

University of Hawai'i at Manoa
SOC 214- Intro to Race & Ethnic Relations
Spring 2015 (online)

Instructor- Nick Chagnon- MA University of North Carolina Wilmington

Email- chagnon@hawaii.edu

Office/Hours- Saunders 721M TBD

Phone- (808) 956-6966

Course Description- Race and ethnicity are integral lenses for sociological research. They are also key factors influencing the social experiences of individuals and groups in American society. This online course will serve as an introduction to race and ethnicity in American society according to sociological perspectives. The class will employ a flexible and participatory approach, offering students the opportunity to negotiate and manage many class components with the instructor. Class activities may include online chat sessions and discussion board participation, as well as traditional written assignments and examinations. We examine how race and ethnicity relate to social institutions such as the government, economy, family, mass media, etc. We will pay particularly close attention to the historical social constructions of race and ethnicity and how they have evolved. Special attention will be given to applying course material to matters of race and ethnicity in Hawai'i. Furthermore, this course will not introduce race/ethnicity as independent social factors, but also focus on the intersection of race/ethnicity, gender, and class.

Learning Objectives- At the end of the class each student should...

- Gain an understanding of the various sociological perspectives on race and ethnicity.
- Appreciate some of the diversity of racial and ethnic experiences in the US.
- Be familiar with ideas on the social constructions of race and ethnicity, and how they have changed over time.
- Be aware of racial/ethnic privilege and oppression in various institutions of American society.
- Be familiar with representations of race and ethnicity in mass media and popular culture.

Writing Intensive- This class is designated writing intensive by the University of Hawaii. In accordance of the requirements for this designation,

- This class involves both formal and informal writing assignments.
- Students will be given extensive feedback on writing assignments, though individual written feedback on assignments and collective feedback provided to the class.
- The instructor will dedicate significant chatroom discussion time to help students improve their writing throughout the session.

- Students may schedule conferences during the instructor's office hours to discuss writing improvement. As this is an online class, those unable to come to the office are able to schedule phone or Skype meetings.
- It is expected that students will use constructive criticism to improve their writing throughout the session.

Textbook-

- Scott, Mona. *Think Race and Ethnicity*. Pearson.
- Also, supplemental readings will be provided on Laulima.

Class Etiquette-

- Classr discussions may touch on a number of sensitive topics. While students are encouraged to share their views, all views must be respected. Interruptions of or insults directed at other students will not be tolerated.
- Please use formal etiquette in constructing emails. **Include a greeting and ending to each email. Also, clearly discuss what you are addressing and what questions you might have in the email.**

Accommodation Requests:

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at 808-956-7511 or 808-956-7612 (voice/text) and is located in room 013 of the Queen Lili'uokalani Center for Student Services.

Plagarism/Academic Dishonesty Policy:

Plagarism is a serious violation of the UH-Manoa Student Conduct Code. In it, plagiarism is defined as follows: "Plagarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms" (University of Hawai'i at Manoa Student Conduct Code (1992: 6).

Furthermore, It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake," are not considered valid excuses when it comes to plagiarism.

A brief summary of the American Sociological Association's Style Guide, which explains the rules clearly, can be found at: www.buffalostate.edu/library/docs/asa.pdf.

Any other forms of academic dishonesty, such as cheating on exams will not be tolerated. Any student caught engaging in academic dishonesty will be referred to Office of Judicial Affairs.

Schedule/Assignments disclaimer- The following assignments and course schedule is tentative. Students will negotiate assignments and the schedule with the instructor during the first week of class, and perhaps modify the syllabus to better fit students learning styles and/or interests.

Assignments*-

1. Exams- Three exams will be given throughout the semester. Each exam will consist of between 25 and 35 multiple-choice questions as well as three short answer/essay questions. Each student will choose two out of the three short answer/essay questions to respond to.
2. Contemporary Issue Position Paper- Three times during the semester we will spend significant effort discussing a contemporary issue relating to race and ethnicity. After that discussion, each student will write a two-page essay explaining his/her position on the issue.**
3. Reflexive papers- Each student will write two papers discussing their own experiences with race and ethnicity. In the second week of the semester, each student will write a short (2-3 pages) paper discussing how they believe their social experiences and impressions of others have been influenced by race and ethnicity. In the last week of the semester, each student will revise this short paper, and use it to write a longer paper (4-5 pages), which discusses how the course has changed the students' views on race, ethnicity, and their own experiences. The goal of this assignment is to enhance students' ability to use their sociological imaginations (Mills 1959) in relation to race and ethnicity. Students should pay particular attention to how race/ethnicity distinctly shapes their experiences in Hawaii as a student and/or having grown up here.
4. Discussion board participation- Each week (other than those on which issue position papers are due), students will make a post to the course discussion board. This discussion board post should be 250 to 500 words, and should comment on the class material covered that week. Students should feel free to craft posts in response to others' posts to enhance the interactive nature of the discussion board. Discussion board posts will be due on Thursday night of each week. These are formal writing assignments which will be graded for spelling/grammar as well as content.
5. Chat room participation- Each week, the instructor will be available for a 60-90 minute chat session on Lulima. Students need not participate in each chat session, but should participate in some chat sessions. These chat sessions will be scheduled at various times that fit students' schedules so that all can participate. Three of these chat sessions will be dedicated specifically to writing advice.
6. Extra Credit- Students who wish to do so will be given an opportunity to earn extra credit. Extra credit may be earned in two ways. First, students may write a

persuasive letter to a public official, company executive, political candidate, etc. on a matter relevant to sociology. For example, a student might choose to write a persuasive letter to his/her Senator making an argument about increased use of drug treatment. Students who do not wish to earn extra credit this way will be given the opportunity to complete a similar alternative writing assignment that will be determined by the instructor at a later point. Extra credit may add up to 5% to a student's final grade.

*-Assignments and readings in this syllabus are provisional. During the first week of class, students and the instructor will negotiate the class structure, requirements, and goals to tailor the course to students' educational goals and interests.

Grading Summary-

Exams- 10% each

Position papers- 5% each

Reflexive Papers

#1- 10%

#2- 20%

Discussion Board Posts- 10%

Participation/Attendance – 15%

Course Schedule*

Week	Reading	Topics/Assignments
Week 1	Chapter 1 Okamura- <i>Why There Are No Asian-Americans in Hawai'i</i>	Class Intro, Introduction to Race and Ethnicity <ul style="list-style-type: none"> • Construction of race • History of racial ideas • Sociological theories of race
Week 2	Chapter 2 Osorio- <i>Hawaiian Issues</i> Min- Korean "Comfort Women"	Prejudice & Discrimination <ul style="list-style-type: none"> • Forms of prejudice • Causes of prejudice • Micro/macro discrimination • Hate groups • Civil Rights movement • Reflexive Paper #1 due Friday •
Week 3	Chapter 3 Rohrer- <i>Disrupting the Melting Pot</i>	Dominant Ideologies & Oppression <ul style="list-style-type: none"> • Ideology formation • Stereotypes and

		controlling images <ul style="list-style-type: none"> • Oppression as power • Systems of oppression
Week 4	Chapter 4 McIntosh- <i>White Privilege: Unpacking the Invisible Knapsack</i>	Privilege and White Supremacy <ul style="list-style-type: none"> • Characteristics of white privilege • Invisibility of privilege • Development of white privilege
Week 5	Chapter 5 Tengan- <i>(En)gendering Colonialism</i>	Internalized Oppression <ul style="list-style-type: none"> • Clark's Doll Study • Effects of internalized oppression on non-whites and whites • Implicit and subconscious bias
Week 6	Chapter 6 Rohrer- <i>Attacking Trust: Hawai'i as a Crossroads and Kamehameha Schools in the Crosshairs</i>	Race, Ethnicity and Education <ul style="list-style-type: none"> • Educational segregation • Curriculum and performance • Assimilation to American society • Tracking • Issue Position #1 due Wednesday • Exam #1 Friday
Weeks 7-8	Chapter 7 Film- <i>Slaying the Dragon Reloaded: Asian Women in Hollywood and Beyond</i> Saraswati- <i>Seeing Beauty, Sensing Race</i> (Introduction) Chagnon- <i>Eddie Would Know?</i>	Race & Ethnicity in the media <ul style="list-style-type: none"> • News media • Patterns of non-whites in media • Effects of media representations
Week 9	Chapter 8 Watson- <i>Homelessness from The Value of Hawai'i</i>	Race Ethnicity and Housing <ul style="list-style-type: none"> • Government and housing discrimination

		<ul style="list-style-type: none"> • Consequences of segregation in housing • Housing discrimination and the late-2000s financial crisis • Issue Position #2 due Wednesday
Week 10	Chapter 9 Trask- <i>Lovely Hula Hands</i>	Economic Inequality <ul style="list-style-type: none"> • Wealth, income, cultural capital • Labor inequality and discrimination Economic inequality, race, and politics
Week 11	Chapters 10 & 11 Walker- <i>Waves of Resistance</i> (Intro)	Health Inequality <ul style="list-style-type: none"> • The US Health Care system • Geographic patterns in health inequality • Patterns in racial health inequality Race, Ethnicity, & Law <ul style="list-style-type: none"> • Functions of law • Agents in law formation and enforcement • Law & Social Groups • The criminalization of race and the racialization of crime • Exam #2 Friday
Week 12	Chapter 12 Osorio- " <i>What Kine Hawaiian Are You?</i> "	Land and Property <ul style="list-style-type: none"> • Land discrimination • Native peoples and land • Hawai'i, Native Hawaiians, and US annexation Issue Position #3 due Wednesday
Week 13	Chapter 13 Blair- <i>No Aloha for</i>	Immigration and Citizenship <ul style="list-style-type: none"> • The Dream Act &

	<i>Micronesians in Hawai'i</i>	undocumented peoples in the US <ul style="list-style-type: none"> • Early European immigrants vs. New immigrants • Filipino culture and identity
Week 14	Chapter 14 <i>Mahi- The Children of Kalihi</i>	Social Development <ul style="list-style-type: none"> • Aspects of social development • Economic and non-economic factors of social development Course Wrap-up <ul style="list-style-type: none"> • Exam #3 due Friday • Reflexive paper #2 due (TBD)

*The course schedule is tentative; the timing of each topic, as well as the sub-topics covered may, and will likely, change over the course of the semester.

General Writing Guidelines-

-All writing will be graded on content, overall writing quality, grammar, and proper format.

-Content-

-Content should be relevant to the paper topic.

-The paper must demonstrate adequate comprehension of subject matter.

-Any arguments should be supported with evidence, not opinion.

-The paper should not merely regurgitate class materials but expand upon them.

-Writing Quality-

-Writing should be simple, clear, and concise.

-Use vocabulary properly.

-Paper must be clearly organized.

-Ideas in the paper should follow a logical progression.

-Grammar and Spelling-

-All words, especially proper nouns, should be spelled correctly.

-All sentences should make sense.

-Proper punctuation must be used throughout the paper.

-Papers must demonstrate proper verb usage, especially in terms of subject/verb agreement.

-Format-

-Papers should be double-spaced, using 12-point, Times New Roman font.

- Papers should be in ASA format. I have provided a link to an accessible online ASA format guide on Laulima.
- Sources should be properly cited.
- Papers must have a references page.
- All quotes should be attributed properly.
- Be extremely careful not to plagiarize. Self-monitoring for plagiarism is not a passive activity; you must be vigilant, actively examining your writing to make sure you haven't plagiarized.