

University of North Texas at Dallas
 SPRING 2012
 SYLLABUS

SOCI 4540: Race & Ethnic Minorities 3 Hrs				
Department of		Sociology & Psychology	Division of	Liberal Arts & Life Sciences
Instructor Name:		Beth Fawcett		
Office Location:		Founder's Hall (Building 2) Rm 325		
Office Phone:		972-338-1379		
Email Address:		Elizabeth.fawcett@unt.edu		
Office Hours:		Mon & Wed: 8-9:30am, 12-1pm, 2:30-3:30pm, 5:30-6:30pm; and Fri: 9-11:30am and 1-3pm		
Classroom Location:		Dal 2 Rm 101		
Class Meeting Days & Times:		Monday & Wednesday 10:00-11:20am		
Course Catalog Description:		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		
Prerequisites:		SOCI 1510 or SOWK 1450 and other equivalents.		
Required Text:		<p>Title: Racial and Ethnic Relations Authors: Joe R. Feagin and Clairece Booher Feagin</p> <p>*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</p> <p>**All other reading material will be provided by the professor in advance either electronically or in hardcopy in class</p> <p>Readings:</p> <ul style="list-style-type: none"> • 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 		
Access to Learning Resources:		UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com		
Departmental Outcomes: At the end of this course, the student will				
1	Be able to demonstrate knowledge of a substantive area within sociology			
2	Summarize basic issues in the area			
3	Compare and contrast basic theoretical orientations and middle range theories in the area			
4	Explain how sociology contributes to understanding of the area			
5	Summarize current research in the area			
6	Suggest specific policy implications of research and theories in the area			
7	Describe the significance of variations across social categories			
8	Describe the significance of cross cultural variations			
9	Describe social and cultural trends			
10	Generalize appropriately or resist inappropriate generalizations across groups and through historical time			

Course Goals and Overview	
	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 race and see ethnicity. 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 opportunities are available to bridge that social gap in order to foster a more egalitarian, democratic society (and world).
Learning Objectives/Outcomes: At the end of this course, the student will be able to	
1	Define key concepts and theories related to the student 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. Students are responsible for keeping up with changes to the schedule.

TOPICS	TIMELINE
Welcome and Introduction to the course	Week 1 1/18
Basic Concepts R/E Part 1, Ch 1	Week 2 1/23
Continued	1/25
Theorizing Race and Ethnicity: Classical Perspectives R/E Ch 2 Omi & Winant “Racial Formation” pp. 19-28 HTQ due	Week 3 1/30
Continued	2/1
Theorizing the Intersectionality of Race & Ethnicity: Contemporary Theory Collins, Patricia Hill. “Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection”, pp. 641-55 HTQ due	Week 4 2/6
Continued	2/8
II. Historicizing Race & Ethnicity Historicizing Race: Whiteness & White Privilege Peggy McIntosh. White Privilege: Unpacking the Invisible Knapsack R/E Part II, ch. 3	Week 5 2/13
Continued Video: The Pathology of Privilege	2/15
Historicizing Ethnicity: Are Italians, Irish and Jews White? R/E chs. 4 Irish Americans and Italian Americans, 5 Jewish Americans Brodin, Karen. “How Did Jews Become White Folks?”, pp. 25-52	Week 6 2/20
Continued Reflection Paper due	2/22
Exam 1	Week 7 2/27
III. Work, Education, Family, Politics, Language, Media: Institutional Divides R/E ch 6 Native Americans	2/29

Continued HTQ due	Week 8 3/5
R/E ch 7 African Americans Wilson, William Julius. "Race-Specific Policies and the Truly Disadvantaged", pp. 338-51	3/7
Continued HTQ due	Week 9 3/12
R/E ch. 8, 9 Latino Americans 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	3/14
Spring Break	Week 10 3/19-3/21
Continued	Week 11 3/26
R/E ch. 10, 11 Asian Americans Nakayama, Thomas K. "Framing Asian Americans", pp. 179-87 Reflection paper due	3/28
Continued HTQ due	Week 12 4/2
Constructing Racialized Bodies The Body as Social Meaning and Site of Symbolic Violence: The Sexuality of Racial and Ethnic Bodies 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.	4/4
R/E ch12 Arab Americans and Other Middle Eastern Americans HTQ due	Week 13 4/9
Continued	4/11
R/E ch 13 Ongoing Racial and Ethnic Issues in the United States: Some Final Considerations HTQ due	Week 14 4/16
Continued	4/18
Group presentations	Week 15 4/23
Group presentations	4/25
Group Presentations	Week 16 4/30
Group Presentations & wrap up	5/2
Final Exam	Week 17 5/9

Course Evaluation Methods

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

Exams:

There will be 2 non-cumulative exams designed to measure mastery of course material. Each test is worth 100 points. Each will be a combination of multiple choice, true/false, short answer and essay questions. You will have one class period to complete the exam.

Hot Topic Questions (HTQ):

You will have several opportunities to ask a class discussion question (and provide your answer to it) that pertains to the information in the chapters we are reading. Your questions should be open-ended, for example, "Why does it appear when someone mentions the word feminism people get uncomfortable?" or "How and why may the hijab be interpreted as a form of liberation and choice as well as a form of oppression?" Open-ended questions usually start with "Why" or "How." Do not ask a question like, "Who is Martin Luther King?" or "What does biological reductionism

mean?” These questions can be answered by reading the textbook. The HTQs are designed to promote class discussion and participation. They give you the opportunity to share your thoughts about the different topics we are covering this semester. The HTQs do not necessarily have right or wrong answers. They are simply designed to generate thoughtful critical discussion in class. I will, however, direct class discussion so that the discussion remains sociological, is grounded in theory, and uses proper vocabulary.

Your HTQ is due on Blackboard on the that they are marked on the syllabus. I will review the questions for grading, then we will set aside time in class to pick 2 or 3 questions for discussion. Please note that your question will remain anonymous. The HTQs are worth 10 points each. Time allowing, we will do a minimum of 5 HTQs. You will not receive credit for questions that are unsuitable, that is, questions that are not open-ended or questions that do not pertain to the class content. You will not receive credit for questions for which you do not provide an answer that reflects course content (that either references assigned readings, videos or lecture).

Assignments:

You will have the opportunity to write 2 reflection assignments for 50 points each. Reflection assignments are short (2-3 page) papers that give you the opportunity to express your thoughts and feelings about something you’ve learned in class.

Things to write about in a reflection paper: You may analyze what you read/saw/experienced, compare and contrast or apply it to major concepts, personal experience, or other class materials. Do not summarize your notes or the text, but talk about your reaction to it—what did it remind you of? How did it inspire you? What questions does it bring up for you? How will you use what you learned from this going forward? If your reaction is one of skepticism, do your homework: Find academic or other verifiable and reputable sources that counter what you read/saw experienced and write about your search for more information, rather than on your disbelief.

How to write the paper: Use the concepts and vocabulary that you learn in class. This paper is more formal than a journal entry, so make sure you use formal language and formatting. If you use outside sources, you must properly cite your sources within the text and include a bibliography using APA format. Your paper should be 2-3 pages, double-spaced, using a standard 12-point font with one-inch margins on all sides. Your paper should include a proper title and page numbers. It should be free of grammatical and spelling errors. You should not skip spaces between paragraphs. Indent at the beginning of each paragraph.

Begin at the top of the page. Place the title of your paper, centered at the top. Skip one space, then put your name underneath it. Skip one space, then start your paper.

Grading Rubric for Reflection Assignments

These are the main areas I will consider when grading. Please be sure to address these areas.

Content—35 points	Points Earned:
All key elements of the paper are covered. <input type="checkbox"/> Intro, body, conclusion? <input type="checkbox"/> The content is comprehensive, accurate, and/or persuasive. <input type="checkbox"/> Is your response substantive (2-3 pages)?	Comments:
Organization/Development—5 points	Points Earned:
<input type="checkbox"/> Your paper has a structure that is clear, logical and easy to follow. <input type="checkbox"/> Paragraphs flow logically from thesis to conclusion	Comments:
Mechanics—10 points	Points Earned:
<input type="checkbox"/> Rules of grammar, usage and punctuation are followed. Spelling is correct. <input type="checkbox"/> Proper use of ASA or APA writing style including proper references in text. <input type="checkbox"/> Properly formatted reference page.	Comments:
Total—50 points	Total Points Earned:

Important Issue Group Project:

You will have the opportunity to put together a creative project that focuses on an important issue related to the experiences of a specific racial/ethnic group in the United States. Your group will be responsible for researching the information related to the topic, presenting the important issue to the class in a 15 minute multi-media presentation of your choice. Finally you will help evaluate the class's understanding of your presentation by providing questions that may be used on the final exam.

Part 1. You are the researcher

Pick one of the racial/ethnic groups listed below:

Irish-Americans
Italian-Americans
Jewish-Americans
Native-Americans (Pick a specific tribe)
Mexican-Americans
African Americans
Cuban-Americans
Puerto Ricans
Muslim Americans (Not Nation of Islam)
Chinese-Americans
Japanese-Americans
Korean-Americans
Vietnamese-Americans
Filipino Americans
Indian-Americans

You will be granted considerable freedom to be creative with your project. But the project must include information in two substantive areas:

1. Information regarding **demographic** (age and sex structure, where are they located in the United States), **economic** (what is their general economic position relative to other racial/ethnic groups?) **occupational** (Are they more likely to fill certain types of jobs?), **educational** (What are the patterns of educational attainment among this group?) and **political representation** (How many representatives to local, state or federal government are members of this group?) of men and women in your chosen group. You may compare and contrast women's and men's experiences if that information is available.
2. **Socio-historic information:** This is where you can get really creative. Every group has specific issues-- They have a story of immigration, hardship, oppression, and issues related to their experiences with the major social institutions of American society (like the health care system, criminal justice system, religious institutions, educational system and family). Some groups have very well-known and researched stories and incidents that would be great to use. Examples of socio-historical lessons that you could focus on include (but are certainly not limited to):
 - a. Many Native American women mistrust and are generally uncomfortable with OB/GYN care through the standard allopathic health care system that is not necessarily sensitive to the cultural beliefs and practices of their tribe in regard to pregnancy, birth, and family planning. What are the consequences of this?
 - b. How do contemporary Mexican-American Catholic women interpret their ethnic identity? How do gender roles promoted by cultural and religious traditions impact their ethnic identity?
 - c. What was the Japanese-Americans' experience living in the U.S. Internment camps during WWII? How did it affect family dynamics?
 - d. Explain how Jewish stereotypes are perpetuated in popular media, providing examples and analyses. Where do these stereotypes come from and what are the consequences of such stereotypes?
 - e. Using the Internal Colonial Model explain the historic unequal treatment of the Irish as a group in the U.S. Explain the current status of Irish Americans in contemporary American society.

I expect you to use multiple sources of information for each section of your project. At a minimum, for the entire project, you must use:

- 2 peer reviewed journal articles from the social sciences and
- 2 government or organizational websites.

Wikipedia is not a scholarly source of information and under no circumstances should it be used as a major source of information for your project. You will receive a zero for your part in the project, and the rest of your group's grades will suffer if you do.

Research and historical accounts from peer reviewed journals, books and the U.S. Census Bureau may be used. You may collect your own information by doing interviews, contacting civic groups (for example, groups that were formed to meet the needs of people in specific ethnic groups), and using historical data from major online archives, museums and documentaries. (You are limited to ONE documentary or youtube source. It must be available for free on streaming video to be available for the entire class to view, and it can be no longer than 90 minutes).

The group is expected to put together a paper that summarizes, in your own words, all of the information you are presenting to the class. (This means you must work together). You are expected to use, explain and apply important sociological concepts and vocabulary relevant to your topics. You will put your paper together in sections, and the author of each section will sign his/her name to that section. All students must participate in the summary.

You are also expected to have a bibliography section that cites all your sources. Please use APA citation/bibliography style.

You must turn it in through turnitin on Blackboard.

Part 2. You are the teacher

The group will be given 15-20 minutes of class time to do a power point presentation that highlights the important concepts and information in your project. (If you grant up to 5 minutes of explanation per slide, then your power point presentation should consist of no more than 3-5 slides). You must be present and participate with your group in order to get full credit for this part of the project. Your group will sit as a panel in order to answer questions the class may have about the group they are discussing.

Part 3. You are the evaluator

You will help me evaluate the class's understanding of the material you presented. Each group member will provide two original questions that may be used on an exam. The questions may be phrased as multiple-choice, true-false, or short answer questions. They must be substantive questions that emply important sociological concepts that we have used throughout the class. I will provide feedback on what a "good" question is.

Grading Rubric for the Important Issue Group Project

These are the main areas I will consider when grading. Please be sure to address these areas. The individual grade you receive will be based on the overall quality of the entire project. I expect you to divide up the work as best suits you and sign your individual names to each part of the project. The quality of that work will be considered independently, however, the final grade will be a reflection of the overall quality of the entire project. If one person fails to do their job (and I guarantee you, I will hear about it!), that individual's grade will suffer, however the entire group's grades will suffer if the group did not pick up that individual's slack and complete the project. This is the nature of group projects. You must make a commitment to each other to do your part to make this experience a success.

Part 1. The summary report—70 points	Points Earned:
<i>Content:</i> (50 points) *Key elements are covered thoroughly. *Explanation of information in your own words. *Use of scholarly sources, academic methods, and sociological concepts. *Proper documentation of sources used. <i>Organization/Development:</i> (15 points) *project has a structure that is clear, logical and easy to follow. <i>Mechanics:</i> (5 points) *Rules of grammar, punctuation and spelling are followed.	Comments:
Part 2. The Presentation (20 points)	Points Earned:
<i>Overall quality of the presentation</i> (10 points) *Your contributions from the project are evident in the presentation. *Speakers display thorough knowledge and clear explanation <i>You are present for and participate in the presentation</i> (10 points)	Comments:
Part 3. Evaluation (10 points)	Points Earned:
* <i>You turn in 2 original questions</i> (i.e. every group member must turn in a substantively different question) that may be used to evaluate the class's understanding of your lesson. Each question is worth 5 points.	Comments:
Total—100 points	Total Points Earned:

Final Grading Matrix

Instrument	Value (points or percentages)	Total
Hot Topic Questions	5 at 10 points each	50
Reflection Assignments	2 papers at 50 points each	100
Important Issue Group Project	100	100
Exams	2 at 100 points each	200
Total:		450

Grade Determination:

- A = 403+ pts; i.e. 90% or better
- B = 358 – 402 pts; i.e. 80 – 89 %
- C = 313 – 357 pts; i.e. 70 – 79 %
- D = 268 – 312 pts; i.e. 60 – 69 %
- F = ≤267 pts i.e. less than 60%

A grade represents my best professional evaluation of a piece of work. It neither is, nor can be a judgment about the person who submitted the work.

University Policies and Procedures

Students with Disabilities:

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. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 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:

Please use APA style for in-text citations and bibliographies in all your papers.

Unless specified, all papers should be turned in through turnitin on Blackboard no later than 11:30PM on the date that it is due on the schedule.

I do not accept late papers or assignments turned in to me over email. For an extension due to illness or injury a doctor's note is required.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 Academic Integrity at <http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf> for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

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. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

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.

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 Office of Student Life as the instructor deems appropriate.

Classroom Policies:

1. Do not interrupt the class with electronic devices. Cell phones should be muted and put away before class begins unless approved in advance by the instructor. If a cell phone is in a student's hand or on her/his desk during an exam, it will be assumed the student is cheating. If this simple request goes ignored and becomes a problem I will sanction the entire class for individual students' infractions to this rule. Use of a laptop computer in class must have my approval first.

2. Since I will give you my full attention in class and during appointments, I expect your full attention, as well. Therefore, I *respectfully* ask that you do not sleep; read newspapers, books for other classes, or other outside reading material or engage in personal discussions, text messaging or talking on your cell during class.

3. Punctuality is expected. Please inform me if there are extenuating circumstances that might cause you to be late consistently for class. Likewise, I expect you to stay for the duration of class. If you must leave early, please inform me before class starts and leave as inconspicuously as possible. Tardiness and early departure are distracting to the instructor and to other students.

4. Ground Rules for Discussion in my Class:

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 group and especially members of other groups.

3) We cannot be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.

4) Victims are not to be blamed 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. We will always ask for clarification if we don't understand what someone is communicating.

7) We will share information about our own groups with other members of the class and we will challenge each other to interpret the world using many different perspectives.

8) We will NEVER demean, devalue, or in any way put down people for their experiences.

9) We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit group cooperation and group gain.

Ground Rules 1-9 by Lynn Weber, Center for Research on Women, University of Memphis, TN 38152

5. The instructor maintains academic freedom to set the agenda for the class.

If you need help:

Please know that I care about your progress in this course. If you are having any problems this semester (for example, if you are having difficulty understanding the material, or if you find you do not do well on assignments or exams), contact me before it's too late. I am likely to be understanding if you are having problems despite doing all the readings and attending class regularly, and also if you have special circumstances, and I am kept apprised of those circumstances. I will be much less sympathetic if you do not attend class, do not complete the readings, or if you come to me after things have gotten out of control—nor will there be much I can do about it. I aim to be available and accommodating to you, so please make an appointment to come see me. I want you to do well in this class.