SOC 324 Race & Nationality
Winter – 2013
3 credits

Instructor:
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Course Description
A study of racial and cultural minorities, with a special emphasis on intergroup, racial, and ethnic relations. This course examines myths, doctrines, and movements and reviews the processes and consequences of conflict, discrimination and prejudice.

Intended Audience:
SOC 324 fulfills the Doane Plan Cultural Perspectives requirement.

Required Texts:
McGraw Hill, Publisher, 2011.
ISBN: 978-0-07-811158-7

Raymond D'Angelo and Herbert Douglas, Taking Sides: Clashing Views in Race & Ethnicity 9th Edition
McGraw Hill, Publisher, 2013

Course Goals and Objectives
Upon completion of this course the student will:

- Analyze current issues surrounding racial and ethnic relations as demonstrated in class reports, examinations and intellectual sociological debate and dialogue.
- Interpret and discuss the interrelationship of past and present events and the consequences of conflict, discrimination and prejudice in today’s society by exercising critical thinking in the evaluation of sociological concepts.
- Evaluate and articulate different perspectives on multiculturalism, diversity, immigration and race relations in the United States and consider the question of values and culture when analyzing these areas.
Description of learning strategies:
The course presentation is a synthesis of learning opportunities involving Lecture, Class Discussions, Cooperative Learning, Presentations, Reflection, and Application. There will be time for group work as well as individual. The class will be interactive and engaging with many opportunities for student input and participation. The class will be structured in chunks around specific learning segments. The foundational texts for this course include: American Ethnicity: The Dynamics and Consequences of Discrimination, a broad and comprehensive introduction to the human condition, and a critical analysis of mainstream North American structures, practices, and beliefs. The material in our text presents sociological issues in a format designed to stimulate student interest and develop critical thinking skills, and Taking Sides: Clashing Views in Race and Ethnicity introduces students to a range of topical issues regarding race and ethnicity in a debate style format that encourages the development of critical thinking skills in students. Other resources we will use, but are not limited to include film, on line sources, and other media as appropriate. Each class will examine differences of opinion and will consider diversity and change in social dynamics, and will seek to further students’ understanding of how social dynamics, such as prejudice and discrimination, have affected the participation of ethnic minorities in American society. Illustrations will accompany lectures and discussions are encouraged.

Course Outline
Methods for Assessment of Student performance
All written assignments and group presentations will be assessed using a rubric that will be available to students the first day of class. Student participation and interaction in the class will be a part of the final grade. Students are required to complete all assignments to meet the stated objectives of the course. Each assignment will correspond to one of the three stated course goals and objectives. Students will be evaluated on: class participation; class assignments; mid-term, in-class quizzes, final exam, group presentations.

Writing Expectation
Written assignments should use APA style, 12 point font, double spaced, grammatically correct with proper use of citations and reference page. All written assignments will be graded using a rubric that will be given out the first day of class.

Assignments and Projects
- There are assigned text readings for each class. Students will be expected to have read these prior to class and be able to discuss the material. Class discussion is a part of the class participation and in-class assignments grade.
- Students will be responsible for group and individual presentations related to selected readings and topical discussions.
- Mid Term, Quizzes and Final Exam to include short answer, True and False, and multiple choice questions. All assessment will be open book.
Attendance Policy
Students are expected to attend all classes. Each student is responsible for all work missed, regardless of the reason for the absence. If there is going to be an absence the student is expected to contact the instructor prior to the absence. Since this course is taught once a week it is critical that students attend every class. It will be very difficult to make up a class that is missed. Absence from class may jeopardize a student’s understanding of the course and may result in a reduction of grade.

Grading Scale
The following grading scale will be used:
97% - 100%:  A+
94% - 96%:  A
90% - 93%:  A-
86% - 90%  B
79% - 85%  C
70% - 78%  D
0% - 69%  F

Course Outline
Week One
Class I – Text Chapter 1 – Text Lecture: Ethnicity and Ethnic Relations
Race and Ethnicity
Ethnic groups
Minority groups
Ethnic discrimination
Ethnic stratification
Ethnic prejudice

Focus Questions & Discussions:
• How can a society that values equality and freedom engage in systematic discrimination against minority subpopulations?
• Can the accumulated effects of such discrimination be undone?
• Can the values of freedom and equality be used to justify efforts to compensate the descendants of past discrimination?

Week Two
Class II – Text Chapter 2 Lecture – Explaining Ethnic Relations
Theories of ethnic relations
Assimilation
Pluralism
Biological
Psychological
Human ecological
Power and stratification

A unified theory of ethnic relations

Focus Questions & Discussions:

- Is assimilation the desired outcome of ethnic relations?
- Most ethnic groups assimilate, and if so, to what degree?
- What are the consequences for society if assimilation does not occur?
- How can the remaining patterns of discrimination be eliminated, or at least reduced?
- Ethnic stratification is sustained by mutually reinforcing cycles, how can these cycles be broken?

Week Three
Class III – Text Chapters 3 and 4 – The Anglo Saxon and Ethnic Antagonism; White ethnic Americans

Early colonization of America
The cultural and institutional legacy of early colonization
Anglo-Saxon hegemony and the dynamics of ethnicity
Resource shares of White ethnics
  - Irish Americans
  - Italian Americans
  - Jewish Americans

Focus Questions & Discussions:

- How flexible can the Anglo-Saxon core be in accommodating the key elements of other cultures and remain the core?
- Has the existence of blatant and established discrimination in America forced ethnic groups to discard assimilation as an option?
- Given their different history in the United States, is it possible for white people to understand what it is like to “stand out” and to be vulnerable to the prejudicial beliefs and acts of discrimination nonwhite encounter?

Week Four
Class IV – Text Chapter 5 – African Americans

Resource shares of African Americans
The dynamics of discrimination against African Americans
Stratification of African Americans
Responding to discrimination
The new African Americans

Focus Questions & Discussions:

- Does white America owe black America compensation for past acts of discrimination? If so, how much?
Society tends to view the plight of African Americans in very individualistic terms, as a character flaw of blacks and not a structural flaw of society. Can white Americans continue to blame only the victims of discrimination and not also their own white ancestors?

**Take home mid-term exam to cover chapters 1, 2, 3, 4 and 5 - due week five**

**Week Five**

**Class V – Text Chapter 6 – Native Americans**
- On the verge of extinction
- Resource shares of Native Americans
- The dynamics of discrimination against Native Americans
- Stratification of Native Americans
- Responding to discrimination

**Focus Questions & Discussions:**
- Should the lands, or at least portions of them, that were taken in violation of treaties be given back to the native Americans, or should they be compensated for the loss of their most valuable asset?
- In a society that values the principal of justice within the rule of law and order, should not past violations of the law be redressed in some way?
- Should native Americans be encouraged to enter the mainstream of society or stay somewhat isolated on the reservations, preserving what is left of their cultures?
- Is it time to dismantle the Bureau of Indian Affairs and allow Native Americans to go their own way?

**Midterm exam due**

**Week Six**

**Class VI – Text Chapter 7 – Latinos**
- Resource shares of Latinos
- Mexican Americans
- Puerto Ricans
- Cuban Americans

**Focus Questions & Discussions:**
- Can English be maintained as the ascendant language, or are parts of the country to become bilingual?
- Should the use of language and other non-Anglo cultural traits be suppressed?
- Americans do not feel that they ‘owe’ Latinos compensation for past acts of discrimination in the same way that they owe African and Native Americans. This lack of “collective guilt”, coupled with rising fears about the Latinoization of American
culture, will pose a real problem for non Latino Americans who resent the invasion of their territory, institutions, and cultural patterns. How is this resentment to be mitigated?

- Can it be reduced? Or are non-Latino Americans and Latinos on a collision course?

**Week Seven**

**Class VII – Text Chapters 8, 9 – Asian and Pacific Island Americans and Arab Americans,**

- Asian Americans
- Pacific Islanders
- Who are Arab Americans?
- Resource shares of Arab Americans
- The dynamics of discrimination against Arab Americans
- Responding to discrimination: Ethno genesis
- The immigration dilemma
- The future dynamic of discrimination
- New Patterns of ethnic mixing
- The problematic nature of a multicultural America
- The ongoing struggle for social justice in U.S. society

**Focus Questions & Discussions:**

- Considering that Asian Americans are so successful, especially relative to other large minorities, should Asian complaints about subtle forms of discrimination limiting their further success be given the same attention as complaints from more disadvantaged minorities?
- Should programs to help Asians be of the same intensity as those to help less successful minorities?

**Week Eight**

**Class VIII – Text Chapter 10 - The Future of Ethnicity in America**

**Focus Questions & Discussions:**

- No society has ever remained integrated when ethnic identifications are strong, when the cultural core has eroded, and when ethnic conflicts are frequent. All Americans need to consider whether the U.S. is on the road to permanent partitions and the conflicts that these divisions generate. Liberal ideologies preach the virtues of diversity, conveniently ignoring the conflictual reality that they cause, whereas conservative ideologies demand rigid conformity to the cultural core and propose tension-producing, repressive means to ensure this conformity. Is there some middle way, as exemplified by the case of past immigrants – to open the avenues of opportunity to the new immigrants, absorb portions of the immigrant culture into the cultural core, and eventually generate a revised core of old and new citizens?
In Class Final Exam to cover chapters 6, 7, 8, 9 & 10

Academic Integrity Policy
The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.