

**University of North Texas at Dallas**  
**Fall 2010**  
**SYLLABUS**

<b>SOCI 4540: Race &amp; Ethnic Minorities    3Hrs</b>			
<b>Department of</b>	Sociology & Psychology	<b>Division of</b>	Liberal Arts & Life Sciences
<b>Instructor Name:</b>	Steven L. Arxer		
<b>Office Location:</b>	Building 2, Room 321		
<b>Office Phone:</b>	972-338-1592		
<b>Email Address:</b>	steven.arxer@unt.edu		
<b>Office Hours:</b>	TR 10am-12pm/1-2pm; Wed 4-7pm; or by appointment		
<b>Classroom Location:</b>	DAL2 101		
<b>Class Meeting Days &amp; Times:</b>	Wed 7:00pm-9:50pm		
<b>Course Catalog Description:</b>	Conditions and distribution of race and ethnic minorities; socio-psychological and cultural factors in race and ethnic relations; pattern of relations in the United States		
<b>Prerequisites:</b>	SOCI 1510 or SOWK 1450 and other equivalents.		
<b>Required Text:</b>	<p><b>Title: Racial and Ethnic Relations</b>  <b>Authors: Joe R. Feagin and Clairece Booher Feagin</b>  <b>Year: 2008</b>  <b>Edition: 8</b></p> <p><b>*Note: if you have a different edition of the text please notify the professor to make sure that your text will satisfy the requirements of the course</b></p> <p><b>**All other reading material will be provided by the professor in advance either electronically or in hardcopy in class</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them. In the course syllabus the text Racial and Ethnic Relations will be abbreviated as R/E</li> </ul>		
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p>		
<b>Course Goals or Overview:</b>			
	<p>This course examines the social dimensions, origins, and functions of race and ethnicity, particularly as they relate to U.S. society. We will review how sociologists have made sense of race and ethnicity through key concepts, theories, historical accounts, and empirical research. Race and ethnicity affects all our lives, in ways both subtle and obvious. For this reason we will also examine the “sites/locations” where racial/ethnic experiences take place to help us see <i>race and see ethnicity</i>. Some common sites sociologists look at are social institutions such as work/economy, education, media, and politics. An important theme in the course will include recognizing how and when race and ethnicity become categories that create social divisions and facilitate the unequal distribution of power. Equally important will be discussing what</p>		

	opportunities are available to bridge that social gap in order to foster a more egalitarian, democratic society (and world).
<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will be able to	
1	Define you to key concepts and theories related to the study of race and ethnic minorities.
2	Identify how race and ethnicity has shaped the lives of different majority and minority groups.
3	Utilize key scholarly literature to discuss issues related to race and ethnic minorities.
4	Identify institutional racism in the context of both historical and contemporary (U.S.) society and how to rectify this challenge.

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

TOPICS	TIMELINE
<b><u>I. The Sociology of Race &amp; Ethnicity</u></b>  <b>Introduction</b> <a href="http://www.unt.edu/ethnicstudies/">http://www.unt.edu/ethnicstudies/</a> <a href="http://www.unt.edu/edo/multicultural.htm">http://www.unt.edu/edo/multicultural.htm</a> <i>*Access these web links and become familiar with their contents</i>	9/1
<b>Basic Concepts</b> R/E part I, ch. 1	9/8
<b>Theorizing Race &amp; Ethnicity: Classical Perspectives</b> R/E ch. 2 Omi & Winant. "Racial Formation", pp. 19-28	9/15
<b>Theorizing the Intersectionality of Race &amp; Ethnicity: Contemporary Theory</b> Collins, Patricia Hill. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection", pp. 641-55 West, Candance & Sarah Fenstermaker. "Doing Difference", pp. 8-37	9/22
<b><u>II. Historicizing Race &amp; Ethnicity</u></b>  <b>Historicizing Race: Whiteness &amp; White Privilege</b> R/E Part II, ch. 3, 6	9/29
<b>Intersections of Whiteness &amp; White Disadvantage</b> Movie, Hillbilly: The Real Story	10/6
<b>Historicizing Ethnicity: Are Italians, Irish and Jews White?</b> R/E ch. 4, Brodkin, Karen. "How Did Jews Become White Folks?", pp. 25-52 Luconi, Stefano. "Frank Rizzo and the Whitening of Italian Americans in Philadelphia", pp. 177-91	10/13
<b><u>III. Work, Education, Family, Politics, Language, Media: Institutional Divides</u></b>  <b>Work, Education, Politics</b> R/E ch. 7 Wilson, William Julius. "Race-Specific Policies and the Truly Disadvantaged", pp. 338-51 West, Cornel. <i>Race Matter</i> , pp. 107-109	10/20
<b>The Structuring of Latin@ Lives</b>	10/27

R/E ch. 8, 9 Nelson, Candace & Marta Tienda. "The Structuring of Hispanic Ethnicity", pp. 7-30 Portes, Alejandro & Alex Stepick. "A Repeat Performance?: The Nicaraguan Exodus", pp. 135-59	
<b>Race in a Post-9/11 World</b> R/E ch. 12 Jamal, Amaney & Nadine Naber. "Arab American and U.S. Racial Formations", pp. 1-44 Jamal, Amaney. "Civil Liberties and the Otherization of Arab and Muslim Americans", pp. 114-29	<b>11/3</b>
<b>Media Representations: The Framing of Asian Americans</b> R/E ch. 10, 11 Nakayama, Thomas K. "Framing Asian Americans", pp. 179-87 Movie, Cultural Criticism and Transformation	<b>11/10</b>
<b>Reflection Paper Due</b>	
<b><u>IV. Constructing Racialized Bodies</u></b>  <b>The Body as Social Meaning and Site of Symbolic Violence</b> Murphy, John W. & Jung Choi. "Symbolic Violence and Social Control", pp. 97-112 Eugenia, Kaw. "Medicalization of Racial Features: Asian American Women and Cosmetic Surgery", pp. 74-89. Lovejoy, Meg. "Disturbances in the Social Body: Differences in Body Images and Eating Problems Among White and African American Women", pp. 239-61	<b>11/17</b>
<b>The Sexuality of Racial and Ethnic Bodies</b> Collins, Patricia Hill. "Why Black Sexual Politics", pp. 25-52 Wilkins, Amy C. "Puerto Rican Wannabes: Sexual Spectacle and the Making of Race, Class and Gender Boundaries", pp. 103-121	<b>11/24</b>
<b><u>V. Race &amp; Ethnicity in the Context of Globalization: The Post-Colonial Question</u></b>  <b>Race &amp; Ethnic Minorities in a Globalized (Post-Colonial?) World</b> R/E ch. 13, 14	<b>12/1</b>
<b>Global Market Capitalism and The Commodification of Otherness</b> Halter, Marilyn. "Ethnic by Design: Marketing to a 'New America'", pp. 104-37 bell hooks. "Eating the Other", pp. 366-80	<b>12/8</b>
<b>Concluding Remarks &amp; Class Discussion</b> <b>Research Paper Due</b>	<b>12/15</b>
Note: This syllabus may be subject to changes and/or revisions.	

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Research Paper-** In the second half of the semester, students will identify and research a particular theme related to race/ethnicity. In the past, students have focused on a specific racial/ethnic group, or explored current economic, political, and cultural issues related to race/ethnicity. Papers should be between 10-15 pages in length. Paper guidelines will be discussed in class.

**In-Class Group Work & Participation-** The course material will be analyzed, discussed, and explored through collaborative methods that involve students' working together to complete in-class discussions and written reports. Each class period will include group meetings, discussions, and reports to the class as a whole. Students will work on specific assignments and questions, which will be distributed in class. The assignments and questions will require students to have thoroughly read all the material assigned for that class period. The group work will be based on the following: attending and participating in assigned groups; quality of written group report; serving periodically as the group recorder or facilitator; and participation (which involves attending class discussion and asking questions/answering questions about the assigned material)

Attendance and active participation in discussion about assigned readings is essential to make our course work. The quality (not just quantity) of your contributions to the seminar will be weighed into your overall performance. In the event of serious illness or emergency, please contact me through email.

**Reflection Paper-** Students are expected to turn in a reflection paper that is 5-7 pages in length, 12pt font, double-spaced. This paper should include a critical and creative reflection of one's own racial/ethnic life. Students are expected to explore and explain a specific personal life experience using course material (concepts, theories, empirical research, etc.). This paper is meant to be analytic in nature, that is students should breakdown and interpret their own lives by using sociological tools.

**Grading Matrix:**

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Research Paper	1 research paper, 40%	160
In-Classs Group Work/Participation	15 assignments at 8 points each, 30%	120
Reflection Paper	1 Reflexive Paper 30%	120
<b>Total:</b>	<b>100%</b>	<b>400</b>

**Grade Determination:**

<u>Grade</u>	<u>Percent</u>	<u>Points</u>
A	90-100%	360-400
B	80-89%	320-359
C	70-79%	280-319
D	60-69%	240-279
F	Below 60% or lower, unacceptable quality	

\*\* You are responsible for tracking your own grade progress. If you have questions about your grade or if you need documentation of your grade progress talk to me during office hours or make an appointment.

**University Policies and Procedures**

**Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

**Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

**Assignment Policy:**

Any style guide may be used as long as it is used consistently throughout the paper.

*Note:* No extensions are given, unless a legitimate excuse is received well before the due date. For illness or injury a doctor's note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.

**Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

**Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Classroom Policies**

1. Since discussion is an essential part of this course please come to class prepared and on time.
2. Please turn off your cell phones and pagers.
3. Do not come into class late or leave early.
4. You are responsible for tracking your own grade progress (see course requirements and grading scheme to help you keep track of available points). If you have questions about your grade come to office hours, make an appointment, or contact me via email. Do not make specific inquiries about your grade in class.
5. No late work will be accepted unless you have a valid documented excuse (documented illness or death in the family). **If you miss an assignment and you have a valid documented excuse notify me as soon as possible via phone or email so we can arrange a reasonable time for you to make up the missed assignment.**
6. All work must be turned in during class. I will not accept emailed work unless you have a valid documented excuse.

**Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

To get the most out of this class your attendance is required.

- An attendance sign in sheet will be circulated at the beginning of each class. Sign your name in the sheet to document your attendance. Failure to sign the sheet will be considered an absence.
- Students are expected to attend all scheduled meetings of this class. Students

are also expected to be on time for all scheduled class meetings. Students who come to class late will be counted as absent. **After 3 absences, 5 overall points will be deducted for every class period missed.**

- If you have a documented excuse for your absence let me know as soon as possible and bring it to class. A valid documented excuse consists of a doctor's note documenting your illness or death in the family

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*