

Sociology 437/537 Race and Ethnic Relations

Course Director: Professor Dwaine E. Plaza

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Office Hours: Monday/ Friday 2:00 pm- 4:00 pm and Wednesday 5:00-6:00 pm (or by appointment).

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Course Web Page Address: Blackboard

Prerequisite for this course is Introduction to Sociology (Soc 204).

Class Meetings

Lecture: Monday/Wednesday/Friday 13:00-13:50 pm Stag 203

Most of us intuitively know that “race” and ethnic relations are not the only social relations based on inequality. “Gender” and class relations are also unequal inasmuch as resources and power are differentially distributed. In this course we attempt to explore the historic and social grounds that have given rise to power relations both from a U.S. and an international perspective. Once we can understand that “race”, ethnic, class and “gender” issues are simultaneous and interacting systems, we can then see more clearly the different ways in which other categories of experience intersect in everyday society. These other categories include: age, religion, sexual orientation, physical ability and region.

Required Course Text:

Marger, Martin (2006) Race and Ethnic Relations: American and Global Perspectives. Belmont, California: Wadsworth Publishing Company.

Anderson, Margaret & Patricia Hills Collins (2006) Race Class and Gender. Belmont, California: Wadsworth Publishing Company.

Undergraduate Learning Outcomes:

As a result of fully participating in this class, students will be able to:

- a) Understand key concepts of difference, discrimination and power.
- b) Critically examine the biases and prejudices which are part of U.S. history.
- c) Summarize, write and verbalize key theories and concepts within the sociology of race and ethnic relations.

Undergraduate Course Requirements

Students taking the course as Sociology 437 are required to complete three assignments. Students will also work together on a group presentation for class. The assignments, presentations and videos shown will form the basis for small group discussions and writing exercises. The format for class will be a full period lecture on Monday and Wednesday. Fridays will consist of small group discussions, presentations and a video. During and outside of class students will participate in writing to learn mini-assignments.

Graduate learning Outcomes:

As a result of fully participating in this class, students will be able to:

- a) Understand key concepts of difference, discrimination and power.
- b) Critically examine the biases and prejudices which are part of U.S. history.
- c) Summarize, write and verbalize key theories and concepts within the sociology of race and ethnic relations.

Graduate Course Requirement

Students taking the course as Sociology 537 are required to complete many of the same course requirements for 437. In addition, graduate students must submit a research paper. The research paper can be either according to the guidelines listed below or it can be on a topic which is linked to the Graduate students own current research agenda but have a linkage to “race”, gender, ethnicity, social class or sexual orientation issues. Graduate students are required to meet with the course director at least once during the first four weeks to discuss the content or the topic of their final papers.

Expectations for All Students:

All participants in the course are expected to:

- 1) Commit to attending each class session
- 2) Be prepared to discuss assigned readings and engage in class activities;
- 3) Be willing to examine and share their own issues and experiences;
- 4) Be respectful of different perspectives
- 5) Complete two interview assignments, a video reflection journal, a group presentation, and write a final exam.

First Part (Weeks 1-4)

Each student will be responsible for completing one interview assignment in the first part of the term. This assignment will form the basis of group discussions, together with assigned readings.

Second Part (Weeks 5-10)

Each student will be responsible for completing one short assignment and participating in the group presentations. The assignments will form the basis of group discussions, together with assigned readings. A final examination will be held during exam week. The final exam will consist of a combination of multiple choice, short answer, and essay questions from the whole course. A study guide will be provided for the final exam.

Summary of Final Grade Calculation for 437 Students

Video Reflection Journal	15 percent
Group Presentation	15 percent
Interview assignments 2 @ 15	30 percent
Writing Exercises	10 percent (includes pop quizzes)
Class participation	15 percent
Final Exam	15 percent

Summary of Final Grade Calculation for 537 Students

Group Presentation	15 percent
Interview assignments 2@ 15%	30 percent
Writing Exercises	5 percent (includes pop quizzes)
Class participation	10 percent
Video Reflection Journal	10 percent
Final Research Paper	20 percent
Final Exam	10 percent

Videos to be used in class

Race the Power of an Illusion
Disney Monopoly
Cultural Criticism and Transformation-- bell hooks
Class Dismissed
Off the Straight and Narrows
War Zone
Orientalism—Edward Said
The Indian Experience in the 20th Century
People Like Us– Belonging
Ethnic Notions– Marlon Riggs
Bronze Screen
Slaying the Dragon

Video Reflection Journal

One of your central learning activities during this course will be keeping a personal video reflection journal. You should think of this writing as talking out loud or thinking out loud about the videos which are shown in class. You should realize that some of your most interesting (to you, I mean) and productive journal entries may well begin with questions or notions that you haven't really thought about much. They might also be observations of the way in which race, gender, social class or other issues are presented to you in the popular media and how this has influenced your consciousness about difference. The video journal can and should be your place to continue our class discussions and your conversations. It can and should be your place to record your reactions to the readings as they relate to the videos screened. The point is that you're using the video journal to become fully involved in all the issues the course raises. Finally, use your journal to draw connections between this course and the other life experiences you have had. The journal when its finally submitted to the instructor should be typed out. The journal is due in the final week of class.

Grading of Video Reflection Journals

The reflection journal counts for **15 and 10 percent (undergrad/grad)** of your grade. It will be evaluated according to three criteria: commitment, ambition and engagement with the videos screened. **Note**, I expect that you will have at least **5 pages** of commentary in your video journal by the time you submit it for grading.

Interview Assignments

Assignment 1: Find a student outside class at Oregon State University who is your opposite "gender". Find out as much as possible about what it is like to be their "gender". What kinds of privileges or disadvantages does that person see themselves having? Are there areas in the future which your partner anticipates they will experience disadvantages or privileges because of their "gender"? How do they plan to cope with the disadvantages? How does their life compare with your own? How might this persons "matrix of oppression" affect their responses to you? All things considered, if you had the opportunity, would you like to switch places with your partner? Why or Why not? Think about the theoretical concepts discussed in the Anderson and Collins readings, by Marger and the issues raised in class discussion, how does your interviewee's experiences compare? Write up should be 3-4 pages.

Assignment 2: Find a student outside of class at Oregon State University who is of a different "racial" origin than your own. Find out as much as possible about what it is/was like for your partner to grow up in the United States. Have they experienced any disadvantage, prejudice or discrimination in their life thus far? Find out how they have coped with these situations? If they have not faced any of these issues find out why they think that they have been immune to them? Are there areas in the future which your partner anticipates they will experience disadvantages or privileges because of their "race"? How do they plan to cope with the disadvantages? What are their relations like with peers? What do you see are the advantages and disadvantages in the United States of being a member of this "racial" group? How might this person's matrix of oppression affect their responses to you? Think about the theoretical concepts discussed in the Anderson and Collins readings, by Marger and the issues raised in class discussion, how does your interviewee's experiences compare? Write up should be 3-4 pages.

Note: When completing the short assignments you will need to find a different individual to interview each time. My suggestion would be to find someone who is **not** a girlfriend, boyfriend or someone who is in the class. Please also avoid foreign students-- they did not grow up in the USA. If you need help in locating an appropriate interviewee please see the instructor for more guidance.

Extra Credit

Throughout the next ten weeks of the course you are encouraged to attend special events on campus or off campus which have a Race and Ethnic relations content (guest speakers, colloquia, theatrical plays, special lectures, gallery openings etc..). After attending the event you will need to write up a one page commentary. In the write up you need to indicate the time, place and the title of the event. You will need to provide a brief synopsis of what took place at the event. You will need to theorize/ analyze the event and link it to the content of Martin Marger's, Anderson & Collins text book of readings, or materials raised in lectures. Finally, in the write up, you need to tell me what you learned from having attended this event and how it changed your consciousness vis-à-vis "race", gender, ethnic, social class and or sexual

orientation issues. It is possible to get a maximum of **3** percent in extra credit for attending special events outside of class. You might also want to consider visiting the OSU cultural centers which includes the LGBTQA (Lesbian, Gay, Bisexual, Trans-gender, and allied students) center and interviewing the director for their perspective on the OSU campus and what issues students from their community face day to day. Each event attended and written up will be worth one percent. All write ups for extra credit need to be submitted to the course director by the last week of class.

Important Notes:

Both the short writing assignments and essay must be submitted in **TYPED** form.

During the course there may be some unforeseen circumstances which arise that alter the schedule below. In this case it will be YOUR responsibility to be in class to find out what those adjustments might be.

Student Conduct:

To fully understand student conduct expectations (definitions and consequences of plagiarism, cheating, etc.) see: <http://oregonstate.edu/admin/stucon/achon.htm>.

Students with Disabilities:

Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

The Writing Center

The Writing Center provides students with a **FREE** consulting service for their writing assignments. The Center is located at **123 Waldo Hall**. The service operates from **Monday to Thursday 9-7 pm, and Friday 9-4 pm**. You can make an appointment to discuss your writing with a peer writing assistant (**737-5640**). Another option available through the Center is to use email to get online answers to brief writing questions (**writingQ@mail.orst.edu**).

Student Responsibilities and Participation

You are expected to attend class sessions, participate in discussions, contribute to group exercises, and complete writing assignments. I will monitor attendance and your participation in the class sessions. This is worth **(10 or 15 percent)** of your final grade. You will have trouble with this course if you do not attend class regularly. Assigned readings should be completed prior to class meetings to facilitate discussion, and you should come to class prepared to ask questions about the lectures, assignments, and/or reading material. If you are experiencing problems with this course, its content, the reading, or my teaching style, I want to strongly encourage you to raise your concerns at the earliest possible moment. You can do this by visiting me during my office hours.

Each student must have a working E-mail account that they check regularly. Accounts are automatically created for you on **onid**, but if you have not done so already, you will need to activate your account. Instructions on how to do this are available at the student computer labs.

Given the practical nature of this course you will be a regular user of E-mail this term. I may be sending you materials or updates on the course via email. I would prefer if you use your **onid** account or have your mail forwarded from that account to the one you use most frequently.

Writing to Learn In Class Exercises

Throughout the term you will be asked to spend time to participate in short writing to learn activities. The purpose of these exercises is to help you learn more about the course content. These exercises may include: write and pass, micro-themes, reading response questions, media/film reflections, or end of class observations. These writing to learn exercises require no more than a few paragraphs of written response. Your written work will be submitted to the instructor to receive a check mark or a very short comment. **NO LETTER OR NUMBER GRADES** will be used.

Course Outline

Part 1: Weeks (1-4)

Theory and concepts are introduced with the hope of clarifying recurrent issues in contemporary American “race”, ethnic, class and “gender” relations. At the end of the first four weeks students should be equipped with the conceptual tools to understand the forces shaping power relations.

September 25/27/29 Introduction and Basic Concepts-- Readings Marger Chapter 1. pp 4-33.

October 2/4/6 Power Inequality-- Readings Marger Chapter 2. pp 33-60. Visit one hate web site from the ones linked to the course web page and comment on how they define “race”.

October 9/11/13 Prejudice and Discrimination-- Readings Marger Chapter 3. pp 61-97. (Group 1 Presentation—**Graduate students**)

October 16/18/20 Assimilation and Pluralism-- Readings Marger Chapter 4. pp 98-133. (Group 2 Presentation)

Part 2: Weeks (5-10)

The social, economic and political experiences of selected groups in both the United States and other countries will be examined. Application of the theoretical concepts and issues developed in Part 1 will be used to understand how each of these groups is struggling "to make it".

October 23/25/27 Native Americans. Readings Marger Chapter 5. pp 134-194. **Assignment 1 Due.** 107-140. (Group 3 Presentation).

October 31/ Nov 1/3 African Americans. Readings Marger Chapter 8. pp 249-301. (Group 4 Presentation).

November 6/8/10 Hispanic Americans. Readings Marger Chapter 9. pp. 303-341. (Group 5 Presentation).

November 13/15/17 Asian Americans. Readings Marger Chapter 10. pp 342-378. **Assignment 2**

Due. (Group 6 Presentation).

November 20/22 Catch up week Thanks Giving Weekend. (Group 7 Presentation November 20)

November 27/29 Dec 1 Current and Future Issues of Race and Ethnicity in the United States.
Readings Marger Chapter 11. pp.379-405. (Group 8 Presentation November 29)

December 5 12:00 pm room 203 Stag Final Exam

GROUP PRESENTATION REVISED SCHEDULE

Throughout this course emphasis is being placed on thinking critically about issues of “race”, “gender”, class and ethnicity in American and other societies. That is you are encouraged to raise questions about issues presented throughout the course. It is in this spirit that you are asked to critically explore and present the competing arguments found in the selected units of Margaret Anderson & Patricia Hills Collins (2006) Race Class and Gender and other outside sources. What you are asked to do is to meet as a research group outside of class and discuss/examine the issue/ethnic group you are assigned to study. Devise an interesting and non-traditional way to present the materials you find to your peers (e.g. debate, video production, power point presentation, drama, game show, hand puppets, short skit, etc. **Be CREATIVE**). All groups **MUST** also use the Internet, the Valley library newspaper archive, or the OSU Archives as additional sources to find recent or past issues concerning the ethnic group or issue being studied as it relates to Oregon. From the presentation (maximum 15-20 minutes), generate three questions to pose to the class in order to facilitate discussion. In the end, the group needs to provide each class member with a 2-3 page summary highlighting the main issues discussed in the presentation. The summary sheet should also have a brief overview of each reading for the week. Students not presenting are also required to read the articles from each week and be prepared for a pop quiz on the articles content. Non-presenters must also be prepared to discuss or write a short paragraph on each of the articles they have read.

Group Presentation Readings from Race Class and Gender: Anthology

Group 1 – Graduate Students

Race, Poverty and Disability: Three Strikes and You're Out! Or Are You?-- Pamela Black

A Different Mirror – Ronald Takaki

Race, Class, Gender and Women’s Work– Teresa Amott

Racist Stereotyping in the English Language– Robert Moore

Group 2

White Privilege Male Privilege– Peggy McIntosh

Optional Ethnicities – Mary Waters

Oppression --Marilyn Frye

Is this a White Country or What?-- Lillian Rubin

Where Has Gay Liberation Gone: An Interview with Barbara Smith-- Amy Gluckman and Betsy Reed

Group 3

Growing Gulf Between Rich and Rest of Us-- Holly Sklar
Tired of Playing Monopoly?-- Donna Langston
Welfare Reform, Family Hardship and Women of Color,-- Linda Burnham
The Invisible Poor--Katherine Newman
Media Magic: Making Class Invisible-- Greogory Mantsios

Group 4

Masculinities and Athletic Careers-- Michael Messner
Toward a Theory of Disability and Gender,-- Thomas J. Gerschick
The Invention of Heterosexuality-- Jonathan Ned Katz
Sex and Gender Through the Prism of Difference-- Maxine Baca Zinn
Age Race Class and Sex-- Audre Lorde

Group 5

Angry Women are Building-- Paula Gunn Allen
The First Americans-- Matthew Snipp
Crimes Against Humanity-- Ward Churchill
From the Ground Up-- Charon Asotoyer
From a Native Daughter--Haunani-Kay Trask

Group 6

Black Picket Fences: Privilege and Peril among the Black Middle Class--- Mary Pattillo-McCoy
Navigating Interracial Borders--Erica Chito Childs
Black Sexuality -- Cornell West
Gladiators, Gazelles and Groupies-- Julianne Malveaux
Of Race and Risk-- Patricia Williams

Group 7

Seeing More than Black & White— Elizabeth Martinez
Le Guera— Cherrie Moraga
The Myth of the Latin Woman-- Judith Ortiz Cofer
Missing People and Others-- Arturo Madrid
Salsa and Ketchup: Transnational Migrants Straddle Two Worlds-- Peggy Levitt

Group 8

Migration and Vietnamese-- Nazil Kirbria
Can Education Eliminate Race, Class and Gender Inequality— Roselyn Arlin
Chappals and Gym Shorts: An Indian Muslim Woman in the Land of Oz-- Almas Sayeed
Ideological Racism and Cultural Resistance-- Yen Espiritu

Please note: The group will receive a grade out of 10 by the instructor. Five marks will come from the instructor and the other five will be the combined average of two randomly selected peer evaluations from within the class.

FINAL ESSAY GUIDELINES FOR SOC 537 STUDENTS

Students enrolled for Sociology 537 have two options for their final paper. The first option is to write an 8 to 10 page paper which integrates the materials discussed in the course with their own

major paper topic (i.e. thesis). The paper can be thought of as a way for you to think about your own research topic while integrating issues of “race”, ethnicity, “gender”, and social class into the overall analysis. As a suggestion, you can think of a way to integrate some qualitative interviews into your final paper so that you can see how others think about the topic (e.g. policy makers, community leaders, public officials etc). Or you might put together a theoretical paper which uses just secondary sources (journal articles, published reports etc) as the backbone of the analysis. It is most important in this paper to integrate concepts and issues that were raised in the course into the final paper you produce.

A second option is to choose one of the following topics:

- (1) “Gender” roles and relationships
- (2) Maintenance of ethnic or racial identity
- (3) Prejudice, discrimination and stereotyping
- (4) Education and Mobility
- (5) Majority-minority relations at school or in the workplace
- (6) Stratification issues
- (7) Immigration Issues

Using a qualitative research methodology, write an 8 to 10 page essay which examines one of the above issues as it applies to “gender”, class, “race” or ethnic relations in the United States. This involves carrying out a literature review to situate your topic within the current sociological research. You might then formulate a short focused questionnaire in order to interview two individuals about their position as it pertains to the topic you have selected. Your essay should not include long direct quotations taken from the sociological literature, rather quotations obtained from your personal interviews which highlight important sociological issues and theoretical concepts are encouraged in your final essay write up.

Content for the Final Essay

The following 6 headings should appear in your essay:

Introduction: Introduce your topic by talking about its importance in the world today and to the United States in particular.

Sociological Perspective: Use Sociology/ Anthropology texts for a discussion of one concept listed above. Integrate a review of the literature on your topic in this section.

Theoretical Ideas: Discuss all the ideas about your topic as it applies to the group you have chosen to study.

Specific Examples: All of the experiences of the interviewees should be theorized. How do they fit the sociological literature and how are they different.

Conclusions: Summarize your main points, re-emphasize the importance of these issues for the United States and globally.

Bibliography: List all sources used in carrying out the research.

Fine Print

* The exams will be held only at the times specified below. Vacation plans do not qualify as valid reasons for re-scheduling. I will only arrange alternate exam dates in the case of last minute medical emergencies, childcare emergencies, religious observances, or scheduled university-sanctioned events (athletics, ROTC, field-trips, etc.) Please discuss with me any concerns you have with this policy as far as it affects you.

RECOMMENDED SUPPLEMENTARY READING LIST

GENERAL “RACE” AND ETHNIC RELATIONS

Banton, Michael, & Jonathan Harwood (1975) The Race Concept, New York: Praeger.

Glazer, Nathan, & Daniel Moynihan (eds.) (1975) Ethnicity: Theory and Experience, Cambridge, Mass.: Harvard University Press.

Gioseffi, Daniela (ed.) (1993) On Prejudice: A Global Perspective, New York: Anchor.

Horowitz, Donald (1985) Ethnic Groups in Conflict, Berkeley: University of California.

McKee, James (1993) Sociology and the Race Problem: The Failure of a Perspective, Urbana, University of Illinois Press.

Montagu, Ashley (1974) Mans Most Dangerous Myth: The Fallacy of Race, New York: Oxford University Press.

Omi, Michael & Howard, Winant (1986) Racial Formation in the United States: From the 1960s to the 1980s, New York: Routledge & Kegan Paul.

Pettigrew, Thomas et al. (1980) Prejudice, Cambridge, Mass: Harvard University.

Steinberg, Stephen (1989) The Ethnic Myth: Ethnicity and Class in America, New York: Atheneum.

Zenner, Walter (1991) Minorities in the Middle: A Cross-Cultural Analysis, Albany, New York: State University of New York Press.

UNITED STATES: “RACE”, ETHNIC, “GENDER” AND CLASS RELATIONS

Davis, Angela (1983) Women, Race and Class, New York: Vintage Books.

Ezorsky, Gertrude (1991) Racism and Justice: The Case for Affirmative Action, Ithaca New York: Cornell University Press.

Hooks, Bell (1996) Yearning: Race, Gender and Cultural Politics, Toronto: Between the lines.

Portes, Alejandro, & Ruben Rumbaut (1990) Immigrant America: A Portrait, Berkeley:

University of California Press.

Ungar, Sanford (1995) Fresh Blood: The New American Immigrants, New York: Simon & Schuster.

West, Cornel (1993) Race Matters, Boston: Beacon Press.

NATIVE AMERICANS

Cornell, Stephen (1988) The Return of the Native: American Indian Political Resurgence, New York: Oxford University Press.

Nabokov, Peter (1992) Native American Testimony: A Chronicle of Indian-white Relations from Prophecy to the Present, 1492-1992, New York, Penguin Books.

Snipp, Mathew (1989) American Indians: The First of this Land, New York: Russell Sage Foundation.

ASIAN AMERICANS

Bonacich, Edna & John, Modell (1980) The Economic Basis of Ethnic Solidarity: Small Business in the Japanese American Community, Berkeley: University of California Press.

Min, Pyong Gap (ed.) (1995) Asian Americans: Contemporary Trends and Issues, Thousand Oaks California: Sage.

Takaki, Ronald (1989) Strangers from a Different Shore: A History of Asian Americans, New York: Penguin.

AFRICAN AMERICANS

Hill, Herbert & James, Jones (ed.) (1993) Race in America: The Struggle for Equality, Madison: University of Wisconsin Press.

Massey, Douglas & Nancy Denton (1993) American Apartheid: Segregation and the Making of the Underclass, Cambridge, Mass.: Harvard University Press.

Oliver, Melvin & Thomas Shapiro (1995) BlackWealth \ WhiteWealth: A New Perspective on Racial Inequality, New York: Routledge.

HISPANIC AMERICANS

Chavez, Linda (1991) Out of the Barrio: Toward a New Politics of Hispanic Assimilation. New York: Basic Books.

Conner, Walker (ed.) (1985) Mexican Americans in Comparative Perspective. Washington, D.C. Urban Institute Press.

Massey, Douglas et al. (1987) Return to Aztlan: The Social Process of International Migration from Western Mexico. Berkeley: University of California Press.

Portes, Alejandro, Robert, Bach (1985) Latin Journey: Cuban and Mexican Immigrants in the United States. Berkeley: University of California Press.

INTERNATIONAL “RACE”, ETHNIC, GENDER AND CLASS RELATIONS

Anderson, Benedict (1991) Imagined Communities: Reflections on the Origin and Spread of Nationalism, Rev. Ed. London: Verso.

Anderson, Margaret & Patricia Hill Collins (1995) Race Class, and Gender: An Anthology, Belmont California: Wadsworth Publishing Company.

Castles, Stephen & Mark Miller (1993) The Age of Migration: International Population Movements in the Modern World, New York, Guilford.

Cyrus, Virginia (1993) Experiencing Race, Class and Gender in the United States, New York: Mayfield Press.

Feagin, Joe & Clairece B. Feagin (1996) Racial and Ethnic Relations, New York: Prentice Hall.

Gilroy, Paul (1991) The Black Atlantic: Modernity and Double Consciousness, Chicago: Harvard University Press.

Gilroy, Paul (1991) There Ain No Black in the Union Jack: The Cultural Politics of Race and Nation, Chicago: The University of Chicago Press.

Hall, Stuart & Paul du Gay (1996) Questions of Cultural Identity, California: Sage Publishers.

Jordon, Glenn & Chris Weedon (1995) Cultural Politics: Class, Gender, Race and the Postmodern World, London: Blackwell Publishers.

Smith, Anthony (1981) The Ethnic Revival. Cambridge: Cambridge University Press.