

**Sociology 167W Race and Ethnic Relations  
Winter 2016**

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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. **The American Dream and Public Schools**, Jennifer Hochschild and Nathan Scovronick
2. **The Myth of the Model Minority: Asian Americans Facing Racism**, Rosalind S. Chou and Joe R. Feagin
3. **Voices of Pain, Voices of Hope**, Jerome Rabow
4. **Racial and Ethnic Groups**, Richard Schaeffer
5. **The Elements of Style**, William Strunk Jr. and E.B. White

Course Requirements:

|                                      |               |                  |
|--------------------------------------|---------------|------------------|
| Daily attendance                     | 6 points each | 120 points total |
| Each Tardy = 3 point loss            |               |                  |
| Debates 2 @25 points each            |               | 50 points total  |
| Book Summaries @5 points per/chapter |               | 80 points total  |
| Group paper (Group Participation)    |               | 25 points total  |
| (Written Individual 3 pages)         |               | 100 points total |
| (Presentation)                       |               | 25 points total  |
|                                      |               | <hr/>            |
| Total points possible                |               | 400 points total |

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

**Tuesday, 1/5 - Introduction**

**Thursday, 1/7- Defining Terms**

Chapter One “Exploring Race and Ethnicity” in **Racial and Ethnic Groups**

**Voices of Pain, Voices of Hope- Read Introduction, Chps. 1-3. Answer the questions.**

**Tuesday, 1/12 – Defining Terms**

Chapter Two “Prejudice” in **Racial and Ethnic Groups**

Chapter Three “Discrimination” in **Racial and Ethnic Groups**

**Voices of Pain, Voices of Hope- Read Chps. 4-6. Answer the questions.**

**Thursday, 1/14 – Race, Class, and Education**

**The American Dream and Public Schools Chps. 1-3 Book Summary Due**

**Tuesday, 1/19 – Race, Class, and Education**

**The American Dream and Public Schools Chps. 4, 5, 7 Book Summary Due**

**Thursday, 1/21– Debate 1**

**Tuesday, 1/26 – African Americans**

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

**Thursday, 1/28 – African Americans**

**Black Wealth/White Wealth, Chaps. 4-6 (see class website) Book Summary Due**

**Tuesday, 2/2 – Asian Americans**

Chapter 12, “Asian Americans: Growth and Diversity”

Chapter 13 “Chinese Americans and Japanese Americans” in **Racial and Ethnic Groups**

**Thursday, 2/4 – Asian Americans**

**The Myth of the Model Minority Book Summary Due**

**Tuesday, 2/9 - Debate 2**

**Thursday, 2/11 – Latinos**

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

**Tuesday, 2/16 - Latinos**

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

**Thursday, 2/18 – Race-Ethnicity and Immigration**

“Racism, Nativism, and Immigration Policy” (see class website)

**Tuesday, 2/23 – The Changing US Racial Hierarchy, Colorism**

“White Privilege and the Changing U.S. Racial Hierarchy” (see class website)

**Thursday, 2/25 – Microaggressions**

“Understanding Racial Inequality Today” (see class website)

**Tuesday, 3/1- The Criminal Justice System**

“Racism and the Criminal Justice System” (see class website)

**Thursday, 3/3 Group Paper Presentations**

Groups 1-2

**Tuesday, 3/8– Group Paper Presentations**

Groups 3-4

**Thursday, 3/10 – Group Paper Presentations**

Groups 5-6

**FINAL GROUP PAPERS ARE DUE IN CLASS AT 2:00 PM**

**YOU WILL TURN IN A HARD COPY TO THE TA**

**YOU MUST SUBMIT YOUR PORTION OF THE GROUP PAPER TO  
TURNITIN.COM**

**Each group member must provide a 1-2 page typed 12 pt. font double-spaced summary of your debate position. You must provide at least 3 references 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 21**

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?

**Each group member must provide a 1 page typed 12 pt. font double-spaced summary of your debate position. You must provide at least 3 references 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 9

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.

## **Sociology 167W Race and Ethnic Relations – Final Paper Assignment**

### **Final Paper Due 3/10/16**

All papers must be typed, double-spaced, 3 pages in length (per group member), 12pt. Font. with one inch margins on all sides. Use MLA, APA, or ASA formats. You must do the following:

1. Provide an historical and detailed account of your group.
2. Provide a discussion of the current state of affairs.
3. Provide a theoretical perspective to explain the position of your group in the U.S.
4. Offer a solution to the problem.

Your grade will be based on:

5. The extent of your research.
6. Your ability to apply appropriate theoretical explanations to the conflict. (See Chapters 1, 2, and 3 in Racial and Ethnic Groups).
7. Your writing skills as evidenced by improvement from the previous draft.

# Course Paper Tip Sheet

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

### THE BASICS

- ◆ Your paper is due on [www.turnitin.com](http://www.turnitin.com) on Thursday, March 10, 2016 by 5:00 P.M. NO late submissions will be accepted. The course is Race and Ethnic Relations Winter 2016. The class ID is: 11387602 and the Section ID is:11387636. The password is *freedom*.
- ◆ A hard copy of your final paper is due in class on *Thursday, March 10, 2016 at 2:00 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 (this does not include academic books or articles that are online). 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. 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 or two group members provide the historical and detailed account. This account can cover everything up to the past 5 years.
  - Have one or two people 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 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/>

### 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 difficulty using 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).