

Winter 2010

Lecture: T-TH 12:30-1:50 pm

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Race and Ethnic Relations in the U.S. (CHC/LAT 148 & SOC 167A)

The goal of this course is to provide students with an understanding of race and ethnic conflict and inequality in the United States. We will discuss general principles of race and ethnic relations and will focus on developments during the past thirty years. The future of ethnic and race relations and relevant policy issues will also be covered.

Those who study race and ethnic relations have a variety of perspectives and students will be expected to learn different ways of looking at the same issue. This is often frustrating to students who sometimes want to know what the “correct” perspective is. Students are required to understand the different perspectives but they will not be required to select one perspective over another.

All students are expected to do the readings and attend regularly. At times many of you may want to ask questions and offer opinions; this kind of initiative is encouraged. The instructor will work hard to create a safe environment for these kinds of interventions. However, this is not an encounter group and students are not expected to reveal their innermost feelings. Disagreements and dialogue are encouraged; name-calling and put-downs are not tolerated.

REQUIRED TEXT

Fred L. Pincus and Howard J. Ehrlich 1999. *Race and Ethnic Conflict: Contending Views on Prejudice, Discrimination and Ethnoviolence*. Westview (P&E)

Additional readings will be posted to the course webpage. Each of these readings is listed on the syllabus. Readings from the *course webpage* will be marked with an *.

CLASS FORMAT

Lectures by the Instructor: Lectures will be organized around, but not limited to, the material in your reading assignments. Students will get the most out of the lectures by reading the assigned readings by the date indicated on the class schedule. There will be material covered in the lectures not found in the readings and I do not spend lecture time on the specific reading of the day. This means that reading will not take the place of class attendance, nor will attending lecture substitute for reading.

EVALUATION OF STUDENT PROGRESS

Exams: There will be two exams during the course of the quarter. Exams will draw from readings, class lectures, and discussions, including scheduled videos shown in class. The exams will consist of multiple choice and short answer questions. A make-up exam will only be given in cases of severe illness, death in the family, or other emergency situation. Verification (e.g. a doctor's note in case of illness) is required.

Term Paper – Discussion project: *This paper is exploratory*. For this paper assignment you will have to discuss race and ethnic relations with two individuals. (See page 7, 8 of syllabus)

GRADING POLICY

Determination of Final Grade:

The final grade will be determined by your performance on two examinations, and a term paper.

Mid-term Exam	35 points
Final Exam	40 points
Discussion Project	25 points
	100 points total

GRADING SCALE:

Your final grade will be based on the following point scale:

A+	97 and above
A	94-96
A-	90-93
B+	86-89
B	82-85
B-	78-81
C+	74-77
C	70-73
C-	66-69
D+	62-65
D	58-61
D-	54-57
F	Below 53

Making a request for a Re-Grade: All students are encouraged to discuss the examinations and papers they produce--both before and after submission—with their teaching assistant and the instructor.

If you wish to appeal a grade, please take the following steps

(1) If you want to make a request for further evaluation of your examination or paper, prepare a written statement explaining why you believe the grade received is not an accurate assessment of your work and submit this to the Teaching Assistant.

(2) If after discussion and the assessment of your request by the TA you would like a re-grade by the instructor, submit your examination or paper (a clean copy and the original) along with your written explanation to the instructor.

*Please note that the grade given on the examination or paper by the instructor will be the FINAL grade you receive for that assignment and is non-negotiable. This could be to your advantage, or not; **so weigh the use of this option carefully.**

SCHOLASTIC DISHONESTY

Students who violate this university policy are subject to disciplinary penalties that may include failure of the course and/or dismissal from the university. (See course website)

CLASS DEPORTMENT

Minor disruptions can cause major noise that result in students missing important information. Please do not talk to others during lecture, make or receive cell phone calls, text message, check email, listen to music, or come in late. Please be considerate of other students by waiting until the lecture is completed to leave.

COURSE OUTLINE

Week 1

Jan. 5: Introductory remarks and syllabus review

Jan. 7: Basic Concepts

*Schaefer, Richard. 2005. "Understanding Race and Ethnicity," Pp. 1-10 in *Race and Ethnicity in the United States*. New Jersey: Prentice Hall.

Week 2

Jan. 12: Class Cancelled

Jan. 14: Social Construction of Race

P & E "The Study of Race Relations." (11-13)

Ferrante and Brown "Classifying People by Race." (14-23)

*Lawrence Wright 1994. "One Drop of Blood." *The New Yorker*, July 25, pp. 46-55.

Week 3

Jan. 19: Film: *Understanding Race* (Discovery Channel, 2005)

Jan. 21: Prejudice (1)

P & E "Prejudice" (61-64)

J.Jones "The Changing Nature of Prejudice." (65-76)

B.M.Roth "Racism and Traditional American Values." (77-88)

Week 4

Jan. 26: Prejudice (2)

C. Gallagher "White Racial Formation: Into the Twenty-First Century." (24-29)

*C.Galleger. 2000. "White Like Me?" Pp. 67-92 in *Racing Research Researching Race*, edited by France Twine and Jonathan Warren. NY: New York University Press.

H.J.Ehrlich "Reporting Ethnoviolence: Newspaper Treatment of Race and Ethnic Conflict." (319-330)

Jan. 28: Theory

J.F.Feagin and C.B.Feagin "Theoretical Perspectives in Race and Ethnic Relations." (41-59)

M.Gordon "Models of Pluralism" (239-246)

Week 5

Feb. 2 The Assimilation of Contemporary Immigrant Groups

Film: *Race: The Power of Illusion*, Part 3, The House We Live In.

Feb. 4 P & E "Immigration" (223-228)

S. Sassen "America's Immigration Problem." (229-238)

D. Cole "Five Myths About Immigration." (257-259)

*Brooks, David, "The Americano Dream." *New York Times*. February 24.

Week 6

Feb. 9: **Midterm Exam**

Feb. 11: Education

P & E "Education" (271-276)

H.J.Ehrlich "Campus Ethnoviolence" (277-290)

T. Sowell "New Racism' and Old Dogmatism." (291-304)

Week 7

Feb. 16: Discrimination and Economics

P & E "Discrimination, Economic Restructuring and Underclass Culture."
(89-96)

L.E. Harrison "How Cultural Values Shape Economic Success." (97-109)

F.L. Pincus "From Individual Discrimination to Structural Discrimination."
(120-124)

Feb. 18: Class cancelled

Week 8

Feb. 23: W.J. Wilson "Social Changes and Vulnerable Neighborhoods." (110-119)

*R. Gavin "Global Shifts Raising Issues of Income Inequality." *Boston Globe*,
June 20, 2004.

D.S. Massey "America's Apartheid and the Urban Underclass." (125-139)

Politics

Feb. 25: P & E "Electoral Politics or Direct Action" (355-357)

S. Thernstrom and A. Thernstrom "Politics" (359-375)

Week 9

- March 2: *Sokolove "Why Is Michael Steele a Republican Candidate?" *The New York Times*, March 26, 2006.
- H. Zinn "Representative Government: The Black Experience" (376-390)
- D. Toler "Black Conservatives" (391-400)

Affirmative Action

- March 4: F.L. Pincus "The Case for Affirmative Action (205-221)
- *Dave O'Neil and June O'Neil "From Affirmative Action in the Labor Market."
- *J. Larew "Why Are Doves of Unqualified, Unprepared Kids Getting into Our Top Colleges." *The Washington Monthly*, June 1991

Week 10

- March 9: **Future Trends in U.S. Race Relations**
- *Zhenchao Qian, "Breaking the Last Taboo: Interracial Marriage in America."
- *Bonilla Silva, Eduardo. 2004. "From Bi Racial to Tri Racial: Towards a New System of racial stratification in the USA." *Ethnic and Racial Studies*, 27: 931-50.
- March 11: **Change**
- D. D'Souza, Rethinking Racism (429-435)
- A. Salz and J. Trubowitz, "It Was All of Us Working Together: Resolving Racial and Ethnic Tension on College Campuses." (436-445)

Finals Week

FINAL EXAM:

Friday March, 19, 10:30-12:30pm

ASSIGNMENT GUIDELINES

Discussion Project The goal of the Discussion Project is to get into a 30 minute discussion about race and ethnicity with two people. One should be the same race/ethnicity as you and one should be different. The discussion should be held separately. The goal is to initiate a discussion about some of the topics we have discussed in the course. You should share some of what you learned with the respondents and get their reactions.

You should use at least four of the following questions during you discussion:

1. There is a lot of discussion of the concept of “race” in America. Do you think that social scientists see race as a biological concept or a social concept? [Explain if necessary.] What do you think? Does race refer to biology or culture?
2. Historically, whites have been very prejudiced toward people of color. Do you think that’s still true, or do you think that whites are no longer prejudiced?
3. Historically, people of color have been the victims of racial discrimination. Do you think that people of color are still discriminated against, or do you think that discrimination is no longer a problem?
4. Asians are often called the “model minority.” Do you know what that means? [Explain if necessary] Do you think that is an accurate description?
5. Affirmative action is a controversial topic. Would you please tell me what affirmative action means? [Explain if necessary] Do you agree or disagree with affirmative action? Do you think affirmative action discriminates against whites?
6. Have you ever heard of the concept of “ethnoviolence?” [Explain if necessary] Do you think that ethnoviolence is a problem in our society today?
7. Do you think the policies of the Obama administration have improved or hurt race relations in the United States? Explain.
8. Do you think the policies of the previous Bush administration have improved or hurt race relations in the United States? Explain.

After the discussions, students should write up their experiences in a paper that is 7 – 8 pages in length. The paper should include the following:

1. A brief description of the people you talked with including age, sex, race/ethnicity, occupation.
2. A summary of the discussion. Which questions were discussed and what was the reaction of your respondents?
3. Did you use course materials in your discussions? How did people react to the course materials that you did discuss? Be sure to site specific readings, lectures, films, etc. This section should constitute at least two-thirds of your paper and should include references to at least 9 course materials.

4. How did you feel during the discussion? Was this an easy or a difficult assignment? Was it a pleasant or unpleasant experience?

The grade on this assignment will depend upon several factors.

First, and most important, did the student show how the course material was relevant to their discussions. Your answer to #3 above should constitute at least two-thirds of your paper. Be sure to cite at least 9 **specific course materials** and explain how they were relevant.

Second, was the student thoughtful about the dialogue with the two individuals. This would involve answers to questions 2 and 4.

Third, the paper should be typed, double spaced, and **proof read for spelling and grammatical errors**. Papers must be formatted according to the standards ASA (American Sociological Association). If you need help with ASA style, see "**ASA style guide**" **uploaded to the course webpage**.

This assignment is due March 2nd.