

CLASS SYLLABUS Fall 2009

Race and Ethnic Relations

HTS 3026A/SOCIOLOGY 1:35-2:55 T/TR D. M. Smith, Room 304

Instructor: Dr. W. Pearson, Jr. Office: OCE, Room 119 Phone: 385-2265 E-mail:

willie.pearsonjr@hts.gatech.edu Office Hours: TTR Noon-1:00 pm, 3-4:00 pm and by appointment.

During my regularly scheduled office hours, if you are unable to meet or if I am unavailable (due to meetings or speaking engagements), please leave a voice-mail message or speak with me after class and we can set up an appointment for an alternative time.

Required Readings: See Course Calendar

Text: Joe R. and Clairece B. Feagin, Race and Ethnic Relations, 8th Edition, Pearson/Prentice-Hall 2008.

Additional required readings will be distributed in class and/or electronically. NOTE: The instructor reserves the right to make revisions to the syllabus and course calendar. You are responsible for all changes. In case of revisions, you will receive a hardcopy to replace the original.

INTRODUCTORY STATEMENT

This course has as its primary objective, the study of race and ethnic relations from the sociological perspective. The course will reflect the impact of both historical and contemporary events, while noting the usefulness of theoretical orientations and social science constructs. However, many of the theoretical issues discussed will crosscut sociology and other disciplines.

While recent patterns of race and ethnic relations in the United States have been described as “quiet” in terms of protest, concern has arisen over racial classification, immigrants, bilingual education, affirmative action, English as the official language, etc. In other countries, ethnicity has taken on new meaning and additional significance.

The materials discussed in the course should provide an excellent opportunity to examine and reformulate many ideas relating to such diverse theoretical issues as the relationships between attitudes and behaviors, and power and conflict, the complexity of class relationships, the interplay between economic and political systems, etc.

OBJECTIVES

After studying the materials discussed in class, students should be able to:

1. Distinguish between race and ethnicity.

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2. Discuss the concept of a minority group and whether power or numbers is more important in defining a minority group.
3. Recount, in a general sense, the experiences of most U.S. racial and ethnic groups.
4. Define and provide examples of the six major patterns of race and ethnic relations.
5. Define and describe how racial/ethnic stratification is supported by ideology.
6. Distinguish prejudice from discrimination and discuss ways in which they are related.
7. Assess prospects for changes in racial stratification of the United States, emphasizing the interaction among race/ethnicity and economic privilege and disadvantage.
8. Place U.S. race/ethnic relations in a global perspective.

FORMAT AND EVALUATIVE REQUIREMENTS

The course will focus primarily on lectures, discussions and presentations. The final grade will be determined from the average score derived from:

1. **Class participation** (individual and group). Over the course of the semester, each student will serve as a co-discussion leader by presenting a 10-15 minute synthesis or overview of the assigned reading(s), after which the discussion will be opened to the entire class. You are strongly encouraged to supplement the assigned readings with other relevant readings and/or video clips. Given the criticality of class participation, it is imperative that you keep up with your reading assignments and be well-prepared (this means having thought critically about the readings) to engage in a spirited but respectful discourse. During your reading, it is highly recommended that you take notes and formulate questions. You are expected to be an active participant. Always bring your text, readings, notes and questions to each class. Participation is not evaluated in terms of how many times you comment, but by the clear demonstration that you have read the assignments, and the quality of your overall engagement in the discussion. Class participation includes the end-of-term presentations.

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2. **Critiques.** Two-three page typed chapter and non-chapter critiques are due in class each Thursday (unless otherwise noted). **Critiques are not summaries of the readings.** Rather, they are focused arguments documented by evidence from the texts and handouts. Informed opinions are encouraged. The critique should examine the strengths and weaknesses of the authors' argument. In all cases, one or more of the theoretical perspectives covered in the text and/or lecture should be applied in the assessment. The critique requirement includes one group field project paper (4-6 pages). The field project involves the participation of up to 4 classmates working on an empirical or literature review topic focusing on a theoretical approach to an issue relevant to race/ethnic relations in the U.S. or elsewhere.

3. **Research paper.** The paper--10-15 pages, typed, double-space, including an annotated bibliography--may be single or co-authored (up to 4 classmates). Details on the format and structure of the paper will be addressed in class. The paper should not rely solely on Internet websites. You are encouraged to seek assistance from the professionals at the GT library. The library staff is very knowledgeable about databases and other informational sources. At various points during the course, you are provided class release time to work on your research.

4. **Presentation.** You will present the results of your research paper during the class period at the end of the semester (a scoring guide will be provided at least two weeks prior to the scheduled presentation). If your presentation involves the use of AV equipment, you are strongly advised to test the equipment the day before your presentation. Also, you should come to class early on the day of your scheduled presentation. If you plan to distribute handouts, you are responsible for providing a sufficient number of copies for the class. Note that any missed presentation cannot be rescheduled because slots are full.

5. Optional essay exams (mid-term and final) are available upon request. The request must be in writing and submitted NLT **August 29th**. All requirements (**including optional exams**) are weighted equally and will be based on the following scale:

A = 100-93 B = 92-85 C = 84-75 D = 74-65 F = below 65

NOTE: Your name and page number must appear on each page of all written assignments. Failure to do so results in an ungraded paper.

Assignments are scheduled for each week. All assignments are given far enough in advance so as to preclude tardy assignments. Each student is responsible for signing the daily attendance sheet and returning each graded assignment to coursework folder within one class week.

NOTE: The course requirements will be adjusted to serve the needs and capabilities of students with disabilities that may negatively impact academic performance. The Georgia Tech Honor Code applies to all student work (SEE: www.deanofstudents.gatech.edu/Honor/).

Attendance Policy. Approved absences typically include: illness, religious holidays, family and personal emergencies, and official representation of GT in extracurricular events. To the extent possible, email and leave a voice message regarding anticipated absences.

Classroom Protocol. Do not arrive late. Please adjust your cell phone to the “off” position during class. Do not use your computer for purposes other than taking notes for HTS 3026. Do not read in class. [You are expected to respect your classmates by providing your undivided attention while they are presenting and/or commenting.](#)

FALL 2009 COURSE CALENDAR

August

18 T	INTRODUCTION AND OVERVIEW		
20 TR	CHAPTER 1	BASIC CONCEPTS	
25 T	CHAPTER 2	ADAPTATION AND CONFLICT (THEORETICAL PERSPECTIVES—Text and Notes)	
27 TR	CHAPTER 2	CONTINUED	

September

1 T	CHAPTER 2	CONTINUED
3 TR	NOTES	METHODOLOGIES
8 T	TENTATIVE RESEARCH PROPOSALS PRESENTED (ABSTRACTS SUBMITTED FOR APPROVAL)	
10 TR	CHAPTER 3	ENGLISH AMERICANS (ABSTRACTS RETURNED)
15 T	CHAPTER 4	IRISH AMERICANS (REVISED ABSTRACTS DUE)
17 TR	CHAPTER 4	ITALIAN AMERICANS
22 T	CHAPTER 5	JEWISH AMERICANS
24 TR	RESEARCH DAY (NO CLASS—WORK ON RESEARCH PROJECT)	
29 T	CHAPTER 6 NOTES	NATIVE AMERICANS/AMERICAN INDIANS OTHER NATIVE PEOPLE

October

1 TR	CHAPTER 7	AFRICAN AMERICANS (OPTIONAL ESSAY EXAM 1 TBA)	
6 T	CHAPTER 8	MEXICAN AMERICANS	
8 TR	CHAPTER 9	PUERTO RICANS	
13 T	CHAPTER 9	CUBAN AMERICANS	

15 TR **RESEARCH DAY** (NO CLASS—WORK ON RESEARCH PROJECT)

20 T CHAPTER 10 JAPANESE AMERICANS
(RESEARCH PAPERS DUE)

22 TR CHAPTER 11 CHINESE AMERICANS

27 T CHAPTER 11 FILIPINO AMERICANS/ KOREAN
AMERICANS

29 TR CHAPTER 11 VIETNAMESE AMERICANS/ ASIAN INDIAN
AMERICANS
(RESEARCH PAPERS RETURNED)

November

3 T CHAPTER 12 ARAB AMERICANS/OTHER MIDDLE
MIDDLE EASTERN AMERICANS

5 TR CHAPTER 13 ONGOING RELATIONS

10 T CHAPTER 14 COLONIALISM AND POST-COLONIALISM
(OPTIONAL ESSAY EXAM 2 TBA)

12 TR NOTES INTERSECTION OF RACE/ETHNICITY,
GENDER, AND SEXUAL ORIENTATION

17 T FIELD WORK

19 TR FIELD WORK

24 T PRESENTATIONS
(FIELD WORK REPORT DUE)

December

1 T PRESENTATIONS
(FIELD WORK REPORT RETURNED)

3 TR PRESENTATIONS/WRAP UP