

Sociology 214
Introduction to Race and Ethnic Relations
Department of Sociology, University of Hawaii, Manoa
Spring Term 2009

Professor: Dr. Amarjit(Jit) Singh
Office: Saunders Hall, room 214
Class schedule: T and Th, 4:30 to 5:45 pm
Room: BUSAD C102
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Office hours: to be arranged.

Catalog Course Description

SOC 214 Introduction to Race and Ethnic Relations (3) Race and ethnic relations in world perspective; social, economic, and political problems associated with perception, existence, and accommodation of these groups within the wider society.

Course Requirements, Expectations, and Grading

All the above elements of the teaching and learning organization process are explained in detail in the first week of the class. Students are encouraged to talk to the instructor individually to clarify any difficulties they might have in understanding the way learning and teaching, and the grading process are organized in this course. Once you as a student understand what exactly is expected, you will do very well in this course. As an instructor my goal is to expect high achievement from all of you in this course, and to create possibilities and opportunities for everyone to attain this desired outcome by using various pedagogical strategies. Chances are that we will achieve this goal, if all of us work together and expect and encourage everyone to achieve high in this course. We all are capable of doing well in this course, and we can do it!

1. **Group discussions** based on “common sense knowledge”* and “Lay theories”* + “Mini lectures”- 10%
2. **Group discussions** based on “professional”* and “official/state /government knowledge” *+ “Mini lectures”*- 15%
3. **Lecture by the instructor** and questions by students - 15%
4. **Weekly reports** – 30%**
5. **Final take-home paper exam*****– 30%
6. **Grading******

* These concepts for *the group discussions* will be discussed and explained in the class.

** *Weekly reports* are explained below, and also discussed in the class:

Students should note that the evaluation in this course is a continuous process. In the end of the course, each student will have her/his “portfolio” for evaluation. For this reason you are required and expected to do many activities: (1) you are encouraged to actively participate in the class. Your participation (as peers) is more likely to contribute to your overall achievement in this course, and to the desired outcomes for the course. (2) As a part of this evaluation process, each student is required to submit a report every week (Weekly Report). It will consist of answering the following questions outlined below:

(A). After reading an assigned chapter on the scheduled date (see outline of daily activities), each student is required to (a) prepare a list of twenty concepts that she/he has found interesting in the chapter read, (b) select one concept he/she found most interesting, (c) briefly describe the selected concept (one to three paragraphs), and (d) describe its significance to her/his (i) personal interaction and relationship, and (ii) professional interaction and development.

(B). What did you (each student separately) learn from your group discussions based on the “commonsense knowledge” and “lay theory”? Write a paragraph or two.

(C). What did you (each student separately) learn from group discussion based on “professional knowledge” and “official/ state/ government knowledge”? Write a paragraph or two.

PLEASE NOTE THAT WEEKLY REPORT FOR THE FIRST WEEK IS DUE ON MONDAY OF THE SECOND WEEK. THE WEEKLY REPORT FOR THE SECOND WEEK IS DUE ON MONDAY OF THE THIRD WEEK, AND SO ON.

LATE ASSIGNMENTS WILL BE ACCEPTED, BUT LABELED AS LATE WITH NEGATIVE CONNOTATION.

*** **Final take-home paper/exam.** A good take-home paper is more likely to improve your chances of getting an ‘A’ in this class. We will discuss in the class what would be considered a “good” paper. Everyone in this class is expected to write a good paper, and everyone in this class can write a good paper. Working together with your peers, and the instructor, you as a student can write a good paper. We can really do it! Let us, each of us, commit ourselves to this task! The question or the topic for the take-home paper will be selected in the last three weeks of the class. THE FINAL TAKE-HOME PAPER MUST BE SUBMITTED ON APRIL 28.

**** **Grading**

The final marks and the final grades will be available only in the end of the term. However, in the middle of the term, students will be told if they are doing “good” work

or not. A feedback that “you are doing a good work” would mean that your work is equivalent to a “B” grade and you can get an “A”, if you improve your work”. It is your responsibility as a student to see the instructor to discuss how your work can be improved. The instructor, however, will frequently give general feedback, as a part of an on-going feedback process to all students in the class as to how their work can be improved in order to achieve an “A” in this course. Each one of you (as a student) can improve your work in this class. You really can!

Other general information

I will be happy to work with you and the KOKUA program at UH. Please feel free to contact me privately, if you need any accommodation.

Plagiarism Material/ the UH-Manoa Student Conduct Code (1992), p. 6

“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”.

Textbook

Joe R. Feagin and Clairece Booker Feagin. (2008) (8th edition). *Racial and ethnic relation*. New Jersey: Prentice Hall

Schedule of Daily Activities

Please see the attached sheets

Sociology 214

**Introduction to Race and Ethnic Relations
Dept. of Sociology, UH, Manoa, Spring 2009**

Schedule of daily activities

WEEK ONE

T Jan. 13 Introduction to the course + three forms of knowledge (common sense, professional, and official/state/or government) + “mini lectures” + making sense perspective + perspective on the organization of teaching and learning (reflective and critical perspectives).

Th Jan. 15 Introduction continues (grading , assignments, interactions with the instructor and peers+ participation in two sets of group discussions – one based on the common sense knowledge and another based on professional and state knowledge + deadlines) + basic concepts in race and ethnic relations.

WEEK TWO

T Jan. 20 Basic Concepts in Race and Ethnic Relations (continue) + mini lecture + group discussion based on common sense knowledge + sense making

Th Jan. 22 Theories of Race and Ethnic Relation + mini lecture + group discussion based on common sense knowledge + sense making.

WEEK THREE

*WEEKLY REPORT BASED ON GROUP DISCUSSIONS AND
MINI LECTURES ARE DUE TODAY*

T Jan. 27 Theories of Race and Ethnic Relation (continues)+ mini lecture + group discussion based on common sense knowledge + making sense

Th Jan. 29 Finish reading chapter 2. Adaptations and Conflict + group discussion based on professional and state knowledge + mini lecture + making sense.

WEEK FOUR

WEEKLY REPORT ON CHAPTER 2, IS DUE TODAY

T Feb. 3 Start reading chapter 3 + mini lecture + group discussion based on common sense knowledge + making sense.

Th Feb. 5 Finish reading chapter 3 + group discussion based on professional and state knowledge + mini lecture + making sense.

WEEK FIVE

WEEKLY REPORT ON CHAPTER 3, IS DUE TODAY

- T Feb. 10** Start reading chapter 4 + mini lecture + group discussion based on common sense knowledge + making sense
- Th Feb. 12** Finish reading chapter 4 + group discussion based on professional and state knowledge + mini lecture + making sense.
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WEEK SIX

WEEKLY REPORT ON CHAPTER 4, IS DUE TODAY

- T Feb. 17** Start reading chapter 5 + mini lecture + group discussion based on common sense knowledge + making sense
- Th Feb. 19** Finish reading chapter 5 + group discussion based on professional and state knowledge + mini lecture + making sense.
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WEEK SEVEN

WEEKLY REPORT ON CHAPTER 5, IS DUE TODAY

- T Feb. 24** Start reading chapter 6 + mini lecture + group discussion based on common sense knowledge + making sense
- Th Feb. 26** Finish reading chapter 6 + group discussion based on professional and state knowledge + mini lecture + making sense.
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WEEK EIGHT

WEEKLY REPORT ON CHAPTER 6, IS DUE TODAY

- T March 3** Start reading chapter 7 + mini lecture + group discussion based on common sense knowledge + making sense
- Th March 5** Finish reading chapter 7 + group discussion based on professional and state knowledge + mini lecture + making sense.
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WEEK NINE

WEEKLY REPORT ON CHAPTER 7, IS DUE TODAY

T March 10 Start reading chapter 8 + mini lecture + group discussion based on common sense knowledge + making sense.

Th March 12 Finish reading chapter 8 + group discussion based on professional and state knowledge + mini lecture + making sense.

WEEK TEN

WEEKLY REPORT ON CHAPTER 8, IS DUE TODAY

T March 17 Start reading chapter 9 + mini lecture + group discussion based on commonsense knowledge + making sense

Th March 19 Finish reading chapter 9 + group discussion based on professional and state knowledge + mini lecture + making sense.

WEEK ELEWEN (Term Break)

WEEKLY REPORT ON CHAPTER 9, IS DUE TODAY

T March 24 Start reading chapter 10 + mini lecture + group discussion based on commonsense knowledge + making sense

Th March 26 Finish reading chapter 10 + group discussion based on professional and state knowledge + mini lecture + making sense.

WEEK TEWELVE

WEEKLY REPORT ON CHAPTER 10, IS DUE TODAY

T March 31 Start reading chapter 11 + mini lecture + group discussion based on commonsense knowledge + making sense

Th April 2 Finish reading chapter 11 + group discussion based on professional and state knowledge + mini lecture + making sense.

WEEK THIRTEEN

WEEKLY REPORT ON CHAPTER 11, IS DUE TODAY

T April 7 Start reading chapter 12 + mini lecture + group discussion based on commonsense knowledge + making sense

Th April 9 Finish reading chapter 12 + group discussion based on professional and state knowledge + mini lecture + making sense.

WEEK FOURTEEN

WEEKLY REPORT ON CHAPTER 11, IS DUE TODAY

T April 14 Start reading chapter 12 and 13? + mini lecture + group discussion based on common sense knowledge + making sense

Th April 16 Finish reading chapter 12 and 13 + group discussion based on professional and state knowledge + mini lecture + making sense.

WEEK FIFTEEN

WEEKLY REPORTS ON CHAPTER 12 and13, ARE DUE TODAY

T April 21 Start reading chapter 14 and 15? + mini lecture + group discussion based on common sense knowledge + making sense

Th April 23 Finish reading chapter 14 and 15 + group discussion based on professional and state knowledge + mini lecture + making sense.

WEEK SIXTEEN

WEEKLY REPORTS ON CHAPTER 14 and15, ARE DUE TODAY

T April 28 FINAL TAKE-HOME IS DUE. Lecture on chapter 16 + sense making + group discussion based on common sense knowledge, professional knowledge and state knowledge + making sense + Weekly report on group discussion to be completed in the class and handed over to the instructor.

Th April 30 Mini lecture+ peer group interaction /dialogue+ student/teacher dialogue+ sense making of all the readings, and organization of teaching and learning in this course. PLEASE NOTE THIS IS THE REFLECTIVE AND CRITICA PEDAGOGY SESSION, AND SO IS THE MOST IMPORTANT CLASS FOR STUDENTS AND THE

**INSTRUCTOR TO PARTICIPATE IN DIALOGUE. EVERYONE
IS EXPECTED TO ATTEND THIS CLASS, AND YES WE CAN!**

T May 5 To be announced.

Th May 7 To be announced