

SOC 215: Race and Ethnic Relations

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Office Location	Faner 3423	Class Location	Quigley 201
Office Hours	M 10-1; T 8-9:30; R 8-9:30	Class Hours	TR 9:35 – 10:50

Readings

There is one required text for this course. Please buy or rent it, because you will definitely need it for this course. It's available at the bookstore, but you can buy it online, too.

Healey, Joseph F. 2014. *Diversity and Society*. Thousand Oaks, CA: SAGE. 4th edition.

I also have readings uploaded on D2L for each week on the course calendar where you see a reading assigned, so it will be important to check those out.

Description

The United States is an increasingly diverse society undergoing some major changes. White-ethnics, who have historically been the majority, will be in the minority by 2038. Latinos will surpass African Americans as the most numerous minorities about that same time. It is getting harder to think of American racial issues in terms of "black and white." To be affective citizens, we all need to know the sociology, history, and culture of a variety of ethno-racial groups. Further, it is important for us to understand how gender and class may shape people's experiences of race and ethnicity. Along with the academic content, the course will also focus on providing you with skills for effective communicating on these topics. Among the substantive areas covered will be the history of the European colonization of North America, the expansion of the United States and the dynamics of immigration, the processes of identity formation among groups and processes of prejudice and discrimination among all groups, and the economic and political contexts of racism. Through it all, we'll pay special attention to race as a social construction that has major impacts today specifically through modern, institutional racism.

Goals

Essentially, my goals for you are to understand and remember key concepts, terms, and definitions from the text; to know how to use course material you learn here in your daily life; to be able to relate this subject to other subjects and courses that you take here; to understand the personal and social implications of knowing about race and ethnicity in our modern society; to care about the important ramifications of America's legacy of racial domination and modern-day, institutional racism; and to know how to keep on learning about this subject after class ends. I will be your guide to help you reach these goals, but it will be up to you to fully achieve them.

Resources

E-mail: My email address is rceresola@siu.edu. E-mail me if you have any questions about the course, or to set up an appointment in my office.

Office Hours: Mondays 10-1; and Tuesdays and Thursdays from 8 – 9:30, as well as by appointment.

Attendance Policy: You can miss up to three class periods for any reason this semester. After that, I will take away 10 points an absence from your overall grade. That means, if you miss eight classes, for example, you'll get three free passes, and then you'll lose 50 points off of whatever your final grade is. For more information on the University's attendance policy, check here: <http://registrar.siu.edu/students/attendance.html>.

SIU Online: I will upload all of your outlines to SIU Online, and it'll be the best place to check up on your grades and attendance, as I will have those updated at least weekly. I will also have all readings available online. The website is <http://online.siu.edu>.

Technology Policy: I do not allow cell phones in the classroom. If you're expecting a call for an emergency, please have your cell on vibrate and let me know before class. Laptops are allowed as long as you only use them to take notes, though research does say you are more of an active listener when you take notes longhand and you learn more when you then transcribe them later on. I also do not allow the wearing of headphones, even if you're not using them.

Late Work Policy: I'd prefer not to accept any late work, but if circumstances keep you from turning things in on time, here are the two things that can happen.

- 1) For in-class exercises: if you have an excused absence (that is, something that you've checked with me; doctor's appointment, family emergency, school trip, etc.), you can check with a classmate to see what you missed, and turn in that exercise the next class period you're in for full credit.
- 2) For homework assignments: Every day that an assignment is late (including weekend days), it loses ten percent of its total possible score. For example, if you turn in your final book review two days late, you will lose twenty percent off the 100 points its worth (down to 80 points), and *then* I'll start grading it.

Extra Credit Policy: SIU offers many opportunities to attend events that engage your sociological imagination, including film screenings, lectures, and sociology club meetings, to name a few. I'll make announcements of certain opportunities throughout the year, and it'll basically work like you attending an event (approved by me), and writing a two-page, double-spaced write-up about what the event was, and how it relates to race today, or to something you've learned in class. Each event will likely be different so when I announce opportunities in class or through the group e-mail, I'll be sure to offer more details about what to expect. Extra-credit write-ups will be worth ten points each. You can come up to me and offer suggestions of events to attend, as well, and we'll decide if they're appropriate for the purposes of this course.

Ground Rules

You should think about these ground rules during all classroom interaction. If you have any questions about these, please let me know.

1. Acknowledge that racism, sexism, classism, and homophobia exist.
2. Acknowledge that one of the meanings of racism/sexism is that we have been systematically taught misinformation about our own groups and especially members of other groups.
3. We cannot be blamed for misinformation we have learned, but we are responsible for repeating misinformation after we have learned otherwise.
4. Do not blame victims for their oppression.
5. We will assume that people are always doing the best they can.
6. We will actively pursue information about our own groups and those of others.
7. We will share information about our own groups with other members of the class and we will never demean, devalue, or in any way “put down” people for their experiences.
8. We have an obligation actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibits group cooperation and group gain.
9. We want to create a safe atmosphere for open discussion. Thus, at time, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the student will preface his or her remarks with a request and the class will agree not request and the class will agree not to repeat the remarks.

**Ground rules by Lynn Weber, Center for Research on Women, Memphis State University, Memphis, TN 38152.

Assignments and Evaluation

Requirement	Description	Percent of Final Grade
Exams	There will be two exams in this course: one right before Spring Break, and one during Finals Week. They will be a mix of multiple choice, short answer, and essay questions.	30%
Book Report	See the attached rubric for specific guidelines. During the course, you will pick a non-fiction book that has something to do with race relations. After having the book approved by me, you'll read the book and complete a 5-8 page write-up that summarizes the book, links the ideas to class work, and expands upon the ideas according to your own thoughts.	10%
Quizzes	Every Tuesday after a week's readings, there will be a quiz based on the previous week's readings	10%
Interteaching Modules	See the attached rubric for specific guidelines. This grade will include staying focused and on-topic during the scheduled time as well as filling out outlines.	40%
Course Work	Throughout the course, there will be a variety of in-class assignments that might include mini-quizzes, worksheets, artistic activities, etc; some of these may turn into homework assignments, depending on class time.	10%

Course Schedule

Date	Topic	Required Reading	Notes
Part 1 An Introduction to the Study of Minority Groups in the United States			
T, 1/20	Introduction to the Class		In-Class BINGO
R, 1/22	Race: The Power of an Illusion Documentary	“Top Ten Things You Should Know about Race”	In-Class Reflection
T, 1/27	Group “A”	Chapter 1; 1-13 “What is Racial Domination”	
R, 1/29	Group “B”	Chapter 1; 13-38	Who I Am Racially Assignment
T, 2/3	Quiz; Group “A”	Chapter 2; 42-64	
R, 2/5	Group “B”	Chapter 2; 64-88	
Part 2 The Evolution of Dominant-Minority Relations in the United States			
T, 2/10	Quiz: Doc Talk	“Race Prejudice as a Sense of Group Position”	“Hoop Dreams”, pt. 1
R, 2/12	Doc Talk	“Discrimination and the American Creed”	“Hoop Dreams”, pt. 2
T, 2/17	Quiz; Group “A”	Chapter 3; 93-111	
R, 2/19	Group “B”	Chapter 3; 111-125	

Date	Topic	Required Reading	Notes
T, 2/24	Quiz; Group "A"	Chapter 4; 130-151 "White Privilege: Unpacking the Invisible Knapsack"	
R, 2/26	Group "B"	Chapter 4; 152-168 "Ten Things You can Do To Improve Race Relations"	Book Report Title Due
T, 3/3	Review Day		
R, 3/5	FIRST EXAM		
T, 3/10			
	SPRING BREAK!		
R, 3/12			
Part 3	Understanding Dominant-Minority Relations in the United States Today		
T, 3/17	Group "A"	Chapter 5; 173-202	
R, 3/19	Group "B"	Chapter 5; 202-223 "Are Emily and Greg More Employable than Lakisha and Jamal?"	
T, 3/24	Quiz; Group "A"	Chapter 6; 228-253	
R, 3/26	Group "B"	Chapter 6; 253-269 "Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising and Brands"	
T, 3/31	Quiz; Group "A"	Chapter 7; 275-303	
R, 4/2	Group "B"	Chapter 7; 304—324 "Distorted Reality: Hispanic Characters in TV Entertainment"	

Date	Topic	Required Reading	Notes
T, 4/7	Quiz; Group "A"	Chapter 8; 330-350	
R, 4/9	Group "B"	Chapter 8; 351-372 "The Third Sex: Asian-American Men in Popular Culture"	
T, 4/14	Quiz; Doc Talk	"Critical Race Theory: Introduction"	"The House I Live in", pt. 1
R, 4/16	Doc Talk	"Critical Race Theory: Narrative Analysis"	"The House I Live in", pt. 2
Part 4 Challenges for the Present and the Future			
T, 4/21	Group "A"	Chapter 9; 379-405	
R, 4/23	Group "B"	Chapter 9; 406-425 "Race and Civil Rights Pre-September 11, 2002: The Targeting of Arabs and Muslims"	
T, 4/28	Quiz; Group "A"	Chapter 10; 431-443	
R, 4/30	Group "B"	"Racialized Social System Approach to Racism" "The Transnational Villagers: Introduction"	Book Report Due
T, 5/5	Quiz; Discussion Day		Bring in Original "Who I Am Racially": Don't Read ahead of time!
R, 5/7	Review Day		
	<i>Thursday, 5/14</i> 8:00 – 10:00	FINAL EXAM	

Book Report Assignment

There will be one major book report each student needs to complete, due on April 30th. This assignment will require you to summarize, respond to, and raise additional questions about a non-fiction book of your choice that deals in some major way with race. This assignment is worth 10% of your final grade. In this assignment, I'll expect you to do the following:

- I. Summarize the reading(s) - worth 40% of the assignment.
 - a. What is this book about? Early on in the paper, introduce the title of the book, the author of the book, and a brief synopsis of what the book deals with.
 - b. Summarize the main purpose of the book as well as major points about the book, using your own words. When directly quoting from the text to strengthen your arguments, cite page numbers and the author using standard ASA format.
 - c. As you summarize, assume that I have never read this book before, which should help remind you to write clearly and specifically.

- II. Making connections – worth 25% of the assignment
 - a. How does your book relate to the topics we've covered in class? Connect your book with the lecture material, the textbook, or discussions in class. Relate the book that you read to broader concepts that you've learned in class. State in your paper what you're referring to when you talk about our classwork (e.g., from an in-class lecture, group discussion, or from the textbook itself).
 - i. Note: You must connect the book to topics that we've discussed in text. Connections are not supposed to be tangents about what you think about the readings. Remember, this is not a journal entry. You may include relevant life experiences, but you are graded/receive credit on the connections you make between the class material and the readings

- III. Raising questions - worth 25% of the assignment
 - a. Finally, what questions did the book leave you with when you were done? What big ideas did the book introduce that you'll carry with you from now on? Near the end of your paper, include questions that were raised by the book you read, or big ideas from the text that you will think about later. You should include at least three questions/big ideas, but feel free to talk about more. Another way of thinking about it would be to ask: What questions did the author(s) raise but not answer in the reading? What questions do you have as a result of what you read?

- IV. Mechanics – worth 10% of the assignment
 - a. Follow ASA guidelines for writing a paper, including properly citing all authors used in the literature review. [For a quick reference on ASA style, visit <https://owl.english.purdue.edu/owl/resource/583/01/>].
 - b. Check and double-check your papers for spelling errors, unclear language, or typos. In other words, sentences are clear, concise, and make sense on first reading.
 - c. The paper is 5 – 8 pages long, not including a title or references page.

Interteaching Guidelines

Essentially, every week this course consists of two class periods. You will be responsible for peer-teaching the content from your day's readings once a week. You will receive discussion questions and an outline to start from, but will fill in the substantive information yourself and present to your partner for about thirty minutes. Your interteaching partner will do the same for you on the other day of the week.

More specifically, here are the steps:

1. At the beginning of this course, I will assign you to either group "A" or group "B". These groups will allow you to pair up with someone each day to form groups of 2. Your partner will change throughout the course, but you'll always be either group A or B.
 - a. While sometimes schedules will require us to have group A or B present on the same day, most of the time group A will present on Tuesday and group B will present on Thursday.
2. For each week's readings, you will find an outline on D2L that you will fill out while you read the assigned material.
3. For each class that you are the teacher in, you will print two copies of the outline and one blank one. You'll use one copy to teach from and you'll give me the other copy. You'll give the blank copy to your partner so he or she will be able to fill it out as you go along. Outlines are due at the beginning of class, and I only accept paper copies.
4. If you're the "student" that day, come to class having read that day's readings as well as any questions you might have on a particular topic.
5. The "teacher" will then go through the outline and present a mini-lecture on the topics that he or she has written about. The teacher should not let the student just copy the notes, but instead should use the outline as a guide to teach the subject in his or her own words. A typical interteaching session should take about **15 - 20 Minutes**.
6. 15 minutes into the interteaching session, I'll put a prompt for an interteaching activity on the PowerPoint. This activity should take about **10 – 15 minutes** to complete.
 - a. Follow the instructions, and complete the activity to the best of your ability, taking ideas from that day's readings and using them when appropriate.
 - b. You will turn in these activities, and I will check them for how well they engage with the activity prompt and with the subject matter in the text. While I will collect all of the activities, I will grade them randomly, so be sure to try your best on every activity.
7. After the interteaching session, I will allow time for any questions about topics you were confused on, and present a mini-lecture on key points of the chapter/readings.
8. There will be a graded quiz on the subject matter from your interteaching sessions, usually the next week. You will be allowed to use the notes from the interteaching sessions on quizzes, but not on the final exam.