

Race/Ethnic Identities, Experiences, and Relations

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ANSO 343
Spring 2008
MW 3-4:15pm
Class: Clough 100

Office Hours: MWF 10:00-11:30pm or By Appointment

Course Description and Course Objective:

We will use fundamental sociological concepts and theoretical perspectives to examine immigration and multiple race/ethnic identities, experiences, and relations, primarily within the United States. The course will survey a broad range of topics, with many touching on controversial debates that surround social stratification issues. By the end of the course, students should have the conceptual and theoretical tools to apply sociological perspectives of race/ethnicity to their everyday lives, to the lives of “others,” and to American society.

Required Readings

Gallagher, Charles A. 2004. 3rd ed. Rethinking the Color Line: Readings in Race and Ethnicity

Parrillo, Vincint N. 2003. 8th ed. Strangers to These Shores: Race and Ethnic Relations in the United States

Grading

Participation	15%
Reflection Papers	10%
Commentaries	45%
Group Research Project	30%

Grading Scale

A+ 99-100	B+ 87-90	C+ 77-79	D+ 67-69	F 59 or lower
A 95-98	B 83-86	C 73-76	D 63-66	
A- 91-94	B- 80-82	C- 70-72	D- 60-62	

Course Requirements

1. **Attendance:** You are expected to attend and participate every class period. However, you can miss up to *2 days of class for emergencies or illnesses* with no penalty. For *every class missed after two absences*, your *final grade will be reduced a third of a letter grade* (e.g. four absences, grade reduced from a B+ to a B-).
2. **Class Participation:** Class discussions are an important element in this course. What

you get out of the course is as much dependent upon the preparation and participation of you and your classmates as it is upon my instruction. What you learn from one another can be as valuable as the lecture and reading materials. Thus, everyone is expected to actively participate in class. You will be ***graded on the level and quality of your participation.***

3. **Reflection Papers:** Throughout the semester, I will ask you to write reflections papers on activities and events from both inside and outside the classroom. Examples include films, class exercises, campus speakers, and news media. Generally, the assignments will involve analyzing current social issues and connecting them to your experiences. Each reflection paper should be ***1-2 pages typed (double space).***
4. **Commentaries:** Students are required to do ***5 out of 8 possible commentaries.*** You must ***complete 2 of the commentaries before midterm*** and ***3 of the commentaries after midterm.*** See the class schedule for due dates. I will give you a specific assignment for each commentary, but generally they will focus on analyzing the readings and making connections to class lectures and discussion. Each commentary should be ***3-4 pages typed (double space).*** I will ***not accept late commentary papers.***
5. **Group Research Project:** Students will choose from a list of topics and ***divided into groups based on their interests.*** Each group will explore a topic and will develop a research question that they want to investigate. ***Students will use scholarly sources, popular media, and archival/statistical data to address and analyze their questions.*** You will meet with me periodically to report on your progress, and you will be required to turn in parts of the project throughout the semester. The project will culminate in a ***final presentation of your project.*** Guidelines for the project and presentation will be handed out in class. Groups will present their projects on ***Tuesday, April 29th, 1-3:30pm.***

Course Guidelines

1. Please avoid disrupting class by arriving late or leaving early.
2. Do not disrupt me or your classmates by talking amongst your neighbors while other people are speaking.
3. You are responsible for all announcements and assignments made in class.
4. You are required to check your e-mail regularly for any updates from me.
5. If anyone has special needs that require modification of seating, testing, or other class requirements, please contact me in the beginning of the semester and provide documentation from disability services, so that suitable accommodations can be made.
6. Make-up exams will only be allowed in the event of a documented emergency. If you cannot take the exam for any reason, you must contact me prior to the exam. Failure to do so may mean that you will not be able to take a make-up exam.
7. Academic misconduct and dishonesty (such as cheating or plagiarism) will not be tolerated and will be dealt with according to the Honor Code.
8. This class will require you to look at your life and the lives of others through many different

perspectives. This can be a very challenging experience. Although I want you to feel free to share your ideas, I expect you to respect one another when listening to other viewpoints.

Class Schedule

DATE	TOPIC
January 9	<i>Introduction</i>
January 14, 16	Parrillo 1, The Study of Minorities Gallagher, Introduction Gallagher 1, “How Our Skins Got Their Color” Gallagher 3, “Racial Formations”
January 21	MARTIN LUTHER KING, JR. DAY NO CLASS
January 23	Gallagher 13, “Beyond Black and White: Remarking Race in America” Gallagher 14 “Color Blind Privilege”
January 28, 30	Parillo 2, “Culture and Social Structure” Gallagher 4, “Theoretical Perspectives in Race and Ethnic Relations”
FEBRUARY 4	COMMENTARY 1
February 4, 6	Parrillo 3, Prejudice and Discrimination Gallagher 17, “Discrimination and the American Creed” Gallagher 25, ““Why Are There No Super Markets in My Neighborhood?” Gallagher 30, “Kristin v. Aisha; Brad v. Rasheed: What’s in a Name....?”
FEBRUARY 11	COMMENTARY 2
February 11, 13	Parrillo 4, Dominant-Minority Relations Gallagher 20, “The Continuing Significance of Race: Antiblack Discrimination In Public Places” Gallagher 46, “The Changing Face of America: Intermarriage and the Mixed Race Movement
FEBRUARY 18	COMMENTARY 3

February 18, 20	Parrillo 5, Northern and Western European Immigrants	
	Gallagher 8, “Transformative Assets, The Racial Wealth Gap and the American Dream”	
FEBRUARY 25	COMMENTARY 4	
February 25, 27	Parrillo 6, Southern, Central, and Eastern Europeans	
	Handout--“Optional Ethnicities: For Whites Only?”	
March 3, 5	SPRING BREAK	NO CLASS
MARCH 10	COMMENTARY 1	
March 10, 12	Whiteness	
	Gallagher 6, “An Overview of Trends in Social and Economic Well-Being by Race”	
	Gallagher 19, “The Possessive Investment in Whiteness”	
	Articles handed out.	
MARCH 17	COMMENTARY 2	
Match 17, 19	Parrillo 7, Native Americans	
	Gallagher 10, “A Tour of Indian Peoples and Indian Lands”	
	Gallagher 38, “Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence in Stereotyping of American Indians in Advertising”	
MARCH 24	COMMENTARY 3	
March 24, 26	Parrillo 8, East and Southeast Asian Americans	
	Gallagher 11, “Asian American Panethnicity: Bridging Institutions and Identities”	
	Gallagher 31, “When the Melting Pot Boils Over”	
March 31	COMMENTARY 4	
March 31,	Parrillo 9, Other Asian and Middle Eastern Americans	

April 2

Gallagher 42, "The Arab Immigrant Experience"

Gallagher 18, "Race and Civil Rights Pre-September 11, 2001"

APRIL 7

COMMENTARY 5

April 7, 9

Parrillo 10, Black Americans

Gallagher 24, "Savage Inequalities"

Gallagher 40, "The Melting Pot and the Color Line"

APRIL 14

COMMENTARY 6

April 14, 16

Parrillo 11, Hispanic Americans

Gallagher 37, "Distorted Reality: Hispanic Characters in TV Entertainment"

Gallagher 41, "The Changing Face of America: Immigration, Race/Ethnicity,
and Social Mobility

April 21, 23

Parrillo 14, Trends and Possibilities

Gallagher 15, "The Possibility of a New Racial Hierarchy in the Twenty-First-
Century United States"

Gallagher 45, "Ten Simple Things You Can Do To Improve Race Relations"

April 29

Final Group Projects due and Presentations, Tuesday, 1-3:30pm