

INTRODUCTION TO RACE AND ETHNIC RELATIONS (SOC214—CRN 21478/SOC214W—CRN21479) COURSE SYLLABUS

UNIVERSITY OF HAWAII HONOLULU COMMUNITY COLLEGE
FALL SEMESTER 2013
M/W 11:30-12:45 Bldg 7/620

Instructor Fumiko Takasugi, Ph.D.
Office Hours M 10:30-11:30, 1:30-2:30/ T 1:30-2:30, 4-5/ W 10:30-11:30 or by appointment in Bldg 7/621
Contact info 845-9152 and takasugi@hawaii.edu
Please DO NOT private message me on Laulima – email me directly instead.

Required Materials

- **TEXT:** Cornel and Hartmann. 2007. *Ethnicity and Race: Making Identities in a Changing World. 2nd edition.*

Recommended Materials

- Shaefer. *Sociology Matters.* McGraw Hill.
- Edwards. *Writing in Sociology.* Sage.
- Other readings will be announced and distributed in class.

Introduction to Race and Ethnic Relations focuses on race and ethnic relations from local (Hawaii), national, and international perspectives; patterns of race/ethnic relations; and the social, economic, and political problems associated with racial/ethnic conflict.

This course gives the student a dual option of taking the course as a Writing Intensive (WI) focus designated course or as a non-WI course. Note the difference in requirements and grading throughout the syllabus.

Course Description (from the college catalogue) This course will acquaint students with the problems and dynamics of race and ethnic relations in comparative local, national, and world perspectives.

Student Learning Outcomes This course is designed to acquaint you, the student, with basic sociological perspectives on race and ethnic relations. During the semester, you will learn to define race and ethnicity and comprehend how race and ethnic conflict are defined in society. Furthermore, you will evaluate the magnitude and impact of various societal problems as they relate to race/ethnicity, explore sociological and other useful theories that explain race/ethnic relations and conflict, review current and past efforts to prevent/remediate problems, and examine innovative strategies to deal with problems and issues.

Upon course completion, you will have had the opportunity to:

Important!! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.

1. Employ major sociology theoretical perspectives to race/ethnic relations in daily life,
2. Recognize strengths and weaknesses of basic sociological research methods in race and ethnic relations,
3. See race and ethnic relations in the local as well as the global,
4. Summarize, analyze, and evaluate academic articles related to race and ethnic relations,
5. Use writing to discover, develop, and support ideas on race and ethnic relations,
6. Use discussion to discover, develop, and support ideas on race and ethnic relations.

DS Credit/Articulation/Prerequisite SOC214 fulfills a social sciences requirement (DS) for the A.A. degree at HCC and UH-Manoa. This three-credit course transfers to all UH campuses and virtually every college in the country; however, students should review their core distribution requirements before enrolling. As this is a transfer level course, ENG22/60 is a prerequisite and collegiate reading and writing levels are absolutely necessary.

As this is a transfer level course and because this course is **Writing Intensive (WI) certified**, if you are taking this course for WI credit, a grade of “C” or higher in English 100 is a prerequisite and collegiate reading and writing levels are absolutely necessary.

Notes, Announcements, Discussions, and Lulima I will be using **Lulima** to post class notes, announcements, and discussions. After every exam, I start a new set of notes, so you end up with 3 sets by the end of the semester. The **NOTES ARE IMPORTANT** in this class and I refer to them during class lectures, so be sure to stay up-to-date with them. I also post materials that I use during class, including this syllabus. Checking your **hawaii.edu** account and **Lulima** frequently is your responsibility for staying on track with this class. The link for **Lulima** is <https://lulima.hawaii.edu/portal>. Check it out ☺

FYI: I will also count participation on Lulima as participation in the class, so take advantage, especially if you’re not too keen on participating in discussions in class.

COURSEWORK

There are three major parts to the coursework required for this course in addition to attending the lectures: **exams, discussion participation, and a paper**. Following are the expectations for each of the requirements.

Exams Three essay-format exams will be given throughout the semester. The exams are in-class open book and open notes exams. You will be tested on and expected to answer and write on lectures, discussions, readings, and other class materials such as films.

Discussion participation Class meetings consist of lectures and discussions and some exercise, with a heavy emphasis on the interactive nature of discussions. If you are uncomfortable participating in class, you have the option to start and/or join discussions on Lulima. We’ll try to make the atmosphere as friendly and open, though, so hopefully, the face-to-face will happen as often as the online. You may not think this is a big deal, but note that a good portion of your grade depends on participation in class discussion.

Paper You will be required to write a short **6-page paper** for this course. The paper is a semester-long endeavor and you will have due dates throughout the semester for drafts and progress reports (more on the paper(s) under “Important Dates and Expectations”).

Important!! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.

If you are taking the course for WI credit, HCC requires that you complete a revision writing process (i.e., multiple drafts with feedback and guidance from the instructor) of **16 double-spaced, typed pages**. Note below that the weighting of various requirements for the class also differ considerably for WI students, as HCC requires that 60% of a student's grade for a WI course be based on student writing. WI students will write two 5-page papers (one article reaction paper and one reflection paper) in addition to the 6-page literature review.

Grading system The following is the breakdown of your grade for this class:

Exam 1	20%
Exam 2	20%
Exam 3	20%
Discussion participation	20%
Paper	20%

	100%

Grading system The following is the breakdown of your grade for this class **for WI credit**:

Exam 1	10%
Exam 2	10%
Exam 3	10%
Discussion participation	10%
Term paper	30%
WI paper 1	15%
WI paper 2	15%

	100%

About Attendance Attendance will not be taken; however, the consequences of missing class are obvious in that you will miss material, which will be necessary for the required work to be done for the course.

CLASS POLICIES

1. Respect for other viewpoints and perspectives In a course of this nature, we deal with many timely and controversial topics. There will most likely be at least one subject area in which you have strong feelings and opinions. This is fine and only natural. I only ask of you that you respect the viewpoints and perspectives of others in the class. Loud voices and swearing at your classmates or at me is unacceptable behavior and will not be tolerated (the one exception is me – I get to speak loudly). Part of what I would like to have accomplished in this course is to have you gain an understanding of how others frame the world, so it is necessary that you learn to listen, even if you don't agree. Communication is the only way to solve problems, both in the private and public realm. Listening is a part of communication.

2. Policy on disabilities If you need or desire special support services, you can contact Student ACCESS (Bldg. 5, Room 107B, phone 844-2392 or 845-9272). Services are based on documented needs. It is recommended that you contact ACCESS early, so that there is sufficient time for services to be put in place. You can also let me know of a special need or support needs and I can help you get the ball rolling.

Important!! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.

3. Cellphone and texting policy I don't have a strict cellphone and texting policy, since I don't believe in having to police the use of cellphones and similar tools for adults. I know that some message/calls are emergencies. I also know that sometimes one is looking something up on the phone. BUT if your texting or other phone activity is disruptive to others in the class, I will call you on it. What it comes down to is basic social etiquette – given this is a college class. Honestly, though, if you can focus for the class time, you will do better on exams and you will use your time effectively, because trying to make up for what should have been learned during class outside of class generally takes twice or three times longer. Look at it this way... a class isn't THAT long. And if you have something better to do than be in my class, then why are you in my class??

4. Make-up exam policy As a general rule I do not give make-up exams. However, you will be given an opportunity to make up an exam or receive up to 5 days extension on an assignment. To take the one opportunity to make up an exam, you are required to give me advance notice (in advance of the exam date) that you want to make up the exam and you will need to make up the exam within a week of the original exam date. (See section on “predicament coupon.”)

5. N Grade I reserve the right to grant an N grade (no grade or evaluation...?) to students who are in good academic standing (i.e., a C or higher grade), but who, for exceptional personal reasons, is unable to complete the course. Do not assume that I will give you an N grade just because. Please see me to discuss your situation but do it as early as you can. Discussion of an N grade must take place during the semester.

6. I Grade I also reserve the right to grant an I grade (an Incomplete) to a student who I feel should be granted extra time to finish up the work necessary to pass the course. You should be advised, however, that the majority of students who receive an I grade do not finish the work in the required time. When this happens, you receive the grade you would have received, had you not been granted an Incomplete.

7. Predicament coupon I make use of a “predicament coupon,” which allows you ONE make-up exam, an extension on a paper, OR other extra consideration that you can use once a semester. Each student has one coupon, which can be used throughout the semester. If the coupon is unused by the end of the semester, you can cash it in for extra credit points.

8. Cheating and plagiarism Any kind of cheating, plagiarism, or getting other people to do your work will not be tolerated. This is a very basic academic rule and you will get an automatic F for the assignment, exam, etc., with the real possibility of an F for your course grade. The following is from your Student Conduct Code (<http://honolulu.hawaii.edu/policies/conduct.html>):

Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry labbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results.

IMPORTANT DATES AND EXPECTATIONS (NOTE that WI students have additional dates)

Important!! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.

EVERY DAY WE MEET IS AN IMPORTANT DATE FOR THIS CLASS, but you have quite a few requirements to fulfill in this class, and you will want to stay on track. The following are the deadlines and exam dates. **Also remember that reading for class is also a REQUIREMENT.** You are expected to have read the reading material we cover in class. That schedule is in your syllabus and reading for class is a steady requirement throughout the semester.

Exams There will be 3 in-class open-book, open-notes (no electronic or computer devices allowed) exams on **Sept 30th, Nov 4th, and Dec 16th**. You will be tested on and expected to answer and write on lectures, discussions, readings, movies, and other class materials. The exams will cover class material, and will consist of short essay questions. For each exam, you will be tested on 4 areas, with an option of a. or b. for each section. In other words, you will answer 4 questions. Each answer will be worth 25% of the exam grade.

Papers You will be required to write a short **6-page paper** for this class. You will apply a perspective/concept in race/ethnicity to a topic of your choice (within race/ethnicity), do library/archival research, and demonstrate how the perspective/concept is useful in understanding the topic. This paper is a semester-long endeavor. You will have due dates throughout the semester for drafts and progress reports. This also means that you will have ample time to work with me if you are stuck, confused, or just in need of ideas.

We will start with your “first draft.” Then, I will give you feedback on the first draft and you will have the opportunity to improve your paper for the second draft. I will again give you feedback on the second draft for the third draft, and so on. I will also be asking you to use the services of several tutors (both F2F and online) to help you with your writing. You will have numerous opportunities to make the paper better until the final paper submission, due on **Dec 2nd**. Note that you **must submit all four versions of the paper (each one revised based on comments on earlier drafts) for maximum points.** I will deduct points from your paper grade if you have not submitted four **revised** drafts to me. Furthermore, a draft does not mean a paper does not have to be proofread. You **must proofread all versions** of the paper for maximum credit. Drafts that have not been proofread will be deducted points.

If you are taking the course for WI credit, HCC requires that you complete a revision writing process (i.e., multiple drafts with feedback and guidance from the instructor) of **16 double-spaced, typed pages**. Note on your syllabus that the weighting of various requirements for the class also differ considerably for WI students, as HCC requires that 60% of a student’s grade for a WI course be based on revision writing. WI students will write two 5-page papers (one on a reading of your choice that we will be reading for the course AND a reflection paper on what we are learning in class IN ADDITION TO the 6-page term paper in common with non-WI students of WS151.

So, here is what it comes down to... If you don’t give me a submission on a due date, you will have points taken off. If you make no effort to better the project, you will also have points taken off. You will be graded on all the steps, but mostly on the finalized version, since you will have several opportunities to make it the best version that you can make it.

We will follow a strict writing schedule. The following is this schedule.

Non-WI students

Term paper

Sept 16th First draft: First 2 pages OR first page + outline (includes topic/thesis statement)

Oct 14th Second draft: Four pages + references page

Important!! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.

Nov 6th Third draft: Full 6 pages + references page
 Dec 2nd **Final version**

WI students

Term paper (Paper in common with non-WI students)

Sept 16th First draft: First 2 pages OR first page + outline (includes topic/thesis statement)
 Oct 14th Second draft: Four pages + references page
 Nov 6th Third draft: Full 6 pages + references page
 Dec 2nd **Final version**

WI paper 1: article reaction

Sept 9th First draft: First 2 pages OR first page + outline (includes topic/thesis statement) + reference page
 Sept 25th Second draft: Full 5 pages + references page
 Oct 14th **Final version**

WI paper 2: reflection

Oct 28th First draft: First 2 pages OR first page +outline includes topic/thesis statement)
 Nov 18th Second draft: Full 5 pages
 Dec 9th **Final version**

THEMATIC SCHEDULE

This course is centered on lectures, discussions (of readings, in-class exercises, and films), exams, and a paper. The reading **is** do-able. **YOUR HOMEWORK IS THE READINGS.** This is the attitude you should have. Readings are assigned for class meetings. This means that the reading should be done before the class meeting so you can actively participate in class discussion (Exception for the first class meeting).

At the end of each class meeting, I will let you know what we will be covering in the next class meeting. You really get much more out of a class **WHEN YOU DO THE READING.** You will also do much better on the exams! Please bring your books to class for in-class discussion and exercises.

Additional articles will be assigned for reading throughout the semester in addition to the textbook readings.

PART I SOCIOLOGICAL FOUNDATIONS

Sociological theory and perspective

Topics:

Introduction to Sociology and race and ethnic relations
Defining race and ethnicity
Theoretical perspectives in Sociology applied to race and ethnicity

Important!! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.

Readings:

- I-1 SYLLABUS
- I-2 TEXT Chapter 1: The Puzzles of Ethnicity and Race
- I-3 Chapter 2: Mapping the Terrain: Definitions
- I-4 Mills. "The Promise."—online
- I-5 Berger. "The Social Construction of Reality."—online
- I-6 Feagin and Feagin. "Theoretical Perspectives in Race and Ethnic Relations."—handout

Sociological investigation (Sociological research methods)Topics:

Introduction to Sociological methods and race and ethnic relations
Research methods

Readings:

- TEXT Chapter 1: The Puzzles of Ethnicity and Race
- Chapter 2: Mapping the Terrain: Definitions
- I-7 Korgen and White. "How Do We Know What We Think We Know?"—handout
- I-8 Headden. "The Hispanic Dropout Mystery: A Staggering 30 Percent Leave School, Far More Than Blacks or Whites. Why?"—online
- I-9 Lee and Bean. "Beyond Black and White: Remaking Race in America."—online

Exam 1 September 30th

PART II THE SOCIAL CONSTRUCTION OF RACE**Racial formation and racialization**Topics:

Racial formation
Interpersonal racism and border patrols

Readings:

- II-1 TEXT Chapter 4: A Constructionist Approach
- II-2 Omi and Winant. "Racial Formations."—handout
- II-3 Gans. "Race as Class."—online
- II-4 Dalmage. "Discovering Racial Borders."—handout
- II-5 Feagin and Sikes. "Navigating Public Places."—online

Group processes and social interactionTopics:

Racial/Ethnic identity
Prejudice

Important!! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.

Readings:

- II-6 TEXT Chapter 5: Case Studies in Identity Construction
- II-7 Blumer. "Race Prejudice as a Sense of Group Position."—handout
- II-8 Okamura. "Why There Are No Asian Americans in Hawaii: The Continuing Significance of Local Identity."—handout
- II-9 Suleiman. "The Arab Immigrant Experience."—handout

Exam 2 November 4th

PART III STRUCTURE AND CULTURE IN RACE AND ETHNICITY

Socialization and social institutions

Topics:

Institutional racism
Agents of socialization

Readings:

- III-1 TEXT Chapter 6: Construction Sites: Contextual Factors in the Making of Identities
- III-2 DuBois. "The Souls of Black Folk."—online
- III-3 Lipsitz. "The Possessive Investment in Whiteness."—handout
- III-4 Bao. "Sweatshops in Sunset Park."—handout
- III-5 Bullard. "Dumping in Dixie: Race, Class, and the Politics of Place."—online
- III-6 Kubrin. "Gangstas, Thugs, and Hustlas: The Code of the Street in Rap Music."—online

Structure versus culture

Topics:

Privilege
Colorblind ideology
Intersectionality

Readings:

- III-7 TEXT Chapter 8: Making Sense and Making Selves in a Changing World
- III-8 Wilson. "Race-Specific Policies and the Truly Disadvantaged."—online
- III-9 Gallagher. "Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post Race America."—online
- III-10 Bonilla-Silva. "Racism without 'Racists.'"—online
- III-11 Foley. "The Great American Football Ritual: Reproducing Race, Class, and Gender Inequality."—online

Exam 3 December 16th

Important!! Please read this syllabus carefully. You are responsible for the information in this syllabus and all of it is necessary to get the most out of this class.