavior.* I understand that for most of you this goes without saying, but it nevertheless must be included here. This is a college classroom; as such, I expect students to behave as adults. I do not tolerate disruptive behavior (e.g. excessive whispering, consistent late arrivals and early departures, music headphones, etc.).
- *Honesty.* If you cheat, you fail. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

GRADING

Grades are based on your performance on five factors: (1) reading quizzes, (2) essay exams, (3) fieldwork projects, (4) seminar, and (5) participation/homework. Each of these elements is awarded a specific number of points:

Reading Quizzes	300 points (30% of final grade)
Essay Exams	250 points (25% of final grade)
Fieldwork Projects	200 points (20% of final grade)
Seminar	150 points (15% of final grade)
<u>Participation/homework</u>	<u>100 points (10% of final grade)</u>
TOTAL	1,000 points

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 930-1,000 points	C+	= 770-799 points
A-	= 900-929 points	C	= 730-769 points
B+	= 870-899 points	C-	= 700-729 points
B	= 830-869 points	D+	= 670-699 points
B-	= 800-829 points	D	= 600-669 points
		F	= 0-599 points

The following is a brief description of each of the six components:

- (1) Performance on Quizzes: Seventeen in-class quizzes are given over the course of the quarter, but only fifteen count toward your final grade in the class (I drop the two lowest scores). Quiz dates are provided on the attached Course Calendar, so plan ahead accordingly. Quizzes should take no longer than 15 minutes and are administered at the beginning of class. Quizzes are designed to test whether or not you *completed* and *understand* the readings. Note that **you cannot makeup missed quizzes**. If you are absent on a quiz day, then you should consider that one of your dropped scores.
(15 quizzes @ 20 points each = 300 total points)
- (2) Performance on Essay Exams: Over the course of the quarter, you will take two take-home essay exams that integrate the course's in-class activities (lectures, films, etc.) and readings. Essay exams are designed to make sure you understand important course themes. Each exam is worth 150 points. Due dates are provided on the attached Course Calendar, so plan ahead. Exams are due at the beginning of class. I will not accept late exams.
(2 essay exams @ 125 points each = 250 total points)
- (3) Performance on Fieldwork Projects: You are required to complete two fieldwork activities of your choice. (The due dates vary depending upon the assignments you select.) Each activity requires you to make observations about some aspect of the racial/ethnic world, and then write a paper about what you learned, linking your observations to the course material. Descriptions of the fieldwork papers are attached. Fieldwork papers are about 3 pages long. Please remember: I will not accept late work, so plan ahead. Specific information about paper format, including citation style, will be distributed during the first week of the quarter.
(2 fieldwork papers @ 100 points each = 200 total points)
- (4) Performance in Seminar: We will have eighteen seminars over the course of the quarter (often, but not always, on the same day as quizzes – see attached Course Calendar). Seminar involves breaking students into groups in order to have thought-provoking discussions about a reading or two. It is crucial that you come to seminar prepared. You will need to complete the readings ahead of time and bring a brief paper (approximately 1 typed page) to each seminar. (NOTE: I will not accept papers that are not typed.) Your paper must include a one to two paragraph summary of the reading's thesis and other important ideas as well as 3-4 thought-provoking questions you have about the reading. (You will discuss these questions with your classmates during seminar.) You are expected to be an active participant in seminar, bring up questions to be discussed, speak

to the point under discussion, and be a good listener. Your seminar grade is based on participation and papers.

(75 points participation in seminar + 75 points seminar papers = 150 total points)

- (5) Participation/homework: Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your *active* participation. "Participation" includes attendance (remember that you are allowed to miss four classes without penalty to the participation portion of your grade), class discussions, group work, and independent in-class assignments such as film questions. Additionally, I will occasionally assign somewhat spontaneous homework assignments during class. These brief assignments also count towards this portion of your grade.
(100 total points for participation/homework)

Students with Disabilities. All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with Disabled Services (641-2498). The student must obtain the appropriate documentation from Disabled Services in room B233. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that the appropriate arrangements can be made.

FIELDWORK ACTIVITIES

Over the course of the quarter, you are to complete two of the following assignments. It is up to you to choose which activities you'd like to do, as long as you complete at least one assignment from the first two options (A or B) and at least one assignment of the remaining three options (C-E). All papers are 3 pages long and should be typed, double-spaced, using 10-11 point font. Please note that each project has its own due date.

OPTION A. Race in Relationships.

This is a two-part fieldwork assignment. First, ask ten people that you are close to (preferably family members and friends) if they would object to you dating:

- A white person
- A black person
- An Asian person
- A Hispanic person
- An American Indian
- An Arab
- A Jew

Next, rephrase the above questions by asking if they would object to you marrying each of the above. (Do your best to encourage open and honest responses from your participants.) What degree of support do you find for dating someone of a different race/ethnicity? Is there a different level of support for marrying someone of a different race/ethnicity? What do these responses teach you? What is your personal reaction to the responses?

Second, analyze the content of personal ads in a local newspaper (The Seattle Times, The P-I, The Seattle Weekly, or The Stranger are good options). Are men and women looking for someone of the same race/ethnicity, a different race/ethnicity, or do they not designate their racial/ethnic preferences? (You will need to develop a precise coding system to do this – be organized!) Do these attitudes vary between men and women? Which racial/ethnic groups are more willing to interracially date?

Write a 2-3 page paper that summarizes the patterns to the above. It will be helpful to present percentages, as well as examples to illustrate the key trends whenever possible. Equally important, you need to explain how your findings relate to the topics discussed in the readings and in class (you are required to reference the course material). Turn in your detailed interview and coding notes along with your paper (they will be graded!). **If you choose this assignment, it is due on Friday, January 19th, at the beginning of class.**

OPTION B. Racial/Ethnic Identity.

Interview 15-20 people about their experiences of race and ethnicity. Be sure to select people from a VARIETY of racial/ethnic backgrounds – it is a good idea to balance your sample so that you can make good comparisons. (Speak with me ahead of time to make sure you have a good sample.) Ask each person the following questions, exactly as they are written here:

- What is your race?**
- What is your ethnicity?**
- How often are you aware of your race or ethnicity?
- In what situations do you tend to be aware of your race or ethnicity?
- Think back to the first time you remember recognizing your own racial identity. What were the circumstances, and what did you learn?
- Prejudice is a negative attitude or belief towards members of a specific social group. Have you ever been on the receiving end of racial prejudice? If so, can you describe one example? If not, why do you think you haven't experienced prejudice?
- Discrimination refers to the unfair treatment of people based on their group membership. Have you ever been on the receiving end of racial discrimination? If so, can you describe one example? If not, why do you think you haven't experienced discrimination?

(**NOTE: For the first two questions above, do NOT tell your participants the difference between race and ethnicity. Let them try to sort through it on their own. This will likely be meaningful data for your paper!)

Summarize your interviews in a 3-page paper (typed, double-spaced). Provide specific examples to help illustrate the patterns when appropriate. Equally important, you need to explain how your findings relate to the topics discussed in the readings and in class (you are required to reference the course material). Turn in your detailed interview notes along with your paper (they will be graded!). **If you choose this assignment, it is due on Friday, January 26th, at the beginning of class.**

OPTION C. Race in the Mass Media.

In a media-saturated society like ours, television plays a significant role in shaping our ideas and attitudes about racial-ethnic groups. Observe five hours of prime-time television shows that feature prominent African American, Hispanic, Native American, and Asian characters. The shows can be either comedies or dramas. Note the following:

- What is the number and percentage of characters on each show that belong to each of these racial/ethnic groups? What is the number and percentage of characters on each show that are white?
- Is it difficult to determine the race/ethnicity of the characters? If so, how so? If not, why not?
- How important are the minority characters to the plot or storyline? How important are the whites?
- How are the minority characters portrayed? For example, what is their apparent social class standing? How does their behavior conform to common stereotypes associated with members of these groups?
- How are white characters portrayed?
- How frequently do their words or actions refer to their own race?
- Do the plots of the shows revolve around what you might consider “racial” themes? That is, how often does the issue of race come up during the course of the show?

Write a three page paper (typed, double-spaced) summarizing the patterns to the above questions. Provide specific examples to help illustrate your descriptions whenever appropriate. Toward the end of your paper, you should attempt to address the following question:

- Did you have a difficult time finding shows that portray prominent African American, Hispanic, Native American, or Asian characters? Why/why not? Do you think most people would have an easy or difficult time finding shows featuring prominent African American, Hispanic, Native American, or Asian characters?

Explain how your findings relate to the topics discussed in the readings and in class. Turn in your detailed fieldnotes along with your paper (they will be graded!). **If you choose this assignment, it is due on Friday, February 16th, at the beginning of class.**

OPTION D. Immigration.

News reports dramatically impact how we view immigrants and immigration. Conduct a thorough Internet search of the following in order to examine the print coverage of immigration and immigrants:

- Local newspapers (The Seattle Times and Seattle Post-Intelligencer)
- National newspapers (The New York Times and USA Today)

As you search each of the above, focus on these questions:

- Who are the immigrants in the Seattle area?
- Where do they live? From what you can tell, do they live in immigrant enclaves, or are they integrated throughout King County?
- What social issues to immigrants residing in King County face?

- Are immigrants presented in a positive or negative light, according to the local and national newspapers? Are they presented as a positive influence in the community or as a negative one?
- What social issues pertaining to immigration or immigrants do the newspapers (both local and national) focus on?

Write a three page paper (typed, double-spaced) summarizing the patterns to the above questions. Provide specific examples to help illustrate your descriptions whenever appropriate. Toward the end of your paper, you should attempt to address the following question:

- How do media stories communicate ideas about immigration and immigrants?

Explain how your findings relate to the topics discussed in the readings and in class. Turn in your detailed fieldnotes along with your paper (you should take notes of the newspaper articles, as well as keep track of the reference information for each newspaper article!) **If you choose this assignment, it is due on Friday, February 23rd, at the beginning of class.**

OPTION E. Open Topic – It’s Your Choice! If you have your own idea about a fieldwork project, see me as soon as possible for approval. I am flexible about allowing additional topics, as long as the topic effectively relates to the course material and utilizes a sociological approach. I will need to meet with you to discuss your ideas and to see if we can develop a project that would be useful to your learning in this class. NOTE: You MUST get approval by me no later than Friday, February 9th, in order to do a project of your own! If you do not get approval by me, then you will receive a ZERO grade. It is best to talk to me about this project as early in the quarter as possible so that we can work out the details. As with the other fieldwork assignments, you will need to explain how your findings relate to the topics discussed in the readings and in class. In other words, you need to frame your paper in the course themes. (You must reference the readings in your paper and use proper sociological terminology.) You also need to staple your field notes to the back of your typed paper. Your field notes will be graded. **This assignment is due no later than the beginning of class on Thursday, March 1st.**

COURSE CALENDAR

The following Course Calendar will be revised as needed. Please note that you will be held responsible for all revisions to the calendar. If you miss a class, be sure to check either with me or a classmate regarding any changes. You should make every effort to read the articles and chapters in the order listed (there is a reason why they're ordered in this manner!). NOTE: "R&E" refers to the "Race and Ethnicity in Society" book.

WEEK ONE – Why Does Race Matter?

"We only see what we look at. To look is an act of choice." --John Berger

Read the "Introduction" (in R&E) pp1-6
Read "Race: Why it Matters" (in R&E) pp7-10
Read Chideya, "A Nation of Minorities" (in R&E) pp11-16
Read Rodriguez "Changing Race" (in R&E) pp22-25
Read Bayoumi "How Does it Feel to Be a Problem?" (in R&E) pp26-30
Read the ASA's "The Importance of Collecting Data..." (in R&E) pp31-38

QUIZ FRIDAY on all R&E readings above

DUE FRIDAY: SEMINAR ON "The Importance of Collecting Data and Doing Social Scientific Research on Race" (bring paper)

WEEK TWO – Is There a Difference Between Race and Ethnicity?

"Let the truth come out the way it wants to come out. Let the hearers utilize a different area of themselves to try to understand." –Malidoma Patrice Somé

QUIZ MONDAY on all R&E readings below

DUE MONDAY: SEMINAR ON "Defining Race" (bring paper)

Read "Introduction to Part 2" (in R&E) pp41-45
Read Taylor "Defining Race" (in R&E) pp47-54
Read Ferber "Planting the Seed: The Invention of Race" (in R&E) pp55-58
Read Brodtkin "How Did Jews Become White Folks?" (in R&E) pp59-66
Read Omi and Winant "Racial Formation" (in R&E) pp74-78
Read Greico and Cassidy "Overview of Race and Hispanic Origin" (in R&E) pp129-135

QUIZ FRIDAY on Loewen "Introduction" and Chapter 1, pp11-36

DUE FRIDAY: Seminar on pp11-36 in Loewen (bring paper)

WEEK THREE – How Do Race and Ethnicity Become Part of Our Identities?

"If her past were your past, her pain your pain, her level of consciousness your level of consciousness, you would think and act exactly as she does. With this realization comes forgiveness, compassion, and peace." --Eckhart Tolle

No Classes on Monday, January 15th – Happy Martin Luther King, Jr. Day!

QUIZ TUESDAY on all R&E readings below

DUE TUESDAY: SEMINAR ON "Blinded By Whiteness" (bring paper)

Read "Introduction to Part 4" (in R&E) pp123-127
Read Kitano "A Hyphenated Identity" (in R&E) pp136-145
Read Scales-Trent "Notes of a White Black Woman" (in R&E) pp146-150
Read Dalmage "Tripping on the Color Line" (in R&E) pp151-155
Read Chesler, Peet, and Sevig "Blinded By Whiteness" (in R&E) pp156-165
Read Levitt "Salsa and Ketchup: Transnational Migrants Straddle Two Worlds" (R&E) p334-341
Read Zhou "Are Asian Americans Becoming 'White'?" (in R&E) pp233-239

DUE FRIDAY: FIELDWORK OPTION "A"

WEEK FOUR – What is Racism?

“That we encounter racial conflict from time to time is evidence that our culture is soaking in racism, not evidence that we are otherwise pure and free from racism.” --Unknown

QUIZ MONDAY on all R&E readings below

DUE MONDAY: SEMINAR ON “The Color Line, the Dilemma, and the Dream” AND “Color-Blind Privilege” (bring one seminar paper that includes one paragraph and 3 questions on each article)

Read “Introduction to Part Three” (in R&E) pp81-86

Read Blauner “Talking Past One Another” (in R&E) pp17-21

Read Bobo “The Color Line, the Dilemma, and the Dream” (in R&E) pp87-95

Read Gallagher “Color-Blind Privilege” (in R&E) pp96-100

Read Feagin “Systemic Racism” (in R&E) pp67-73

QUIZ THURSDAY on Loewen Chapters 2, 3, 4, pp37-136

DUE THURSDAY: Seminar on pp37-136 in Loewen (bring paper)

DUE FRIDAY: FIELDWORK OPTION “B”

WEEK FIVE – How Do Whites Receive Unearned Privileges?

“I am somehow less interested in the weight and convolutions of Einstein’s brain than in the near certainty that people of equal talent have lived and died in cotton fields and sweatshops.”

--Stephen Jay Gould

QUIZ MONDAY on first half of “White Lies” (pp1-97)

DUE MONDAY: SEMINAR on “White Lies” (pp1-97) (bring paper)

QUIZ FRIDAY on second half of “White Lies” (pp98-219)

DUE FRIDAY: SEMINAR on “WHITE LIES” (pp98-219) (bring paper)

WEEK SIX – How Does the Mass Media Portray People of Color?

“By the time they reach second grade, every child in the country knows what an Indian is. They wear lots of feathers, ride spotted ponies, and shoot arrows. Indians who don’t fit the type are invisible; they simply can’t be imagined by the majority of children and adults.” --Rayna Green

QUIZ MONDAY on all R&E readings below

DUE MONDAY: SEMINAR ON “PLAYING INDIAN” (bring paper)

Read Vera and Gordon “Learning to Be White Through the Movies” (in R&E) pp101-107

Read Rose “Hidden Politics: Discursive and Institutional Policing of Rap Music” (in R&E) pp108-114

Read Springwood and King “‘Playing Indian’: Why Native American Mascots Must End” (in R&E) pp115-119

QUIZ WEDNESDAY on Loewen Chapters 5 and 6, pp137-199

DUE WEDNESDAY: Seminar on pp137-199 in Loewen (bring paper)

DUE FRIDAY: Essay Exam #1

WEEK SEVEN – How are Citizenship and Immigration Linked to Race, Politics, and the Economy?

“Illegal aliens have always been a problem in the United States. Ask any Indian.” --Robert Orben

QUIZ MONDAY on all R&E readings below

DUE MONDAY: SEMINAR ON “CITIZENSHIP AND INEQUALITY” AND “RACISM, CITIZENSHIP, AND NATIONAL IDENTITY”(bring one seminar paper that includes one paragraph and 3 questions on each article)

Read “Introduction to Part 5” (in R&E) pp167-176

Read Glenn “Citizenship and Inequality” (in R&E) pp178-185

Read Mariner “Racism, Citizenship, and National Identity” (in R&E) pp186-191

Read Thornton “American Indians in the United States” (in R&E) pp200-205

Read Portes “Immigration’s Aftermath” (in R&E) pp226-232

Read Hines “The Silent Voices: 2000 Presidential Election and the Minority Vote in Florida” (in R&E) pp206-212

Read Daniels “Detaining Minority Citizens, Then and Now” (in R&E) pp385-389

DUE FRIDAY: SEMINAR ON “THE SILENT VOICES” AND “DETAINING MINORITY CITIZENS” (bring one seminar paper that includes one paragraph and 3 questions on each article)

DUE FRIDAY: FIELDWORK OPTION “C”

WEEK EIGHT – How is Racism Built into the Economy?

“If a man tells you that he got rich through hard work, ask him whose.” --Don Marquis

No Classes on Monday, February 19th – Happy Presidents’ Day!

QUIZ TUESDAY on all R&E readings below

DUE TUESDAY: SEMINAR ON “IS JOB DISCRIMINATION DEAD?” (bring paper)

Read “Introduction to Part 6” (in R&E) pp269-275

Read Oliver and Shapiro “Wealth and Racial Stratification” (in R&E) pp240-246

Read Watkins “A Tale of Two Classes” (in R&E) pp252-259

Read Herring “Is Job Discrimination Dead?” (in R&E) pp277-284

Read Royster “Race and the Invisible Hand: How White Networks Exclude Black Men from Blue Collar Jobs” (in R&E) pp285-294

Read Hondagneu-Sotelo “Families on the Frontier: From Braceros in the Fields to Braceras in the Home” (in R&E) pp295-302

Read Newman “Getting a Job in the Inner City” (in R&E) pp303-307

QUIZ FRIDAY on Loewen, Chapters 7 and 8, pp200-237

DUE FRIDAY: Seminar on pp200-237 in Loewen (bring paper)

DUE FRIDAY: FIELDWORK OPTION “D”

WEEK NINE – How are Neighborhoods and Schools Structured to Perpetuate Racism?

“The single largest variable that predicts SAT scores is family income. If you want higher SAT scores, you need to get your kids born into wealthier families. You know, it’s great to tell kids to pull themselves up by their own bootstraps, but you better put boots on them first.” --Paul Houston

No classes on Friday, March 2nd

QUIZ MONDAY on all R&E readings below

DUE MONDAY: SEMINAR ON “RESIDENTIAL SEGREGATION AND NEIGHBORHOOD CONDITIONS IN U.S. METROPOLITAN AREAS” (bring paper)

Read Massey “Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Areas” (in R&E) pp342-346

CONTINUED ON NEXT PAGE

Read Frankenberg and Lee "Race in American Schools: Rapidly Resegregating School Districts" (in R&E) pp347-353
Read Foner "From Ellis Island to JFK: Education in New York's Two Great Waves of Immigration" (in R&E) pp219-225
Read Lopez "Race-Gender Experiences and Schooling: Second-Generation Dominican, West Indian, and Haitian Youth in New York City" (in R&E) pp354-360
Read Bobb and Clarke "Experiencing Success: Structuring the Perception of Opportunities for West Indians" (in R&E) pp260-267
Read Barajas and Pierce "The Significance of Race and Gender in School Success among Latinas and Latinos in College" (in R&E) pp361-369
QUIZ THURSDAY on Loewen, Chapters 9 and 10, pp238-270
DUE THURSDAY: Seminar on pp238-270 in Loewen (bring paper)
DUE THURSDAY: FIELDWORK OPTION "E"

WEEK TEN – What is Internalized Oppression?

"I want American history taught. Unless I'm in that book, you're not in it either. History is not a procession of illustrious people. It is about what happens to a people. Millions of anonymous people is what history is about."
–James Baldwin

QUIZ FRIDAY on Loewen, Chapters 11, 12, and the Afterword, pp271-318
DUE FRIDAY: Seminar on pp271-318 in Loewen (bring paper)

WEEK ELEVEN – Social Change: What can we learn from the past, and what can we do in the future?

"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality." --Bishop Desmond Tutu

"In the end, we will remember not the words of our enemies, but the silence of our friends."
–Martin Luther King, Jr.

Read "Introduction to Part 7" (in R&E) pp391-395
Read Morris "The Genius of the Civil Rights Movement" (in R&E) pp397-403
Read Prindeville "Identity and the Politics of American Indian and Hispanic Women Leaders" (in R&E) pp404-412
Read Harding "Signs...Signs...Turn Visible Again: The Transformative Uses of Biography" (in R&E) pp413-418
Read Bonilla-Silva "We Are All Americans! The Latin Americanization of Racial Stratification in the USA" (in R&E) pp419-425
Read Johnson, Rush, Feagin "Reducing Inequalities: Doing Anti-Racism" (in R&E) pp426-430
QUIZ WEDNESDAY on all R&E readings above
DUE WEDNESDAY: SEMINAR ON "REDUCING INEQUALITIES: DOING ANTI-RACISM" (bring paper)

WEEK TWELVE

DUE MONDAY: Essay Exam #2 (deliver the exam to room D110 by noon)