

Race and Ethnic Relations in the United States Sociology 3900, sec. 001

Tuesday and Thursday 11:30 to 12:45, Kayser 224

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Office hours: Tuesday/Thursday 2:30- 3:30

Wed. 10:00-11:00 **AND BY APPOINTMENT.**

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Course Objective:

This class is structured to expose the student to areas of “race” and “ethnicity” and their effects on people’s everyday lives. We will examine both the group and individual lives of different people(s) with the focus on the main “racial/ethnic” groups represented in the United States including White Ethnic Americans, African Americans, Latinos, American Indians and Asian Americans. We will examine both oppression and resistance. We will look at myths and stereotypes and how they came to be; but also how we (as individuals and as groups of individuals) came to believe in them and the credibility of such beliefs. The class will also analyze other areas including gender, socioeconomic class, nationality and sexuality and their relations to the areas mentioned above. The main objective is to see how *our* world connects with the lives and world of others and how terms like race and ethnicity structure, and are structured by that connection.

Format

Class will be a combination of lectures, discussion, videos and guest speakers, however, **the majority of the class will be discussion.** We will learn from each other with the readings serving as a guideline. I believe that I can share with you in terms of my educational training and personal experience but I also believe that you all have much to share with each other and with me. Although there will be lectures and guest speakers, the bulk of the classroom time will be spent discussing the required readings, videos, guest speakers, current events and personal experiences.

Because a class such as this raises many sensitive and controversial issues, it is important to remember that you will not always feel “comfortable” in this course/classroom. At times you may feel angry which is not only okay but normal. The issues covered in this class are not often discussed openly or they are discussed without knowledge of the “facts”. These issues are also at times very personal and evoke passionate responses as we are all affected by them in one way or another. When you feel strongly about a particular topic I would encourage you to examine where your feelings are coming from and talk about this in class – you really can learn a great deal about yourself and others in this way. If you cannot, or do not wish to, talk about your feelings in class do not hesitate to come to talk to me outside class or to share your thoughts via email. Although you may experience strong emotions in this class, this is never an excuse to be disrespectful to any member of the class, inside or outside the classroom.

Text and Required Materials

Cornell, Stephen and Douglas Hartman. 2007. Ethnicity and Race: Making Identities in a Changing World. (2nd ed.) London: Pine Forge Press.

Andersen, Margaret L. and Patricia Hill Collins, eds. 2013. Race, Class and Gender: An Anthology. (8th ed.) NY: Wadsworth.

Recommended text:

Lunsford, Andrea A. 2011. The St. Martin’s Handbook (7th ed.) NY: Bedford/St. Martin’s (or any other writing manual such as the one you used in composition classes)

Media Presentation – 25 points

For this assignment you will be required to find a newspaper article related to class and to summarize and discuss this article in class. You can include your reaction to the article and whether you think the article is representing the truth. You should look for another side to the article, one not directly represented in the print but something we covered, or will cover in class or in the readings. How is this article related to class and does it confirm or disprove what was discussed in class about the articles' particular issues? Topics related to class include gender, social class, sexuality, the physically challenged and religion. Look especially for articles related to proposed legislation, either here in Nebraska or in Washington DC, as this may have the most immediate affect on our lives. The article you present should be no older than one week from publication, we want current events. Have fun with this assignment and use your imagination. You can also discuss a TV program, movie or other visual media or something occurring on the internet. For all presentations spend 1 to 2 minutes summarizing the article/media and 2 to 4 minutes talking about connections to class. Be sure to define terms and cite page numbers when and where appropriate. *[THE MEDIA PRESENTATION WILL BE DONE THE SAME DAY YOU ARE DISCUSSION LEADER ALTHOUGH THE GRADES WILL BE SEPARATE]*

In class assignments – 25 points

There will be five in class assignments which will be random throughout the semester. These assignments will range from pop quizzes to reaction papers. They will require writing in class and they will be about topics, usually from the readings, that we will or have discussed that day in class. You will not be able to make up in class assignments and the lowest will be dropped.

Biography 50 points

You will complete a short autobiography on Race/Ethnicity. You will write about your life, including your family history and how that has affected you. There are some examples of ethnicity affecting lives in our readings. We will discuss this assignment well before the due date and you will be given specifics on what is expected. Then you will have the option of rewriting the assignment using my feedback and what we learn in class to expand beyond your race/ethnicity and to write more about your culture in general. In the end this is worth 10% of your final grade and should be relatively easy. You may have to ask parents, aunts, uncles, grandparents, cousins, etc. for information but most of you will not need to do library work or extra research for this. Be careful with this assignment. Be sure you take the time to think about what you want to write and review for organization and to make sure you have what you need for the grade you hope to achieve.

Final paper/Research project presentation 125 points – more on this next class period

TESTS

Tests will be a combination of multiple choice/True false and essay although it is possible that some tests will be all multiple choice/true false and others will be all essay. The first test is worth 50 points and the last two exams are worth 75 points each.

If you have any questions on these assignments or any other aspect of class please ask! All of these assignments, except those done in class, must be typed. Use twelve point type and double space everything. Use one inch margins. You will be graded on what is included in your paper not how long it is. Be sure not to plagiarize, give credit to the writings of others.

You are expected to attend every class and I will take attendance. An absence is an absence and there is no difference between excused and unexcused. Your fourth and fifth absence will each result in a 25 point reduction your final grade respectively. YOU CANNOT PASS THIS CLASS WITH SIX ABSENCES

This syllabus may be changed slightly at the instructor's discretion.

Class schedule

Week One- January

14 Introduction, syllabus and vocabulary - *Slip of the Tongue*

16 Read: Ethnicity and Race Forward and Prefaces and chapter 1 (through page 14) and Race, Class and Gender (R,C,G) Preface and article #1 (through page 20)

Week Two - January

21 Read: Ethnicity and Race Ch 2 and R.C.G articles # 2, 3 and 4 [Racial Formation Theory]

23 Read Ethnicity and Race chapter 3

Week Three - January

28 Read: R.C.G pages 37-84

30 *Race: examined*

Ethnic Biography due

Week Four – February

4 Read: Ethnicity and Race Chapter 4

6 Read: R.C.G articles 8, 9, 10, 11, 12

Week Five – February

11 Catch up and review

13

EXAM #1

Week Six – February

18 Read: Ethnicity and Race Chapter 5 (Case studies of ethnic construction)

20 *Ethnic Notions*

Week Seven – February

25 Read: R, C, G articles # 13, 14, 15, 17, and 45 (social class)

27 *People Like Us*

Week Eight – March

4 Read: R, C, G chapters 18, 20, 21, 22, 36 and 43 (gender and sexism)

6 *Killing Us Softly 4*

Week Nine – March

11 Read: Ethnicity and Race chapter 6 and R.C, G article #16, 35

13 Read: R.C, G articles #19, 24,25,26, 37, 41 (ethnicity and nationality)

Ethical Use of Print and Online Sources in Academic Papers University of Nebraska at Omaha

Because the essential function of a university is to develop and disseminate knowledge and because the creation of knowledge is a collective activity, members of a university community frequently write in response to the work of other writers. All of us – undergraduates, graduate students, and professors – acquaint ourselves with information and ideas by reading print and digital texts, and we write in order to analyze, synthesize, evaluate, and/or extend that body of knowledge. The appropriate use of sources is an important academic skill.

To pass Composition II at UNO, students must demonstrate that they know how to locate outside sources, evaluate them for relevance and credibility, integrate information and ideas from other texts into their own work, and *cite sources using the conventions appropriate for the discipline*. Students who have completed Composition II are thereafter held fully responsible for using print and online sources ethically.

Quotation

If you copy material verbatim *from any source*, whether print or digital, you must (1) put quotation marks around the verbatim material and (2) provide a citation to its source.

Paraphrase

“Paraphrase” does not mean copying someone else’s sentences with a few changes in the wording. Instead, it means putting another writer’s ideas into your own words and using them to advance your own line of thought. When you paraphrase, cite the source.

Citation

The style manuals of both the American Psychological Association (APA) and the Modern Language Association (MLA) offer extensive guidelines on using and citing quoted and paraphrased material. These and other style guidelines are available in any good writing handbook and at Purdue University’s Online Writing Lab: <<http://owl.english.purdue.edu/>>

Plagiarism

Use of borrowed ideas, information, or language without appropriate citation is plagiarism. This is a serious academic offense; faculty members do not accept plagiarized work, and they are encouraged to give a grade of F for the course if the plagiarism is egregious and to report cases of plagiarism to the office of Academic and Student Affairs. Students who plagiarize more than once are subject to severe disciplinary action.

If you have a question about using or citing another writer’s work, DO NOT GUESS. Check with your instructor or a consultant at the UNO Writing Center. Bring a printout of the original source and your paper to the consultation.