

Soc324 Race & Nationality

Doane University

Professor: Dr. Orlanda Whitfield
Email Address: Orlanda.Whitfield@doane.edu
Contact: 402-215-1532

Textbook: Rethinking the Color Line: Readings in Race and Ethnicity 5th Edition: Authored by Charles Gallagher
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This is a hybrid course.

In-Class Dates: March 14, 28th April 4th, 18th May 2nd

Online Dates: March 21st April 11th 25th

Course Description

Soc324 Race and Nationality fulfills the requirement for a Foundation Area of Knowledge in Global and Cultural Contexts.

The scholarship on race and ethnicity is central to American sociology. A sociological approach to the topic begins with the assumption that race and ethnicity are socially and politically constructed phenomena. Race/ethnic categories within the United States vary significantly across time and place, and it is crucial to explore the continuing potent punch of these groupings.

Why should we study race? Race does not “exist” in any physical or biological sense. The genes that dictate our skin color, our hair color, the shape of our eyes or our nose—these genes do not come in some neat little bundle that tells us who belongs to which group. Indeed, over history and still today there has not been a consensus on how to classify people into races or even how many races exist. However, race is extremely real in its effects on our lives as individuals and as members of society. By studying race, along with ethnicity (an idea which is often confused or conflated with race), we can unravel where race comes from, why it still matters, how it impacts us, and how it intersects with other sorts of inequality in society.

This course has three primary substantive aims: first, to develop an understanding of how the idea of race has emerged and developed in the United States; and second, to understand how race intersects with other systems of inequality (including class, gender, sexuality, and disability) and with social institutions; and third, to explore the dynamics of ethnicity and immigration that have shaped the United States we live in today. It has the additional aim of giving students the tools to critically interrogate race in term of both their academic and non-academic lives

Student Projects

Group and individual presentations are done throughout the term. Student presentations will include both individual and group formats and will utilize film, You Tube clips, DVD, online sources, and other media as appropriate.

Journal Passage Assignments

In order to get the most out of the reading list for this course and to make the best use of our classroom discussion time, you will be asked record weekly Journal Passage Assignments. This assignment calls for you to record important reading selections and explore those selections in your own writing.

1. Your first Journal Passage Assignment you should reflect on your own racial and ethnic identities. Consider: What are your racial and ethnic identities? Where did they come from? How do they interact with other parts of your identity?
2. As you make your way through the assigned reading, pay attention to the places in the reading that grab your attention. You may want to highlight these passages, or make a note of the page # and article.
3. Choose a quote or passage from the reading/or videos that feels like is it the most important or compelling. “Most important” or “compelling” can mean any number of things here: you may consider your selection to be the crux of the article or segment of reading. You may have questions about the passage. You may feel resistant to certain ideas, or take issue with a statement or an assumption in the reading. Do not hesitate to choose a passage that gives you trouble – sometimes the richest learning comes from exploring that which is uncomfortable or troublesome to us. **You should have 1-2 typed double spaced pages of reflection. 50 points each**
4. We may use Passage entries in the following ways:
 - a. One person will be chosen to direct the rest of the class to her/his selected passage and then will read her/his Passage journal entry. Class discussion will follow.
 - b. Students may be paired or grouped to discuss their Passage entries.
 - c. People may volunteer to share their Passage entries.

Individual Research Topics

Each student is required to write a 5-7 page research paper. The topic of your research paper can come from the list below. If you would like to research another area please see me for approval. Each research paper must incorporate 5-7 **academic sources**,

Research Topics

1. Explore the reasons for the educational disparities between non-Hispanic whites and blacks in the United States
2. Explore the emergence of Mexican immigrants in non-traditional receiving areas.
3. Explore academic achievement among Asian populations within the United States
4. Explore the epidemiological paradox of Hispanic populations within the United States
5. Explore the participation of Hispanics in the U.S. political system
6. Explore the impact, influence and role of rap music in cultivating an urban black identity and possible how rap is being adopted by non-black groups.
7. Discuss the emergence and role of low riders among Chicanos in Los Angeles
8. Discuss the pros, cons and impact of ESL programs in America’s schools
9. Discuss *machismo* and *marianismo* in Hispanic culture

10. Explore the role of religion in African American or Hispanic families and communities.
11. Explore the discrimination in health care of African Americans in the United States and how the context of racism has shaped African Americans' attitudes towards receiving medical care (for a great place to start, explore the Tuskegee syphilis study)
12. Explore the impact of immigration on infant mortality and health outcomes
13. Explore the internment of Japanese American populations in the history of the United States
14. Explore the processes of the 'whitening' of the Irish and Italian populations within the United States
15. Explore the role of remittances and hometown associations in transnational Mexican communities
16. Explore the exclusion of Asian populations from historical U.S. immigration flows yet the role they played in building a young America
17. Explore the history and continual impact of 'red-lining' in regards to housing, suburbanization and the role of government in growing the wealth of non-Hispanic whites in the United States
18. Explore the history and impact of the Harlem Renaissance
19. Explore the flows of Cuban migrants into the United States and their impact on the social, economic, political and cultural life of Miami Florida
20. Explore issues of identity among "mixed-race/ethnic" persons in the United States

Grading Rubric Used for Research Paper

Category	Points	Excellent (9-10)	Good (5-8)	Fair (1-4)
Introducing the idea: The topic is introduced, a thesis is evident and groundwork is laid as to the direction of the paper.	10 points			
Body: The research paper goes from general ideas to specific conclusions within each paragraph. Transitions tie sections together, as well as adjacent paragraphs. Each paragraph clearly ties back to the thesis	20 points			
Coverage of Content: The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made.	30 points			
Organization and Clarity of Writing: The research paper must have a clear introduction with a thesis, main body with major points, and a conclusion	20 points			

Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.				
Conclusion: summarizes key points, connects to introduction	10 points			
Citations/References: All needed citations were included in the report. References matched the citations, and all were in APA format.	10 points			

Cultural plunges

Each student in this course is required to undertake four cultural plunges, which are cultural immersion experiences that will provide individual exposure to persons or groups markedly different from you.

The four examples cultural plunges are as follows:

- 1) African-American: Attend a Sunday service at a Baptist Church
NOTE: Service lasts 2-3 hours; you need to stay until end
- 2) Attend a religious ceremony in Spanish or Vietnamese. Needs to be a language you don't speak, preferably in a religion different from your own.
- 3) Homeless people
- 4) Disabled people OR Gays and/or Lesbians
- 5) You can only visit one restaurant as a cultural plunge

There are four major objectives for this activity:

- 1) To gain insight into your biases and reactions
- 2) To have direct contact with people who are culturally different from yourself in a real-life setting
- 2) To gain insights into circumstances and characteristics of the focal community
- 4) To experience what it is to be very different from most of the people around you

Each student is required take pictures and or video of each plunge. Use pictures and video to create a short presentation to share with class. A 1-2 page reaction paper is also required for each plunge. This paper should discuss popular stereotypes, your emotional response to the plunge and whether your assumptions and biases were challenged. This reaction paper can be done in lieu of your weekly Journal Passage Assignment. **50 points per plunge**

Week	Date	
Week 1	March 14 th In- Class	Introduction to Course Overview Syllabus Classroom Expectations Video: Power of Illusion(1-2) Foundations In Race Basic Concepts in Race & Ethnicity
Week 2 Racial Theories	March 21 st Online	Readings Due: Importance of Studying Race and Ethnicity. Gallagher, Chapter 3, “Racial Formations” and Optional Ethnicities: For Whites Only? (Blackboard) See Blackboard for Discussion Questions and assignments
Week 3 Racial Inequality and Racism	March 28 th In Class	Racial Inequalities Racial Hierarchies Racial Stratification Readings Due: “An Overview of Trends in Social and Economic Well-being, By Race” (Blackboard) and Gallagher Chapter 14 “The Possibility of a New Racial Hierarchy in the Twenty-first Century United States Readings Due: “LaissezFaire Racism” (Blackboard) Racism Prejudice Attitudes Implicit Bias Video Power of Illusion 3
Week 4 Race and Privilege Race & Media	April 4 th In Class	Racism (cont) Group positioning Forms of Racism Discrimination Readings Due: Gallagher Chapter 15 “Race Prejudice as a Sense of Group Position Race and the Media Stereotypes Representation (or lack thereof) Readings Due: Gallagher Chapter 39 “Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American

		Advertising and Brands” and Chapter 40 “Sports in America: The New Racial Stereotypes”
Week 5 Immigration	April 11 th Online	<p>Immigration Demographics Trends Citizenship Status <i>Readings Due:</i> Gallagher Chapter 43 “The Arab Immigrant Experience”</p> <p>Multiracials Identity/Identification Interracial Marriage <i>Readings Due:</i> “The Changing Face of America” (Blackboard) Chapter 32 “When the Melting Pot Boils Over: The Irish, Jews, Blacks, and Koreans of New York”</p> <p>Race and Work Employment Discrimination Racialized Industries <i>Readings Due:</i> Gallagher Chapter 31 “Kristen v. Aisha; Brad v. Rasheed: What’s in a Name and How It Affects Getting a Job” and</p>
Week 6 Race and Criminal Justice System	April 18 th In Class	<p>Race and Crime Stop and Frisk and Racial Profiling Arrest and Incarceration Rates by Race Video: The Hunted and the Hated <i>Readings Due:</i> Gallagher Chapter 29 “The Mark of a Criminal Record”</p>
Week 7 Race & Education	April 25 th -Online	<p>Race and Education Racial Bias in Standardized Testing Educational Degrees by Race Video: A Tale of Two Schools <i>Readings Due:</i> “Want to Help Marginalized Students in Schools?” Stop ‘Stop and Frisk’ and Other Punitive Practices, Too” (Blackboard) and “New Evidence of Racial Bias</p>

		on the SAT” Blackboard
Week 8	May 2 nd - In Class	Cultural Plunge Presentations Socioeconomic Status and Race Income Disparities Wealth Disparities Exploring Mechanisms Perpetuating Income/Wealth Disparities Video: Race the House We Live In Readings Due: Gallagher Chapter 7 “Transformative Assets, the Racial Wealth Gap, and the American Dream” Readings Due: Gallagher, Chapter 50 “Ten Things You Can Do to Improve Race Relation
Week 9	May 9 th Online	Reflections Final Paper Due

Grading Scale

95-100 = A; 90-94 = A-; 86-89 = B+; 83-85 = B; 80-82 = B-; 76-79 = C+; 73-75 = C; 70-72 = C; 66-69 = D+; 63-65 = D; 60-62 = D; 59-0 = F.

