

Introduction to Ethnic Studies

Sociology 2319

Spring 2018

3 Credits

Mon and Wed 11:00am – 12:20pm, CHSS 226

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Catalogue Description

A survey of the field and problems of Ethnic Studies as an area of knowledge and investigation. The instruction is to be interdisciplinary in nature. Major considerations of the entire Ethnic Studies field will be defined and analyzed. Although the course is not a prerequisite to any of the others, students are strongly urged to take it before attempting other Ethnic Studies courses. Credit 3. Prerequisite: None.

Course Description

This course is designed to help students understand racial and ethnic problems from a sociological perspective. Key conceptual and theoretical tools will be used to analyze how racism is both perpetuated and challenged. Students will also learn about various social institutions are impacted by racial and ethnic inequality (e.g., education, criminal justice, housing, the media, and politics). Students will also gain further understanding of how racial and ethnic problems are experienced in other cultures.

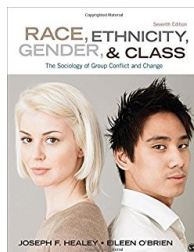
Objectives, Goals, and Learning Outcomes

Upon completion of this course, the student will be able to:

1. Recognize and Use basic concepts and theories in the field of Ethnic Studies.
2. Explain how racial and ethnic problems (including various manifestations of racism) are experienced in other cultures.
3. Demonstrate, practice, interact, and learn from a multicultural perspective. See *Suggested Multicultural Guidelines for Interaction and Learning* located at the end of the syllabus.

Required Text

- Healey, Joseph F. and Eileen O'Brien. 2015. *Race, Ethnicity, Gender, & Class: The Sociology of Group Conflict and Change*. 7th Edition. Thousand Oaks, CA: Sage.



Additional Required Readings

Additional course readings will come from journal articles and book chapters located on Blackboard. I will rarely summarize the readings in class. Rather, you will be able to learn different sociological ideas about race and ethnicity from both the class readings and our time together in the classroom. I expect full preparation (by reading the assigned material before class each day) and participation.

Course Requirements and Grading Policy

These are the following requirements for the course: 3 exams, 2 short reflection papers, daily attendance, and keeping up with the readings. The dates of these various assignments are listed below. The content of each will be more fully elaborated upon later in the syllabus and in class. **I do not negotiate final grades.**

Assignment Dates and Grade Distribution

Reflection 1	Feb 14	25 points
Exam 1	Feb 21	50 points
Exam 2	Mar 26	50 points
Reflection 2	Apr 9	25 points
Exam 3	May 2	50 points
		+
<u>TOTAL</u>		<u>200 points</u>

*There will also be additional extra credits point possible for unannounced quizzes on daily readings (see below)

Grading Scale (in points)

A = 179 points or higher;
B = 159-178;
C = 139-158;
D = 119-138;
F = 0-118

THERE IS NO ROUNDING ON ASSIGNMENTS, EXAMS, QUIZZES, OR FINAL GRADES

Exams and Make-Up Policy

There will be three exams. Each of these exams will consist of answering multiple choice questions, true/false questions, matching questions, and writing short answers. **Students must bring a scantron sheet and pencil to class for each of the 3 exams.** Each exam will include material covered in the required readings as well as classroom lectures and discussions. Exam 1 is February 14th. Exam 2 is March 26th. Exam 3 is May 2nd. Each exam will primarily focus on material covered since the previous exam. I will note exceptions in advance. In other words, there is no entirely comprehensive exam. If you are unable to take any exam on the assigned date for whatever reason it can be made up on May 9th during our finals schedule time (noon-2pm).

Reflection Papers

There are two very short reflection papers you will write for this course. These papers will demonstrate how well you can apply concepts from this course. I will provide instructions for these short reflection papers later in the semester.

Attendance Policy, Participation, Readings, Extra-credit Quizzes

Attendance is mandatory. Doing the course readings on time and participating in class will help you perform well on exams. Some of the material covered in the readings will not be covered during class lecture. Likewise, some of the material covered in class lecture will not be covered in the readings. However, all course material (including readings and class discussions and lectures) may potentially appear on the exams. You are required to read what has been assigned *before* each class.

To encourage preparedness, there will be 4-6 unannounced quizzes given throughout the semester. These unannounced quizzes may take place at any time during a class period. Again, the quizzes are *not* announced in advance. Each quiz consists of 1 question and is based on the assigned reading for that day or on in-class activities. The quizzes are graded as pass/fail. Each passed quiz will count as 1 extra point (i.e., not counted in the 200 points for the course) that will be applied to your total points before calculating your final grade. If you do the assigned readings and meet the course requirement of attending class daily then you will be prepared to earn all of these 4-6 extra points. None of the quizzes can be “made up” if you are absent when the quiz is given in class. Attendance, quizzes, and participation are your in-class responsibility.

TENTATIVE COURSE OUTLINE

*REGC: *Race, Ethnicity, Gender, and Class* (Healey and O'Brien 2015)

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

CLASS DATE READING/ASSIGNMENT SCHEDULE

Week One-----

TOPIC: INTRODUCTION AND OVERVIEW

- JAN 22 Syllabus and Introduction to Course
JAN 24 **Reading:** Morning 2005. *Race and Ethnicity Conceptualizations*. Film clip: "Lopez: Alba DNA test."

Week Two-----

TOPIC: KEY CONCEPTS CONTINUED

- JAN 29 **Readings:** REGC (Chapter 1, Pp. 9-13) **AND** Berbrier 2004. *Minority Status*.
JAN 31 Film: "Race-the Power of an Illusion, part 1."

Week Three-----

TOPIC: THEORETICAL TOOLS

- FEB 5 **Readings:** Aguirre and Turner 2001 (Pp. 4-19). *Prejudice and Discrimination; Responses to Discrimination*.
FEB 7 **Reading:** Desmond and Emirbayer 2009 **AND** REGC (Chapter 1, pp. 20-29). *Five Fallacies*.

Week Four-----

TOPIC: INTERSECTIONALITY

- FEB 12 **Reading:** REGC (Chapter 1, pp. 14-15). *Intersectionality exercise*.
FEB 14 **REFLECTION PAPER 1 DUE** at beginning of class on Feb 14th. Film clip: "Ted Talk: Intersectionality."

Week Five-----

TOPIC: REVIEW AND EXAM

- FEB 19 **No Reading Assigned for Today. Catch Up, Unit Discussion, and Exam I Review.**
FEB 21 **EXAM 1**

Week Six-----

TOPIC: SOCIAL CLASS; WHITE PRIVILEGE/WASP CORE

- FEB 26 **Reading:** REGC (Chapter 2, pp. 30-38). *WASP core*. Film clip: "People Like Us: WASP Lessons."
FEB 28 **Reading:** McIntosh 1989. *White privilege*.

Week Seven-----

TOPIC: POLITICS; ECONOMICS; AFRICAN AMERICANS

- MAR 5 **Reading:** REGC (Chapter 4, pp. 102-12). *Political Mobilization (Civil Rights Era)*.
MAR 7 **Reading:** REGC (Chapter 6, pp. 154-62). *Economics, Social Class, and Race*. Film clips: “People Like Us” and “Tupac: Resurrection.”

Week Eight-----

SPRING BREAK

- MAR 12-16 ***NO ASSIGNMENTS-SPRING BREAK***

Week Nine-----

TOPIC: RESIDENTIAL SEGREGATION; ENVIRONMENTAL RACISM

- MAR 19 **No Reading Assigned for Today.** *Housing and Environmental Racism*.
Film Clips: “Race-the Power of an Illusion, part 3” **AND** “The New Metropolis.”
MAR 21 **No Reading Assigned for Today.** *Catch Up, Unit Discussion, and Exam 3 Review*.

Week Ten-----

TOPIC: EXAM; INDIGENOUS PEOPLES

- MAR 26 **EXAM 2**
MAR 28 ***NO CLASS* -Watch film clip: “Reel Injun”**

Week Eleven-----

TOPICS: INDIGENOUS PEOPLES CONTINUED

- APR 2 **Reading:** REGC (Chapter 4, pp. 112-15 **AND** Chapter 7, pp. 189-95).
Indigenous Peoples.
APR 4 ***NO CLASS* -Write reflection paper on representations of Indigenous Peoples**

Week Twelve-----

TOPIC: BORDERS; EDUCATION; LATINX

- APR 9 **REFLECTION PAPER 2 DUE** at beginning of class on April 9th.
Reading: REGC (Chapter 4, pp. 116-18). *LatinX*. Film: “Precious Knowledge.”
APR 11 **Reading:** REGC (Chapter 8, pp. 218-36). *Education and Borders Activity: US-Mexico War*.

Week Thirteen-----

TOPIC: ASIAN AMERICANS; AESTHETICS\

- APR 16 **Reading:** REGC (Chapter 9). “*Asian-American Exceptionalism*” and *Education*.
APR 18 Film: “Crash”

Week Fourteen-----

TOPICS: AESTHETICS CONTINUED

APR 23 Film continued: “Crash”

APR 25 Film continued: Finish “Crash” and discussion. *Minorities in Television.*

Week Fifteen-----

TOPIC: REVIEW AND EXAM

APR 30 **No Reading Assigned for Today.** *Catch Up, Unit Discussion, and Exam
3 Review.*

MAY 2 **EXAM 3**

Week Sixteen-----

MAY 9 Open Exam Slot (noon-2:00pm)

In-Class Ground Rules

Cell Phones: NOT allowed during class (phones should be turned off and put away).

Laptops and Tablets: ALLOWED in class for note-taking. However, students using laptops or tablets must sit in the back of the classroom so as to not disturb their peers that do not wish to be seated near such devices. Also, if usage becomes a distraction for other students or if students misuse this privilege by browsing online or doing things outside of the scope of this course they will be asked to put their laptops or tablets away.

Group Discussion Rules: Some of the issues discussed in this class are sensitive subjects. We will also respect everyone's right to ask questions. The classroom should be seen as a "safe place" to discuss contentious issues. *Hate speech (e.g., white supremacy) will not be tolerated in the classroom.* If I observe student(s) promoting racist expressions in this course I will ask the student(s) to stop and give them a warning; if they persist, I will politely ask them to leave and meet with me in my office.

I ask that you carefully think through your thought or question before you say it out loud to assess whether you think it will be outright offensive to anyone. I also will not tolerate personal or group-based attacks. To facilitate open discussion, I will ask students to submit any questions they do not want to ask in front of the class in writing after class or by email to the instructor. I will try my best to get to all of them. Keep in mind that there will be questions I do not know the answers to. However, I will do my best to get answers for us when possible.

Class Behavior

Please arrive to class on time and prepared to be a full participant. You should have the readings completed before coming to class. This also means that reading the newspaper, browsing the internet, and text messaging and engaging in other non-course related activities during class are unsuitable activities. If you engage in any of these activities during class I will ask you to stop. If it continues, I will ask you to leave.

ADDITIONAL POLICIES

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Academic dishonesty will not be tolerated. Students who are academically dishonest will receive an F for that assignment with more severe sanctions as appropriate.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>.

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance *should register with the Office of*

Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

Student Absences on Religious Holy Days Policy: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/861001.pdf>

University Code of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students shall arrive to class on time and be respectful to their other students. If a student needs to arrive to class late or leave class early the student will make the professor aware of these needs prior to class time. All cell phones and beepers must be turned off and stowed away while in the classroom. If a cell phone is out during an exam, the student will receive an F for that exam. Students who disrupt the class will be contacted by the professor to adjust their behaviors. In extreme cases students who cannot comply with these requirements can be removed and resigned from the class.

<https://netreg.shsu.edu/mirror/codeofconduct.html>.

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

**Ground Rules for Discussing Difficult Issues by Lynn Weber Cannon,
Memphis State University, 1985**

1. Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.
2. Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, and the like is that we are all systematically taught misinformation about our own group and especially members of devalued/subordinate groups (this is true for both dominant and subordinate group members).
3. Agree not to blame others or ourselves for such misinformation, but accept responsibility for not repeating such misinformation after we have learned otherwise.
4. Agree not to blame victims for their oppression.
5. Assume that people do the best they can.
6. Actively pursue information about our own group and others.
7. Share information about our groups with other members of the class and will **NEVER** demean, devalue, or in any way “put down” people for their experiences.
8. Agree to combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and success.
9. Create a safe atmosphere for open discussion.