Course Description. This course is about Discovery, Discussion, and Understanding. It involves the study of racial and cultural minorities, with special emphasis on intergroup, racial, and ethnic relations. We examine myths, doctrines, and movements and review the processes and consequences of conflict, discrimination, and prejudice. The course is organized around a theme involving the concepts modernization and sociocultural evolution and the effects on human relations. The course utilizes much knowledge gained in the field of sociology. In this regard, the need for sociological information about public issues and private concerns as they relate to race or ethnic relations appears to be greater now than ever. In a time when crisis and change are commonplace, old solutions and understandings about human relations are increasingly questioned, and informed decision making by citizens and governments is imperative. The discipline of sociology, which emphasizes critical thinking, has much to offer those who believe in the value and importance of informed decision making and better human relations, which includes race and ethnic relations, and are committed to ways that enhance the seeking of truth. A goal of this course is to show how knowledge gained through the sociological perspective expands human understanding in terms of race or ethnic relations and promotes thought about the various social realities humans have lived in since the beginning of history. This course is about seeking truth and understanding about other peoples, about race and ethnicity, about us.

The course presentation is a synthesis of learning opportunities involving lectures, class discussions, video and film presentations, and assigned readings from the textbook. Additionally, the course is complimented by students' oral reports on selected topics from RACE AND ETHNIC RELATIONS: Annual Editions. 11/12 that introduces course participants to a wide range of literature and journal articles organized topically around major areas of study within the study of race and ethnic relations. These selections present issues in new perspectives as accepted theories and viewpoints are called into account by new events, recent discoveries change old facts, and fresh debate breaks out over important controversies. The current material in the selected articles helps bridge the gap between principles and theories and the real world. These articles enable course participants to compare and contrast issues applying concepts learned in the course.
In summary, the course involves scholarly dialogue and class discussions; oral presentations; and the preparation of a course reflective journal of acceptable college-level work. Grading encompasses class attendance; participation in class discussion and the degree of preparedness for each class session; the quality of oral presentation(s) in terms of content and preparedness; and the quality of the written work in terms of content, concept or theory development, and writing skills. Critical thinking, writing, and the sharing of experiential knowledge by students is stressed.

**Course Learning Objectives.** Through intellectual dialogue and critical evaluation of course materials and other sources of information, at the course conclusion, each participant should:

1. understand and be able to relate the variable "modernization" to the conditions of the contemporary world, and to her/his own biography;
2. understand sociocultural evolution in terms of changing human relationships in major spheres of social life--economic, political, familial, educational, and religious--with particular emphasis on roles, values, power, and conflict;
3. understand and be able to discuss the concepts of minority group, pluralist perspective, and subordinate group status;
4. understand and be able to discuss the concepts of prejudice and discrimination;
5. understand and be able to apply the critical thinking perspective to the evaluation of sociological concepts and theory related to ethnic relations; and
6. be familiar with immigration patterns and groups’ experience in the U.S.

**Evaluation of Learning Objectives.** Course participants will be evaluated to determine whether or not the learning objectives are achieved through, class discussion, oral presentation, and the application of intergroup and ethnic relations theory and concepts in a reflective journal. Preparation for each class session is essential if these objectives are to be met. In this regard, staying current in the assigned readings is very important.

**Required Texts.** Students are expected to have the following texts for the course:


**Tasks to Complete Before First Class Session.** Learn about your own ethnicity and family history. Visit with relatives and develop an informal, personal biography.

Note: During the term, we may have the opportunity to participate in a field trip or out of classroom cultural immersion experience. We will discuss this during the first class session.
Race and Nationality Course Session Outline:

**Session One.**
Reading Assignment:  
(Read prior to class)  
Ethnic Group: A Multicultural Delight  
1. Introduction and explanation of the course and learning expectations.  
2. Discussion of course requirements and assignments.  
3. Introduction of course participants.  
4. LECTURE: Getting to Know One Another  
   Topics Include: Family Histories Prejudice Tolerance Acceptance  
   In-Group/Out-Group Truth Perception Critical Thinking  
5. VIDEO: *Always Room at the Table*, Southern Law Poverty Center, 2002.  
6. Discussion: Topics identified in video.  
7. LEARNING OBJECTIVES ADDRESSED: 1, 2, 4, 5, and 6.  
8. Self Evaluation

**Session Two.**
Reading Assignment:  
*Text*, Chapter 1, Understanding Race and Ethnicity  
(Read prior to class)  
*Annual Editions*, Articles To be assigned.  
Ethnic Group: Jews in Poland  
1. LECTURE: Who Am I, Where Do I Stand in Society?  
   Topics Include: Minority Groups Subordinate Group Status Pluralist Perspective  
3. Discussion: Topics identified in video.  
4. LEARNING OBJECTIVES ADDRESSED: 1, 2, 3, 4, 5, and 6.  
5. Self Evaluation
Session Three.
Reading Assignment:  *Text*, Chapter 2, Prejudice
(Read prior to class)
Ethnic Group:  Polish -American Jews

   Topics Include: Prejudice and Discrimination Theories of Prejudice Stereotypes
   Hate Groups Fear Ignorance False Beliefs

2. Discussion relating to lecture.


4. Discussion of video.

5. ORAL PRESENTATIONS:
   Presenter: __________________________  Topic: __________________________

   ORAL PRESENTATIONS:
   Presenter: __________________________  Topic: __________________________

6. LEARNING OBJECTIVES ADDRESSED: 1, 2, 3, 4, 5, and 6.

7. Self Evaluation

Session Four.
Reading Assignment:  *Text*, Chapter 3, Discrimination
(Read prior to class)
Ethnic Group:  African-Americans

1. LECTURE: Sitting in The Back of the Bus of Life..
   Topics Include: Discrimination Institutional Discrimination Underclass Affirmative Action

2. VIDEO: “Street of Dreams.” NETV, 1996..

3. Discussion of video relative to lecture.

4. ORAL PRESENTATIONS:
   Presenter: __________________________  Topic: __________________________

   Presenter: __________________________  Topic: __________________________

5. Discuss paper topics.

6. LEARNING OBJECTIVES ADDRESSED: 1, 2, 3, 4, 5, and 6.

7. Self Evaluation
Session Five.
Reading Assignment:  *Text*, Chapter 4, Immigration and the United States
(Read prior to class)
Ethnic Group:  Hispanic-Americans
1.  LECTURE: In a Land With the Streets Paved With Gold.
   Topics Include:  Early Migration  Restrictionism  Illegal Migration  Refugees
2.  Discussion:  Lecture topics.
3.  Video:  Hispanics in Nebraska
4.  Discussion:  
5.  ORAL PRESENTATIONS
   Presenter:_______________________________  Topic: _______________________________________
   Presenter:_______________________________  Topic: _______________________________________
   Presenter:_______________________________  Topic: _______________________________________
6.  LEARNING OBJECTIVES ADDRESSED: 1, 2, 3, 4, 5, and 6.
7.  Self Evaluation

Session Six.
Reading Assignment:  *Text*, Chapter 5, Ethnicity and Religion
(Read prior to class)
Ethnic Group:  Asian-Americans
1.  LECTURE: How the Same can be Different..
   Topics Include:  Ethnic Diversity  Religious Pluralism  Jews  Social Class
2.  FILM:  "The Hutterites: To Care or Not To Care."
3.  Discussion of film relative to lecture.
4.  Discussion:  The importance of symbolism and ritual.
5.  ORAL PRESENTATIONS
   Presenter:_______________________________  Topic: _______________________________________
   Presenter:_______________________________  Topic: _______________________________________
   Presenter:_______________________________  Topic: _______________________________________ 
6.  LEARNING OBJECTIVES ADDRESSED: 1, 2, 3, 4, 5, and 6.
7.  Self Evaluation
**Session Seven.**

Reading Assignment: *Text, Chapter 6, The Nation as a Kaleidoscope*  
(Read prior to class)

Ethnic Group: Native Americans

1. **LECTURE:** Living in a Rainbow Society.  
   Topics Include: Glass Ceiling Model Minority Melting Pot Theory Contributions
2. Discussion relative to the lecture—personal experiences.
3. **VIDEO:** "The Spirit of Crazy Horse."
4. Discussion of video relative to lecture—persistence of culture?
5. Discussion: How do we explain such economic and social change and psychological distress?
6. Discussion --- Bringing the course together --- How can cultural anthropology explain human behavior?  
   a. Critical re-evaluation....How Do You Know? What Does It Mean?
   b. Are there simple answers to complex issues?
   c. Facts vs. Opinions; Science vs. Rhetoric?
7. **ORAL PRESENTATION**

   Presenter: ___________________________ Topic: ___________________________

   Presenter: ___________________________ Topic: ___________________________

   Presenter: ___________________________ Topic: ___________________________

8. **LEARNING OBJECTIVES ADDRESSED:** 1, 2, 3, 4, 5, and 6.
9. **Self Evaluation**

**Session Eight.**

Reading Assignment: None  
(Read prior to class)

1. **LECTURE:** What do we do about Hate; about Difference; about the Future?  
   Topics Include: Ethnocentrism Cultural Relativity Understanding
2. **VIDEO:** "Not in My Town II"
3. Discussion relative to lecture and video...What hope is there for people in a culture out of context?
4. **ORAL PRESENTATION**

   Presenter: ___________________________ Topic: ___________________________

   Presenter: ___________________________ Topic: ___________________________

   Presenter: ___________________________ Topic: ___________________________

5. Questions....answers?
6. Course evaluations.
7. Discussion on the application of sociological theories and concepts to real situations, as reflected in the class sessions. Does this knowledge help us to better understand and explain human behavior in everyday life? How can this be beneficial to you and to society in general, and what are some ethical considerations?
8. **LEARNING OBJECTIVES ADDRESSED:** 1, 2, 3, 4, 5, and 6.
9. **Self Evaluation**
1. **Attendance and participation** in classroom discussions. This includes being prepared to discuss assigned readings, handouts, films and videos, etc. Ten points toward the final grade will be based on participation and attendance. After reading the syllabus, you can understand that attendance is important to take full advantage of all the learning opportunities of this course. In-class discussions and input from students are stressed in this course, thus, class attendance is important. This is an academic effort that involves learning and sharing. If you know in advance that you must miss a class, speak to me so that I can give you assignments to make-up the absence. One absence can be made-up. Two absences will result in the loss of 10 points, plus will require make-up work. If you anticipate more than two absences, please enroll for the course at a time more convenient to your schedule.

2. **Oral Presentations** in class on articles from RACE AND ETHNIC RELATIONS: Annual Editions 10/11. It is a 10-15 minute report on the reading. Summarize and evaluate (critically evaluate) the material, stressing the major points, give your comments on the issues and be prepared to discuss material and answer questions. **End your report with your reactions to the material.**

Participants will select their article(s) to present during the first class session. Take time to read the articles--ask questions in ample time before the presentation if you do not understand the article--and prepare and handout a 1-2 page outline, with a copy for each participant in the class. Do not read a written report, but summarize in some detail in your own words. Each oral presentation is worth 20 points. Each participant will make at least one presentation--additional presentations are bonus points. Other participants should take notes during the presentations.

**Oral Presentations** will be graded using the following criteria:

- **Organized** (Material fits together and flows well)
- **Delivery** (Other participants, including instructor, remain awake)
- **Concise** (To the point)
- **Clarity** (Understandable)
- **Stimulating** (Raise discussable issues)
- **Digested** (Able to explain in own words)
- **Outside material** (Use personal/job experiences to illustrate ideas in article/reading)
- **Evaluation** (Analysis of article/reading and comments)

3. **Reflective Journal.** Students will create a reflective journal for the course. They will write about their reflections of concepts and information in the text and assigned readings. These reflections will involve identifying the key concepts or terms in each chapter and explaining what they mean to you and the impacts or ways they might affect your life, community, or society. The students will also write about things learned from class discussions, video case studies, and relevant things going on in the world around them. They will also integrate information from class student presentations into the journal. In essence, this effort will involve the description of the application of intergroup and ethnic relations theory and concepts into a reflective journal. The journal, which should be approximately 30 pages (typed, double-spaced) is worth 70 points and is due one week after the final class session.
Grading Scale: | Possible Points:  
---|---
100-97=A+ | Reflective Journal  
96-94=A | Attendance/ 
93-90=A- | Participation  
89-87=B+ | Oral Presentation  
86-84=B | Total Possible Points  
83-80=B- | 10 points  
79-77=C+ | 20 points  
76-74=C | 100 points  
73-70=C- |  
69-67=D+ |  
66-64=D |  
63-60=D- |

4. **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. The use of other's ideas and words shall be properly cited. Please ask if you are unsure as to how or what a proper citation of a source is.

5. **Critical Thinking.** Remember, in seeking the elusive truth and trying to have better human relations through a better understanding of one another, we have two basic questions to ask:

   **How do you know?...What does it mean?**

   I hope that you will enjoy this learning experience.

Notes: