

**ChcLat 148W / Sociology 167W Race and Ethnic Relations
Winter 2013**

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4297 SSPB

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Office hours: Monday 11:00 A.M. -12:00 P.M. and by appt.

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In this course we will explore theories of race and ethnic relations. While our primary focus will be on ethnic relations within the United States, we will seek to analyze these within a more global context. Our goal will be to understand the social dynamics of prejudice and discrimination, and how these affect the participation of ethnic minorities in U.S. society. We will use conceptual frameworks by employing ideas from theories about ethnic stratification. Our focus will be upon the unequal distribution of resources, and how past and present discrimination can account for this variation among various ethnic groups.

Required Readings:

1. **Savage Inequalities**, Kozol
2. **Family Tightrope: The Changing Lives of Vietnamese Americans**, Nazli Kibria
3. **Voices of Pain, Voices of Hope**, Jerome Rabow
4. **Racial and Ethnic Groups**, Richard Schaeffer

Suggested Reading:

The Elements of Style, by William Strunk, Jr. and E.B. White

Course Requirements:

1 page summary of the readings :	11@ 5 points each	55 points total
points total	3 books	95 points total
Daily attendance	10 points each	70 points total
Each Tardy = 5 point loss		
Final Group Paper (Draft)		40 points total
(Presentation)		50 points total
(Participation)		50 points total
(Written)		100 points total
Debate 2@50 (50 points each)		100 points total
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Total points possible		560 points total

*******Reading Assignments are listed on the day they are Due.** Please come prepared to discuss the material assigned.

Monday 1/7 - Introduction

Monday, 1/14 - Defining Terms

Assignment 1: **Voices of Pain, Voices of Hope- Read Introduction, Chps. 1-6. Answer the questions. (30 points)**

Assignment 2: Chapter One “Understanding Race and Ethnicity” in **Racial and Ethnic Groups**

Monday, 1/21

Martin Luther King, Jr. Holiday

Monday, 1/28 – Theories of Ethnic Relations

Debate 1 Groups 1-8

Assignment 3: Chapter Two “Prejudice” in **Racial and Ethnic Groups**

Assignment 4: Chapter Three “Discrimination” in **Racial and Ethnic Groups**

Monday, 2/4 –

Assignments 5: **Savage Inequalities Chps. 1-6 (30 points)**

Groups 1 – 4 discuss Chapters 1-3; Groups 5-8 discuss Chapters 4-6.

Turn in Group Paper Topic Choice

Monday, 2/11– Debate 2 Groups 1-8

Monday, 2/18

Presidents’ Day Holiday

Monday, 2/25 – Ethnic and Religious Sources of Conflict

Turn in Group Paper Draft

In Class Paper Draft Peer-Review

Assignment 6: Chapter 4 “Immigration and the United States” in **Racial and Ethnic Groups**

Assignment 7: Chapter 5 “Ethnicity and Religion” in **Racial and Ethnic Groups**

Assignment 8: Chapter 11 “Muslim and Arab Americans: Diverse Minorities” in **Racial and Ethnic Groups**

Assignment 9: Chapter 14 “Jewish Americans: Quest to Maintain Identity” in **Racial and Ethnic Groups**

Each Group will generate one question for class discussion
Groups 1 and 2 Discuss Chapter 4
Groups 3 and 4 Discuss Chapter 5

Groups 5 and 6 Discuss Chapter 11
Groups 7 and 8 Discuss Chapter 14

Monday, 3/4 – African Americans, Latinos, and Asian Americans

Assignment 10: Chapter 7, “The Making of African Americans in a White America” in **Racial and Ethnic Groups**

Assignment 11: Chapter 8, “African Americans Today” in **Racial and Ethnic Groups**

Assignment 12: Chapter 9, “Hispanic Americans” in **Racial and Ethnic Groups**

Assignment 13: Chapter 10 “Mexican Americans and Puerto Ricans” in **Racial and Ethnic Groups**

Assignment 14: **Chapters 1-7, Family Tightrope: The Changing Lives of Vietnamese Americans**, by Nazli Kibria (35 points)

Not a written assignment, but also read in **Racial and Ethnic Groups**:
Chapter 12, “Asian Americans: Growth and Diversity”
Chapter 13 “Chinese Americans and Japanese Americans”

In **Racial and Ethnic Groups**: Groups 1 and 2 generate one group question for, and Discuss Assignment 10

In **Racial and Ethnic Groups**: Groups 3 and 4 generate one group question for, and Discuss Assignment 11

In **Racial and Ethnic Groups**: Groups 5 and 6 generate one group question for, and Discuss Assignment 12

In **Racial and Ethnic Groups**: Groups 7 and 8 generate one group question for, and Discuss Assignment 13

Family Tightrope: Assignment 14: Groups 1, 2, and 3 discuss Chapters 1, 2, and 3; Groups 4, 5, and 6 discuss Chapter 4 and 5; Groups 7 and 8 discuss Chapters 6 and 7.

Monday 3/11 – Final Paper Presentations Groups 1-8

Each group participant must provide a 1 page typed 12 pt. font double-spaced summary of your debate position. You must provide at least 1 reference from an article, book, or “legitimate” internet source such as the Census Bureau, Department of Labor etc. to support the position you have taken.

Debate 1 – January 28, 2013

Points of Debate

Group 1 argues yes. Group 2 argues no.

1. The “first American dilemma”: How can a society that values equality and freedom engage in systematic discrimination against minority subpopulations? This question is rhetorical because the evidence is irrefutable that discrimination has occurred, and continues to occur, on a massive and long-term scale. Can the accumulated effects of such discrimination be undone?

Group 3 argues yes. Group 4 argues no.

2. The “second American dilemma”: Can the values of freedom and equality be used to justify efforts to compensate the descendants of past discrimination? An affirmative answer to this question has many implications, all of which are debatable: (a) Should Americans spend billions of tax dollars to create jobs, housing, and educational programs to overcome the effects of past discrimination? (b) Should private enterprise participate on a massive scale in creating jobs for members of particular ethnic groups who have been the victims of this legacy of discrimination? (c) Should white Americans give up some of their access to valued resources so that disadvantaged minority groups can increase their access, or is such action simply going to encourage accusations of “reverse discrimination”?

Group 5 argues for more prisons, police etc. Group 6 argues for alternative options.

3. If Americans are unwilling to meet the challenges posed by the second American dilemma, what is the alternative? The accumulated effects of past discrimination are reaching epidemic proportions. Conflict and violence among ethnic groups are escalating; poverty among ethnic groups is on the rise; the number of crimes committed by minority group members is increasing. This reality confronts Americans in their daily lives. What is to be done? Nothing? Build more prisons? Hire more police? Actively try to address the problems at enormous cost? What are the viable options?

Group 7 and Group 8

4. Group 7 argues that although discrimination exists today, individual effort is the

most important determinant of success. Group 8 argues that individual effort is not enough, and that discrimination is a more powerful influence on minority mobility.

Each group participant must provide a 1 page typed 12 pt. font double-spaced summary of your debate position. You must provide at least 1 reference from an article, book, or “legitimate” internet source such as the Census Bureau, Department of Labor etc. to support the position you have taken.

Debate 2 – February 11, 2013

Points of Debate

Group 1 argues for equality of opportunity. Group 2 argues for equality of results.

1. What is egalitarianism? Is it equality of opportunity or equality of results?

Group 3 argues for assimilation. Group 4 argues against assimilation.

2. Is assimilation the desired outcome of ethnic relations? Today, many argue that America must be a “pluralistic society,” but this raises the question: How much pluralism is possible? Historically, no society has endured without a cultural core that absorbs elements of diverse ethnic populations while remaining intact. When “ethnic pluralism” translates into competing cultural cores, history has shown that societal disintegration follows. When “ethnic pluralism” refers to a limited range of traditions such as religious beliefs and rituals, distinctive ceremonies and holidays honoring a cultural heritage and important figures in this heritage, and even maintenance of a secondary language, the disintegrative potential of ethnicity is reduced. Can the cultural core absorb important components of diverse ethnic populations? Must ethnic groups assimilate and, if so, to what degree? What are the consequences for society if assimilation does not occur? To what degree are members of the dominant Anglo-Saxon cultural core willing to accommodate change?

Group 5 argues for school vouchers. Group 6 argues for federally run schools.

3. Given that schools are unequal, many have suggested that the problem cannot be fixed with the current organization of public education. Some argue that all parents should be given school vouchers and allowed to choose their children’s schools. They argue that this would be best because schools would then compete for students, thus raising standards. Others believe that the federal government ought to take over all schools and standardize the quality and curriculum. This has been done in many European and Scandinavian countries.

Group 7 and Group 8

4. Group 3 argues that immigration is not negative and brings needed workers to the U.S. They argue for amnesty for all illegal immigrants and for a mechanism to

give citizenship to them and others who wish to immigrate. Group 4 argues that illegal immigration is a drain on U.S. healthcare and other resources. They argue that amnesty has been given in previous years and does nothing to deter the wave of illegal immigration. Laws must be tightened to prevent illegal immigration.

**Sociology 167W Race and Ethnic Relations
Final Group Paper Assignment
Due March 11, 2013 in Class**

You will work in the group assigned (One of the eight groups). All papers must be typed, double-spaced (3 pages per group member, excluding bibliography, endnotes and title page), 12pt. Font with one inch margins on all sides. Your group must do the following:

1. Choose a racial/ethnic conflict somewhere in the world.
2. Provide an historical and detailed account of the conflict.
3. Provide a discussion of the current state of affairs.
4. Provide a theoretical perspective to explain the conflict.
5. Offer a solution to the problem.

You will be given an individual grade, a group participation grade, and a group member grade. Your final grade on the paper will include:

100 points, your written contribution (individual grade)

50 points, your presentation (group grade)

50 points, Participation grade provided by the group that assesses your individual effort and relative contribution to the paper. This grade will consist of the average of your group members' assessments.

Your group members will assign your individual grade based on:

1. Your group participation.
2. Your assistance with research.
3. Your assistance with writing.
4. Your assistance with typing.
5. Your assistance with the presentation.

Course Paper Guidelines

Sociology 167W Race and Ethnic Relations / Chicano Latino Studies 148W

THE BASICS

- ◆ Your paper is due on www.turnitin.com on Monday, March 11, 2013 by 11:59 P.M. **NO late submissions will be accepted.** The course ID is 5913049; and the section ID number is 5713041. The password is skislope. Please set up your account at least one week before submitting the paper.
- ◆ A hard copy of your final paper is due on Monday March 11, 2013 in class at 1:00 P.M. NO late papers will be accepted.
- ◆ Each member of the group is responsible for writing 3 pages, double spaced, typed, 12 point font, with standard 1 inch margins on all sides.
- ◆ Each individual paper must include a bibliography with at least three references, and no more than one online resource. Other resources may include books or journal articles written by academic scholars.
- ◆ Be sure to provide in text citations, and to use quotes where appropriate.
- ◆ Be sure to provide a title page with each group member's name and student ID number.
- ◆ Please also provide the individual author's last name and ID number on the footer of each page she/he has written.
- ◆ *Staple* your paper before you turn it in.
- ◆ Don't forget to proofread your paper and run spell check. We suggest printing your paper and reading it out loud to yourself to catch mistakes. Use the LARC if it has been suggested to you. Grammar is important and does count.

WRITING THE PAPER

- ◆ Your paper must be neat, coherent, and thoughtful.
- ◆ Here is a suggestion as to how to divide the work among group members.
 - Have one group member provide the historical and detailed account. This account can cover everything up to the past 5 years.
 - Have one member work on the current state of affairs picking up the discussion where the historical account left off.
 - One group member could cover the theoretical perspective. Suggestion: Here you could discuss why two of the three theories (functionalist theory, conflict

theory, labeling theory) do not do a good job accounting for the social phenomena you are discussing and then argue for the strength of the third theory. Alternatively, you could talk about one of the theories and really develop the discussion around that theory.

- One group member (or two, depending on the size of the group and how you choose to divide the work) offers a solution to the problem, making sure to discuss what has been tried in the past and has, or hasn't, worked.

A GOOD ON-LINE RESOURCE FOR APA IN-TEXT CITATION AND WORKS CITED GUIDELINES

<http://owl.english.purdue.edu/owl/resource/560/02/>

TAKE A LOOK AT A SAMPLE APA PAPER

<http://owl.english.purdue.edu/owl/resource/560/18/>

FOLLOWING IS TAKEN FROM PURDUE WEBSITE

Short Quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

Example: She stated, "Students often had difficulty using APA style," (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Long Quotations

Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical

citation should come after the closing punctuation mark.

Jones's (1998) study found the following:

Students often had d

APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Summary or Paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

1) According to Jones (1998), APA style is a difficult citation format for first-time learners.

2) APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).