

**Sociology 214 - 001**  
**Introduction to Race and Ethnic Relations**  
**Department of Sociology, University of Hawaii, Manoa**  
**Spring Term 2017**

Professor: Dr. Amarjit(Jit) Singh  
Office: Saunders Hall  
Class schedule: T and Th, 9:00 to 10: 15 am  
Room: Kuykendall Hall ?  
E-mail: [asingh@mun.ca](mailto:asingh@mun.ca)  
Office hours: to be arranged.

*Instruction starts at U. H. January 9, and ends on May 3 Wednesday, 2017.*

*In this Class Instructions start on January 10 and they end on May 2 Tuesday, 2017.*

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### **Catalog Course Description of Sociology 214**

**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.**

#### Student Learning Objectives

At the end of the course, you will be able to:

- Read critically and conventionally professional conceptual and theoretical literature in the areas of race and ethnic studies, and sociology in general.
- Verbalize (to be able to articulate and participate in the on-going conversations and socially constructed analyses of race and ethnic relations at local, national and global levels) in reflective, critical and traditional modes in the context of individual presentations (in small/large groups) in interaction with others in the classroom.
- Recognize the value of sharing personal, family, and community wellbeing stories/ experiences related to race and ethnic relations with your fellow students in this class in the context of small/large group interaction in the classroom.
- Gain insight into the power of sharing personal and collective narratives and memories of growing up in various informal and formal organizations, such as schools, work places ,

multigenerational-and multicultural family households in Hawaii, play grounds, churches, and other “public spheres”, while reflecting upon your/our social selves (Who am I? What do I do? Who are we? What do we do?), in the context of democratic structure of learning and teaching created in this class.

- Learn to research and review “professional”, “common sense”, and “official/state knowledge (literature) and to practice writing open-ended reflective and critical personal commentaries in the end of each class in this course with the purpose of writing critical essays.
- Gain experience in constructing interview schedules, gathering and analyzing qualitative and quantitative data though listening to the voices of others in the context of having conversations with them.
- Gain experience in writing research papers with the goal of publishing them.
- Learn to develop a structure of attitudes, beliefs, tastes, behaviors and practices required to create conditions for developing positive self-concepts, collaborative, cooperative, and caring social relations with your peers through setting reasonable “cultural work” expectations in this class and outside this class in order to accomplish the required work, and to succeed in your life endeavors.
- Learn about and develop some enabling social and practical skills that hopefully will be of help to you in collaboratively solving tasks at hand in this class and also other tasks you may face in your daily life in various situations.
- Become familiar with differences between the Pedagogical and Curriculum Learning and Teaching Objectives through participating in the Scheduled Daily Activities in this course.

### Textbook

Vincent N. Parrillo. (2015) (5<sup>th</sup> Ed.). *Understanding Race and Ethnic Relations*. New York: Pearson.

### **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 grading processes are organized in this course. Once you as a student understand exactly what 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”\* + daily reflections – 10%
2. **Group discussions** based on reading assigned chapter (s) ( i.e. ,“professional”\* “knowledge and official/state /government knowledge” \*) + “individual presentation in one’s group” - 20%\*
3. **“Mini Lectures” by the instructor.** Participation (questions and comments by students in class) - 5%\*
4. **Notes on each chapter** – 30%\*\*
3. **Mid Term paper**– 25%\*\*\*
4. **Final take home Exam** - 10%\*\*\*\*

\* The concepts marked (\*) will be discussed and explained in the class.

\*\* **Notes on each chapter (total of seven chapters in the textbook)** are explained below, and also discussed in the class:

### **Grading and Evaluation**

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 as described below. On the whole (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. That means you are (2) expected to attend all the classes. Please come and see me if for some reasons you are going to miss a class or classes.

### **Various Activities**

#### ***Making notes\*\****

As a part of this evaluation process, **each student is required to submit notes on chapters read in that week. Please make duplicate copies of your notes, one hard copy for the instructor and another hard or electronic copy for your own record.** Note making 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 ten concepts that she/he finds interesting in the chapter read, (b) select one concept he/she finds 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 “common sense knowledge” and “lay theory”? Write a few lines or a paragraph.

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

(D) How did individual presentations in a small group setting help you?

LATE ASSIGNMENTS WILL BE ACCEPTED, WITH NEGATIVE CONNOTATION. BEFORE SUBMITTING THEM TO THE INSTRUCTOR, PLEASE LABEL THEM “LATE”.

\*\*\* *Midterm paper.*

A good term paper is more likely to improve your chances of getting an ‘A’ in this class. The students will have opportunity to learn doing qualitative and quantitative research methods, related protocol for doing research, and theoretical perspectives in order to write a good paper. A good paper in this class would be a paper that has potential for publication. We will discuss in the class how both the instructor and the students are researchers and learners. If you write a good paper, and want it to get published, I as an instructor will try to find a publisher or open access journals. The focus of the term paper may be on the role of the contemporary grandparents in Hawaii in the era of globalization. How do grandparents pass on their social legacy (social, economic, cultural, and spiritual) to their children and grandchildren in the context of family, school, and the “public spheres”, such as church, sports and cultural activities, and so on, as formal and informal organizations, especially in the areas of race and ethnic relations? Everyone in this class is expected to write a good paper, and everyone in this class can write a good paper. Using various pedagogical strategies and activities, and working together with your peers, and the instructor, we will try to create classroom climate and conditions in which 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 instructor will discuss a general way for organizing and writing this paper with each student. **Please make duplicate copies of your paper, one hard and electric copy for the instructor and another hard or electronic copy for your own record. The deadline to submit the term paper is April 4.**

**IMPORTANT NOTE: Send the electronic copy of your midterm paper to this e-mail address as attachment <amarjitstjohns@gmail.com>**

\*\*\*\* *Final take-home exam*

Writing a good reflective and critical take-home exam is more likely to further improve your chances of getting an ‘A’ in this class. We will discuss in the class what would entail writing a “good” reflective and critical exam that “make sense” in this course. Once again, everyone in this class is expected to write a good exam, and everyone in this class can write a good exam. Working together with your peers, and the instructor, you as a student can write a good take-home exam. 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.

**NOTE: CHECK FOR THE DATE FOR THE FINAL TAKE- HOME EXAM. YOU CAN TURN IN YOUR FINAL TAKE-HOME EXAM ON THE LAST DAY OF INSTRUCTION (MAY 2 IN THIS CLASS) IF IT IS READY.**

#### **\*\*\*\**Final Grading and Feedback***

The final marks and the final grades will be available only in the end of the term. I will give you a written feedback on your first two assignments promptly. Please note that after these initial feedbacks it is your responsibilities to follow the instructions given above in the section titled “Note making” in order to do good work in this course. However, throughout the course, especially in the middle of the term (midterm evaluation), I will verbally tell you if you are doing “good” work or not. A feedback that “you are doing 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 me individually to discuss how your work can be improved. I as 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”.

Please note that as the instructor I will handle any plagiarism that I discover, which might range from giving no credit for the assignment to failing the student for the course.

**Other Books**

Michael Omi and Howard Winant,( eds.). *Racial Formation in the United States*, Second Edition. Routledge; 2 edition (March 24, 1994).

David R. Roediger. *How Race Survived US History: From Settlement and Slavery to the Obama Phenomenon Paperback* . Verso (February 1, 2010).

