

University of Hawai'i at Manoa
SOC 214- Intro to Race & Ethnic Relations
Summer 2014- Session I
M-F 10:30-11:45 Place TBD

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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 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 traditional lectures, discussion sessions, and multi-media presentations, such as films, news reports, etc. We will discuss 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.

Textbook-

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

Attendance policy-Attendance for this class is mandatory. However, role will not be taken each day. Instead, pop quizzes will serve as a proxy for attendance. Ten quizzes will be given throughout the semester. Each student's attendance grade (10% of the final grade) will be determined from quizzes. Medical, legal or personal reasons for absences with documentation will be excused. Students with excused absences will be given the opportunity to make up a quiz after providing documentation.

Classroom Etiquette-

- Cell phones should be turned to silent or off before class begins.
- Please do not text in class.
- Laptop computers may be used for note taking. However, the instructor reserves the right to revoke this privilege if computers become a significant distraction.
- Students must follow building regulations relating to food and drink in class.
- Classroom 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.**

Kokua/Students with Disabilities- Any student who requires accommodations because of a disability should contact the Kokua program (956-7511 or 956-7612) and discuss this with me. Any necessary arrangements will be made.

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 dedicate a class period to discussing a contemporary issue relating to race and ethnicity. After that class period, each student will write a one- to 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 have been influenced by their own race and ethnicity and that of others. 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.

4. 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- 15% each
- Position papers- 5% each
- Reflexive Papers
 - #1- 10%
 - #2- 20%
- Participation/Attendance – 10%

Course Schedule*

Week	Reading	Topics/Assignments
Week 1	Chapter 1 Chapter 2 Chapter 3 Film- Do the Right Thing Additional Readings on Laulima	<p>Class Intro, Introduction to Race and Ethnicity</p> <ul style="list-style-type: none"> • Construction of race • History of racial ideas • Sociological theories of race <p>Prejudice & Discrimination</p> <ul style="list-style-type: none"> • Forms of prejudice • Causes of prejudice • Micro/macro discrimination • Hate groups • Civil Rights movement <p>Dominant Ideologies & Oppression</p> <ul style="list-style-type: none"> • Ideology formation • Stereotypes and controlling images • Oppression as power • Systems of oppression • Reflexive Paper #1 due Thursday

<p>Week 2 8/28</p>	<p>Chapter 4 McIntosh- <i>White Privilege: Unpacking the Invisible Knapsack</i> Chapter 5 Chapter 6 Additional Readings on Laulima</p>	<p>Privilege and White Supremacy</p> <ul style="list-style-type: none"> • Characteristics of white privilege • Invisibility of privilege • Development of white privilege <p>Internalized Oppression</p> <ul style="list-style-type: none"> • Clark’s Doll Study • Effects of internalized oppression on non-whites and whites • Implicit and subconscious bias <p>Race, Ethnicity and Education</p> <ul style="list-style-type: none"> • Educational segregation • Curriculum and performance • Assimilation to American society • Tracking • Issue Position #1 due Wednesday • Exam #1 Friday
<p>Week 3 9/4</p>	<p>Chapter 7 Russell-Brown “Media Messages” from <i>The Color of Crime</i> Film <i>Mickey Mouse Monopoly</i> Chapter 8</p>	<p>Race & Ethnicity in the media</p> <ul style="list-style-type: none"> • News media • Patterns of non-whites in media • Effects of media representations <p>Race Ethnicity and Housing</p> <ul style="list-style-type: none"> • Government and housing discrimination • Consequences of segregation in housing • Housing discrimination and the late-2000s financial crisis • Issue Position #2 due Wednesday
<p>Week 4 9/11</p>	<p>Chapter 9 Chapter 10 Additional Readings on Laulima</p>	<p>Economic Inequality</p> <ul style="list-style-type: none"> • Wealth, income, cultural capital • Labor inequality and discrimination <p>Economic inequality, race, and politics</p>

		<p>Health Inequality</p> <ul style="list-style-type: none"> • The US Health Care system • Geographic patterns in health inequality • Patterns in racial health inequality • Exam #2 Friday
<p>Week 5 9/18</p>	<p>Chapter 11 Film- <i>Film- Bastards of the Party</i> Chapter 12</p>	<p>Race, Ethnicity, & Law</p> <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 • Rodney King and the 1992 Riots <p>Land and Property</p> <ul style="list-style-type: none"> • Land discrimination • Native peoples and land • Hawai'i, Native Hawaiians, and US annexation • Issue Position #3 due Wednesday
<p>Week 6 9/25</p>	<p>Chapter 13 Chapter 14 Junasa, Bienvenido “The Filipino Experience in Hawai’i” from <i>Ethnic Sources in Hawai’i</i> Additional Readings on Laulima</p>	<p>Immigration and Citizenship</p> <ul style="list-style-type: none"> • The Dream Act & undocumented peoples in the US • Early European immigrants vs. New immigrants <p>Social Development</p> <ul style="list-style-type: none"> • Aspects of social development • Economic and non-economic factors of social development • Filipina culture and identity <p>Course Wrap-up</p> <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.