

**RACE AND ETHNIC RELATIONS
SOCIOLOGY 35 - SPRING, 2010**

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DESCRIPTION:

This course introduces students to the major sociological perspectives and issues on race and ethnic relations in the United States. The course begins by examining important concepts, issues, and theoretical perspectives in the field. It proceeds by identifying the underlying historical, political, and economic foundations of immigrant groups' incorporation, the context and character of U. S. immigration patterns, and the intersections of class, race, and gender. At the same time, it seeks to advance critical dialogue through the use of cultural discussion groups, through pro and con perspectives on controversial issues, and through examining the relationship of all people to the structure of race, class, and gender relations. The course will build a foundation of theoretical concepts that can be applied to a comparison of the various racial/ethnic groups. Every effort will be made to draw a comparison between the various ethnic/racial groups and the historical, structural,

COURSE READINGS INCLUDE THE FOLLOWING:

Joe and Clairece Booher Feagin, Racial and Ethnic Relations
Race and Ethnic Relations Reader-- Printing Works (681 E. Foothill Blvd)

COURSE REQUIREMENTS:

For the success of a Lecture-Discussion format, assigned readings should be read before coming to class. Class attendance and participation are expected (and will be allotted 10% of your grade). In cases of borderline grades, class participation and attendance will also be taken into consideration. Assignments need to be turned in on time. Unless there is a crisis emergency, please do not ask for an extension or an incomplete. I will dock points for papers that are turned in late. If all the requisites have not been completed by the end of the semester, a final grade will be given based on the work completed. Papers should be typed, double-spaced, numbered, proofread, and include references. Group presentation must be completed on time since any change would affect the schedule and the other group presentations.

Grades will be allocated as follows:

Two Take-home Essays	30%
Family background project proposal	15%
Family background project final paper	25%
Group Presentation	10%
Course Preparation Questions	10%
Class Participation and attendance	10%

1.) Two Take-home essay exams: The essay questions will ask you to integrate the material covered in class and the readings. You should not have any problem with answering these questions if you are keeping up with your readings and attending class regularly. (30%)

2. The “cultural group” presentation: The class will be divided into cultural groups which will meet throughout the semester. The cultural group should identify major concepts and issues from the assigned chapter in the book “Searching for the Uncommon Common Ground” and connect them to the particular ethnic/racial groups we are covering at the time to collectively develop the class presentation. Your group can collectively analyze the perspectives of the authors, compare them, and critically agree or disagree with the presentation of their arguments or data. Please use a creative medium or combinations of mediums (i. e. video, theater, art, music, collage, dance, rap, poetry, etc.). The presentation should utilize, but is not limited, to themes from the assigned readings. (10%)

3.) Sociological Race and Ethnic Relations Family Background Project Proposal and Progress Report: Write a proposal/progress report paper, no longer than 5 pages, on your family background project that exemplifies the intersection between “biography” and “sociological history” and the intersection between individual narrative and larger public issues. The paper will include: 1. An introduction on the concepts and theories that you propose to use and how they are related to your initial research on your family background 2. A short literature review on the concepts and theories that you intend to use and any literature that applies to the sociological aspects of your family background (with proper references to the books, journals, articles, etc. that you will use) 3. How you are carrying out your research or will carry out your research: A. What interviews you have already set up and will set up B. What specific questions you are asking or will ask that connect back to sociological concepts and theories C. Other sources that you will use for your project (letters, genealogies, etc. 4. How far you have gotten in researching the pedigree or generations of your family including: A. Which branch of your family you are using or will use for your project B. What position you are taking or will take – as part of a group affected by race, class, gender, sexuality, or other systemic forms of designation (part of a minority group, once a part of a minority group, part of the upper class, part of the working class or a new designation that comprises aspects of these designations (taking other aspects into consideration that can include race, ethnicity, class, gender, and sexual orientation) 8. A specific timetable for completing your project (between now and the end of the semester) that includes further development of theories and concepts you will use, when you will finish the research (interviews, gathering data, etc.), when you will begin to write the paper, when you will have a rough draft, and when you will finish the final paper 7. A reference page based on the initial readings that you included in the literature review and other sources that you cited in the text of your proposal. (15%)

4. Sociological Race and Ethnic Relations Family Background Project Paper: For your final paper, you are to build on your Sociological Race and Ethnic Relations Family Background Proposal and write a sociological autobiography (10-12 pages long) drawing on the Family

Background Project process (as presented in the hand-out, course readings, theories, and interviews with relatives (i.e. parents, grandparents, siblings, etc.) The goal is to situate your life story, and that of your family, in developing a chronicle of your family through interviews with your immediate relatives and analysis of family documents (photo albums, video written materials, etc.)-- and to situate your biography in relation to race and ethnic relations theories and concepts. Utilizing your "sociological imagination" and the data that you gather from researching your family background (and generations of your family background), develop a theoretical and conceptual narrative as to your family's history, immigration roots (in the case of Native Americans -- original inhabitant roots), and the foundations of your family's integration, segregation, inclusion, or exclusion in society. Include in your narrative any internal or external factors (education and economic background, class, gender, race, sexual orientation, etc.) which have influenced or affected your family's cultural, structural, social, political, and historical place in the society. Concepts and theories from the readings, class presentations or lecture/discussions must be effectively integrated. (25%)

5. Course Preparation Questions – As part of promoting discussion in the classroom, and as part of having students think about the course materials before coming to class, this assignment requires students to produce a written question **to an assigned section** in the syllabus. The question can raise an issue about the data used to sustain the author's argument/s, raise skepticism about any concept or theory, and/or raise issues in comparing one ethnic/racial group to another. The students will bring the written question to class. The questions will sometimes be used as a catalyst for developing a class response and discussion. Since the purpose of the questions is to help facilitate class discussion, they will only be accepted on the class day when they are due. A credit/no-credit will be given for the questions and compiled at the end of the semester. No-credit can also mean that the question needed more development (10%).

6. Participation – Since the professor makes a commitment to the class from the first day, students are expected to make a similar commitment. Participation includes coming to class prepared to discuss the readings and to critically ask questions about the authors' arguments. It includes working collaboratively with your cultural group outside of class and to participate in class presentations. At times, attendance will be taken. (10%)

COURSE OUTLINE

Introduction to Class 1/19

Conceptualizing Race Relations 1/21, 1/26

Feagin, "Basic Concepts in the Study of Racial and Ethnic Relations" (Chapter 1)

Reader: Anderson and Collins: "Conceptualizing Race, Class, and Gender

Theoretical Perspectives 1/28, 2/2

Feagin, "Adaptation and Conflict: Racial and Ethnic Relations in Theoretical Perspective," Ch. 2)

Reader: Omi and Winant: Racial Formation in the United States

Organization of cultural groups

One Immigrant's Experience and the Sociological Family Background Project 2/4

Reader: "Inclusion or Exclusion: One Immigrant's Experience of Cultural

And Structural Barriers to Power Sharing and Unity" by Jose Calderon

Reader: "Family Background Project" by John Myers

Assignment of Sociological Race and Ethnic Relations Family Background Project

Immigration and Structuring of Ethnic Inequality 2/9, 2/11

Feagin, "A Nation of Immigrants" (Part II), pp. 65 -74; "English Americans, pp. 75-99

Reader: "Inclusive Immigration Reform" by Jose Calderon

First Essay Exam Passed Out 2/11

Southern and Eastern European Immigrants: Irish, Italian, and Jewish 2/16, 2/18, 2/23

Feagin, Chapters 4-6, pp. 103-196

Reader: "Ethnicity" by Omi and Winant

Presentation 1: 2/23

First Essay Question due 2/18

Native-Americans 2/25, 3/2, 3/4

Feagin, Chapter 7

Reader: "Who is Your Mother? Red Roots of White Feminism" by Paula Gunn Allen

Presentation 2: 3/4

Family Progress report due 3/4

African Americans 3/9, 3/11, 3/23

Feagin, Chapter 8

Reader: "Black Mayors and Social Change" by Phil Thompson

Reader: "Black/Brown Relations" by Jose Calderon

Presentation 3: 3/23

Spring Break 3/15-3/18

Presentation on African Americans 3/23

Mexican Americans and Latinos 3/25, 3/30, 4/1

Feagin, Chapter 9, 10

Reader: "Latinos and Ethnic Conflict in Suburbia" and "How the English Only Initiative Passed in California" by Jose Calderon

Presentation 4: 4/1

Japanese Americans and Recent Immigrant Groups: Chinese, Pilipino, Korean, and Vietnamese, and Asian-Indian 4/6, 4/8, 4/13

Reader: “Color Lines” in *Searching for the Uncommon Common Ground* by Blackwell, Kwoh, and Pastor

Presentation 5: 4/13

Second essay question passed out 4/15

Middle Eastern Immigrants 4/15, 4/20, 4/22

Feagin, Chapter 12

Reader: “New Leadership for the 21st Century” in ” in *Searching for the Uncommon Common Ground* by Blackwell, Kwoh, and Pastor **4/29**

Second essay question due 4/22

4/20 Presentation by Phil Thompson

Prospects for Unity and Equality 4/27, 4/29

Feagin, Chapter 13 – “Ongoing Racial and Ethnic Issues in the United States” and Chapter 14 “Colonialism and Postcolonialism”

Omi and Winant – “Race and the New Democrats”

Sharing of Autobiographies on 5/4 and 5/6

Final Autobiographical Paper Due (seniors 5/3) -- all others on 5/10.