

## Sociology 437/537 Race and Ethnic Relations

**Prerequisite for this course** is Introduction to Sociology (Soc 204).

**Course Director:** Professor Dwaine E. Plaza

**Office:** 426 BEXL Hall Office **Phone:** 737-5369

**Course Directors Office Hours:** Monday/Wednesday 13:00- 14:00 pm (or by appointment).

**Emails:** [dplaza@orst.edu](mailto:dplaza@orst.edu);

**Course Web Page Address:** Canvas

**Class Meetings Lecture:** Monday/Wednesday 14:00-15:50 Bexl 412

Most of us intuitively know that “race” and ethnic relations are not the only social relations based on inequality. “Gender” and class relations are also unequal inasmuch as resources and power are differentially distributed. In this course we attempt to explore the historic and social grounds that have given rise to power relations both from a U.S. and an international perspective. Once we can understand that “race”, ethnicity, class and “gender” issues are simultaneous and intersecting systems, we can then see more clearly the different ways in which other categories of experience intersect in everyday society. These other categories include: age, religion, sexual orientation, physical ability, physical appearance, and region.

### **Required Course Text:**

Marger, Martin (2015) Race and Ethnic Relations: American and Global Perspectives. Belmont, California: Wadsworth Publishing Company. **(Readings from this text book will be available via Canvas as PDF files).**

Anderson, Margaret & Patricia Hills Collins (2015) (Ninth Edition) Race Class and Gender. Belmont, California: Cengage Publishing Company.

### **Undergraduate Learning Outcomes:**

As a result of fully participating in this class, students will be able to:

- a) Understand key concepts of difference, discrimination and power.
- b) Critically examine the biases and prejudices which are part of U.S. history.
- c) Summarize, write and verbalize key theories and concepts within the sociology of race and ethnic relations.

Undergraduate Course Requirements Students taking the course as Sociology 437 are required to complete an interview assignment. Students will also work together on a group presentation and a Youtube video for class. The assignments, presentations and videos shown will form the basis for online comment, small group discussions and writing exercises. The format for class will be a full period lecture on Monday. Wednesday will consist of small group discussions, presentations and a video.

**Graduate learning Outcomes:**

As a result of fully participating in this class, students will be able to:

- a) Understand key concepts of difference, discrimination and power.
- b) Critically examine the biases and prejudices which are part of U.S. history.
- c) Summarize, write and verbalize key theories and concepts within the sociology of race and ethnic relations.

**Graduate Course Requirement** Students taking the course as Sociology 537 are required to complete many of the same course requirements for 437. In addition, graduate students must submit a research paper. The research paper can be either according to the guidelines listed below or it can be on a topic which is linked to the Graduate students own current research agenda but have a linkage to “race”, gender, ethnicity, social class or sexual orientation issues.

**Expectations for All Students:**

All participants in the course are expected to:

- 1) Commit to attending each class session
- 2) Be prepared to discuss assigned readings and engage in class activities;
- 3) Be willing to examine and share their own issues and experiences;
- 4) Be respectful of different perspectives
- 5) Complete an interview assignment, create a Youtube video, participate in threaded discussions and prepare a group presentation.

**Summary of Final Grade Calculation for 437 Students**

Group Presentation 15 percent  
Video Journal 15 percent  
Interview Assignment 20 percent  
Youtube Video 20 percent  
Discussion Board Posts 10 percent  
Pop Quizzes 10 percent  
Class participation 10 percent

**Summary of Final Grade Calculation for 537 Students**

Group Presentation 10 percent  
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Youtube Video 20 percent

Video Journal 10 percent  
Pop Quizzes 10 percent  
Class participation 10 percent  
Final Research Paper 20 percent

### **Videos to be used in class**

*Race the Power of an Illusion	*Tim Wise on White Privilege
*Race, Power and American Sports	*Reel Indians
*The Minority Reporter	*Ethnic Notions— Marlon Riggs
*Further Off the Straight and Narrows	*Latinos Beyond the Reel
*War Zone	*Slaying the Dragon

### **Interview Assignment**

**Assignment 1:** Find a student outside of class at Oregon State University who is of a different "racial" origin than your own. Find out as much as possible about what it is/was like for your partner to grow up in the United States. Have they experienced any disadvantage, prejudice or discrimination in their life thus far? Find out how they have coped with these situations? If they have not faced any of these issues find out why they think that they have been immune to them? Are there areas in the future which your partner anticipates they will experience disadvantages or privileges because of their "race"? How do they plan to cope with the disadvantages? What are their relations like with peers? What do you see are the advantages and disadvantages in the United States of being a member of this "racial" group? How might this person's matrix of oppression (intersectionality) affect their responses to you? How does this person's social, cultural or human capital affect their responses to you? Think about the theoretical concepts discussed in the Anderson and Collins readings, by Marger and the issues raised in class discussion, how does your interviewee's experiences compare? Make specific links to the relevant readings throughout your paper. **Write up should be 4-5 pages.**

**Note:** My suggestion would be to find someone who is not a girlfriend, boyfriend or someone who is in the class. Do not interview a visiting international student—he/she did not grow up in the USA and therefore cannot reflect on schooling or neighborhood experiences. If you need help in locating an appropriate interviewee please see the instructor for more guidance.

### **Discussion Board Posts**

Participating in the "discussion blog" on Canvas is required. Each student will submit contributions based on the readings, videos, news paper discussions, and presentation groups. These contributions need to be made each day - **not submitted at the end of the course**. This will allow us to extend our discussions beyond the classroom and give students a chance to share their thoughts and perspectives with one another throughout the time this course unfolds. Your contributions to the "discussion blog" should include (a) reactions/points of interest related to the materials and discussions, (b) possible critiques/concerns, and (c) questions for further discussion.

### **Video Reflection Journal**

One of your central learning activities during this course will be keeping a personal video reflection journal. You should think of this writing as talking out loud or thinking out loud about the **10 videos** which are listed on the syllabus. These videos can all be found on Canvas as a link on the Media link. Unfortunately there will never be enough time in class to watch the whole video. There will be **ONE** video each week to be included in your journal. The journal can be made up of observations on the way race, gender, class, sexuality, and ethnicity issues intersect and are presented to you in the documentary media and how this has influenced your consciousness. The video journal can and should be your place to continue our class discussions and your conversations. It can and should be the place to record and link your reactions to the Martin Marger's text book and the Anderson & Collins edited book as they relate to the videos watched. The point is that you're using the video journal to become fully involved in all the issues the course raises. Finally, use the video journal to draw connections between this course and the other life experiences you have had. The journal when its finally submitted to the instructor should **be typed out**. The journal is due in the final week of class.

### **Grading of Video Reflection Journals**

The reflection journal will be evaluated according to four criteria: commitment, ambition, making links to the readings, and engagement with the videos screened. Note, I expect that you will have at least **10 pages of commentary** in your video journal by the time you submit it for grading. Please do not just give me a plot summary for each of the videos screened. How did each video highlight the issues, themes, concepts described in the readings, lectures or class discussions?

### **YouTube Class Product (20 percent)**

Working in teams of two people this project will involve the making of a YouTube video on the theme of modern racism. Working together as a team, decide on a central Sociological question or issue you would like to teach others about using YouTube as the medium for dissemination. Each YouTube video needs to about 3-5 minutes in length and have images, audio, and some text. Your goal is to demonstrate what you learned about in this class about modern racism, sexism, classism, or homophobia, in the United States and/or Oregon. Some examples of YouTube videos might include: looking at President Trumps new social and economic policies, a critical content analysis of new children's movies, examining white supremacist groups in Oregon, examining racism in religion, racism in the history of Oregon State University, environmental racism in the United States, racism and its effects on Asians in Oregon, racism and its effects on Latinos, racism and Native Americans, racism directed to African Americans, racism against Arabic people, racism and public policy in Oregon, racism within communities of color, the social construction of racism in the Pacific Islander community, racism within the queer community, racism in sports, racism and football coaching, racism in movies, music or popular culture. How can the images you find tell a story about modern racism in every-day life. Some technical help will be provided in how to make a Youtube video. Most of the creativity and hard work however will come from your team.

Each YouTube research group is required to also produce ONE group research paper of at least **four to five typed pages double spaced**. The YouTube video paper needs to highlight the issues, themes, concepts described in the readings, lectures, videos shown or class discussions? The paper also needs to include outside academic research on the topic selected. The paper should have a bibliography with at least five academic sources beyond class materials.

On **November 26<sup>th</sup>**, we will have a poster session where each team will display a mock up of the YouTube video themes and content. This will give each research team an opportunity to present their ideas and get constructive reflections from fellow students. Examples of previous student YouTube videos can be found at:

<http://oregonstate.edu/instruct/soc204/plazad/Trump2017/Trump2017.html>

**Extra Credit** Throughout the next ten weeks of the course you are encouraged to attend special events on campus or off campus which have a Race and Ethnic relations content (guest speakers, colloquia, theatrical plays, special lectures, gallery openings etc..). After attending the event you will need to write up a one page commentary. In the write up you need to indicate the time, place and the title of the event. You will need to provide a brief synopsis of what took place at the event. You will need to theorize/ analyze the event and link it to the content of Martin Marger's, Anderson & Collins text book of readings, or materials raised in lectures. Finally, in the write up, you need to tell me what you learned from having attended this event and how it changed your consciousness vis-à-vis "race", gender, ethnic, social class and or sexual orientation issues. It is possible to get a **maximum of 3 percent** in extra credit for attending special events outside of class. You might also want to consider visiting the OSU cultural centers which includes the LGBTQ (Lesbian, Gay, Bisexual, Trans-gender, and allied students) center and interviewing the director for their perspective on the OSU campus and what issues students from their community face day to day. Each event attended and written up will be worth one percent. All write ups for extra credit need to be submitted to the course director by **November 28, 2018**.

Examples of movies that would qualify for extra credit would include: The Black Klansman (2018); Detroit (2017); The Zookeeper's Wife (2017); Loving (2016); Race (2016); 13<sup>th</sup> (2016); Hidden Figures (2016); Straight Out of Compton (2015); The Mask You Live In (2015); 42 The Jackie Robinson Story (2013); Lincoln (2013); Place at the Table (2013); The Invisible War (2012); The Red Tails (2012); The Help (2011); 12 Years a Slave (2013), The Book Thief (2013), The Butler (2013); Good Hair (2009); Religulous (2008); Milk (2008); Bowling for Columbine (2004); A Day Without A Mexican (2004); Quinceañera (2006); Kinsey (2004); Monster (2003); Traffic (2000); Crash (2005); Hotel Rwanda (2004); Rabbit-Proof Fence (2002); Do the Right Thing (1989); Malcom X (1992); Hoop Dreams (1990); Brokeback Mountain (2005); Gangs of New York (2002); Rosewood (1997); Only the Ball was White (1980). Please check with the course director for other appropriate films which will qualify for extra credit.

Important Notes: Both the short writing assignments, essay and the book review must be submitted in TYPED form. During the course there may be some unforeseen circumstances which arise that alter the schedule below. In this case it will be YOUR responsibility to be in class to find out what those adjustments might be.

Student Conduct:

To fully understand student conduct expectations (definitions and consequences of plagiarism, cheating, etc.) see: <http://oregonstate.edu/admin/stucon/achon.htm>.

**Students with Disabilities:**

Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.

The Writing Center The Writing Center provides students with a FREE consulting service for their writing assignments. The Center is located at 123 Waldo Hall. The service operates from Monday to Thursday 9-7 pm, and Friday 9-4 pm. You can make an appointment to discuss your writing with a peer writing assistant (737-5640). Another option available through the Center is to use email to get online answers to brief writing questions ([writingQ@mail.orst.edu](mailto:writingQ@mail.orst.edu)).

**Student Responsibilities and Participation** You are expected to attend class sessions, participate in discussions, contribute to group exercises, and complete writing assignments. I will monitor attendance and your participation in the class sessions. You will have trouble with this course if you do not attend class regularly or participate in the threaded discussions. Assigned readings should be completed prior to class meetings to facilitate discussion, and you should come to class prepared to ask questions about the lectures, assignments, and/or reading material.

If you are experiencing problems with this course, its content, the reading, or my teaching style, I want to strongly encourage you to raise your concerns at the earliest possible moment. You can do this by visiting me during my office hours.

**Course Outline Part 1: Weeks (1-4)** Theory and concepts are introduced with the hope of clarifying recurrent issues in contemporary American “race”, ethnic, class and “gender” relations. At the end of the first four weeks students should be equipped with the conceptual tools to understand the forces shaping power relations.

**September 24/26** Introduction and Basic Concepts-- Readings Marger Chapter 1. pp 4-33.

**October 1/3** Power Inequality-- Readings Marger Chapter 2. pp 33-60. Visit one hate web site from the ones linked to the course web page and comment on how they define "race". Put your research on the discussion board as a post.

**October 8/9** Prejudice and Discrimination-- Readings Marger Chapter 3. pp 61-97.  
**(Group 1 Presentation).**

**October 15/17** Assimilation and Pluralism-- Readings Marger Chapter 4. pp 98-133.  
**(Group 2 Presentation)**

**Part 2: Weeks (4-10)** The social, economic and political experiences of selected groups in both the United States and other countries will be examined. Application of the theoretical concepts and issues developed in Part 1 will be used to understand how each of these groups is struggling "to make it".

**October 22/24** Native Americans. Readings Marger Chapter 5. pp 134-194. 107-140.  
**(Group 3 Presentation on October 22).** \*\* **October 24<sup>th</sup>, YOUTUBE training provided in class by Hayden Wilcox.**

**October 29/31** White Euro-Americans. Readings Marger Chapter 10. pp 281-310.  
**(Group 4 Presentation). Assignment 1 Due.**

**November 5/7** African Americans. Readings Marger Chapter 8. pp 249-301. **(Group 5 Presentation).**

**November 12/14** Hispanic Americans. Readings Marger Chapter 9. pp. 303-341.  
**(Group 6 Presentation).**

**November 19/21** Asian Americans. Readings Marger Chapter 10. pp 245-277. **(Group 7 Presentation).**

**November 22** Thanksgiving

**November 26/28.** Arab Americans. Readings Marger Chapter 12. pp 337-363. **(Group 8 Presentation).**

**Extra Credit Due by 5:00 pm November 28**

**December 5<sup>th</sup>** YouTube Videos Screened Exam Week (12:00 pm). Final YouTube video due **December 7<sup>th</sup>.**

**December 7<sup>th</sup>. Final Graduate Student Research Paper Due by 5:00 pm.**

**GROUP PRESENTATION** Throughout this course emphasis is being placed on thinking critically about issues of "race", "gender", class and ethnicity in American and other societies. That is you are encouraged to raise questions about issues presented

throughout the course. It is in this spirit that you are asked to critically explore and present the competing arguments found in the selected units of Margaret Anderson & Patricia Hills Collins --Race Class and Gender and other outside sources. What you are asked to do is to meet as a research group outside of class and discuss/examine the issue/ethnic group you are assigned to study. Devise an interesting and non-traditional way to present the materials you find to your peers (e.g. debate, video production, power point presentation, drama, game show, hand puppets, short skit, etc. Be CREATIVE). All groups MUST also use the Internet, the Valley library newspaper archive, or the OSU Archives as additional sources to find recent or past issues concerning the ethnic group or issue being studied as it relates to Oregon. From the presentation (**maximum 20-30 minutes**), generate three questions to pose to the class in order to facilitate discussion. In the end, the group needs to provide each class member with a **2-3 page summary** highlighting the main issues discussed in the presentation. The summary sheet should also have a brief overview of each reading for the week. Students not presenting are also required to read the articles from each week and be prepared for a pop quiz on the articles content.

**Please note:** Each group member will receive a letter grade by the instructor. A group assessment will be done by the group on how each member worked together. Comments about the groups' presentation will come from the instructor and randomly selected peer evaluators from within the class.

### **Group Presentation Readings from Race Class and Gender: Anthology**

**Group 1** – “Seeing in Three D: A Race, Class and Gender Lens on the Economic Downturn,” by Margaret L. Andersen; Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality,” by Nirmala Erevelles and Andrea Minear; Race as Class—Herbert Gans; “Inequality and the Growth of Bad Jobs,” by Matt Vidal;

**Group 2** White Privilege Male Privilege– Peggy McIntosh; Optional Ethnicities – Mary Waters; Is this a White Country or What?-- Lillian Rubin; Exploring the Intersections of Race, Ethnicity, and Class on Maternity Leave Decisions: Implications for Public Policy,” by Tiffany Manuel and Ruth Enid Zambrana; What a White Supremacist Taught a Jewish Scholar About Identity—Abby Ferber.

**Group 3** “The Color of Justice,” by Michelle Alexander; Is Capitalism Gendered and Racialized? – Joan Acker; Health and Wealth: Our Appalling Health—Lawrence Jacobs; “Affirming Identity in an Era of School Desegregation,” by Beverly Tatum; Media Magic: Making Class Invisible– Gregory Mantsios; “From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools,” by Gloria Ladson-Billings. “The Intersection of Poverty Discourses: Race, Class, Culture, and Gender,” by Debra Henderson and Ann Tickamyer

**Group 4** The Invention of Heterosexuality-- Jonathan Ned Katz; Sex and Gender Through the Prism of Difference-- Maxine Baca Zinn; The Well-Coiffed Man: Interpreting and Experiencing Anti-Queer Violence: Race, Class, and Gender Differences



among LGBT Hate Crime Victims,” by Doug Meyer; “Prisons for Our Bodies; Closets for Our Minds: Racism, Sexism, and Black Sexuality,” by Patricia Hill Collins; “Straight Is to Gay As Family Is to No Family,” by Kath Weston; “Dude, You're a Fag”: Adolescent Masculinity and the Fag Discourse,” by C.J. Pascoe.

**Group 5** The First Americans– Matthew Snipp; Crimes Against Humanity– Ward Churchill; From a Native Daughter--Haunani-Kay Trask; Multicultural Training Intervention to Address American Indian Stereotypes,” by Jesse A. Steinfeldt and Matthew Clint Steinfeldt; “Where's the Honor? Attitudes toward the "Fighting Sioux" Nickname and Logo,” by Dana M. Williams; Rape, Racism and the Law—Jennifer Wriggins;

**Group 6** “A Different Contender? Barack Obama, the 2008 Presidential Campaign and the Racial Politics of Sport,” by Mary G. McDonald and Samantha King; Are Emily and Greg More Employable than Lakisha and Jamal? – Marianne Bertrand; Color Blind Privilege: The Social and Political Functions of Erasing the Color Line—Charles Gallagher; Keep Your "N" in Check: African American Women and the Interactive Effects of Etiquette and Emotional Labor,” by Marlese Durr and Adia M. Harvey Wingfield;

**Group 7** Seeing More than Black & White— Elizabeth Martinez; How Scholarship Girl Becomes a Soldier—Gina Perez; The Myth of the Latin Woman – Judith Ortiz Cofer; A Dream Deferred: Undocumented Students at CUNY—Carolina Bank Munoz; “Representations of Latina/o Sexuality in Popular Culture,” by Deborah. R. Vargas; “Brown Body, White Wonderland,” by Tressie McMillan Cottom.

**Group 8** A Different Mirror – Ronald Takaki; “Are Asian Americans Becoming "White?"“ by Min Zhou; “There's No Business Like the Nail Business,” by Miliann Kang; “Globalization and Its Mal(e)Contents,” by Michael Kimmel; Our Mothers' Grief: Racial-Ethnic Women and the Maintenance of Families,” by Bonnie Thornton Dill.

**FINAL ESSAY GUIDELINES FOR SOC 537 STUDENTS** Student’s enrolled for Sociology 537 have two options for their final paper. The first option is to write an 8 to 10 page paper which integrates the materials discussed in the course with their own major paper topic (i.e. thesis). The paper can be thought of as a way for you to think about your own research topic while integrating issues of “race”, ethnicity, “gender”, and social class into the overall analysis. As a suggestion, you can think of a way to integrate some qualitative interviews into your final paper so that you can see how others think about the topic (e.g. policy makers, community leaders, public officials etc). Or you might put together a theoretical paper which uses just secondary sources (journal articles, published reports etc) as the backbone of the analysis. It is most important in this paper to integrate concepts and issues that were raised in the course into the final paper you produce.

A second option is to choose one of the following topics:

- (1) “Gender” roles and relationships
- (2) Maintenance of ethnic or racial identity

- (3) Prejudice, discrimination and stereotyping
- (4) Education and Mobility
- (5) Majority-minority relations at school or in the workplace
- (6) Stratification issues
- (7) Immigration Issues

Using a qualitative research methodology, write an 8 to 10 page essay which examines one of the above issues as it applies to “gender”, class, “race,” sexuality or ethnic relations in the United States. This involves carrying out a literature review to situate your topic within the current sociological research. You might then formulate a short focused questionnaire in order to interview two individuals about their position as it pertains to the topic you have selected. Your essay should not include long direct quotations taken from the sociological literature, rather quotations obtained from your personal interviews which highlight important sociological issues and theoretical concepts are encouraged in your final essay write up. Content for the Final Essay The following 6 headings should appear in your essay: Introduction: Introduce your topic by talking about its importance in the world today and to the United States in particular.

Sociological Perspective: Use Sociology/ Anthropology texts for a discussion of one concept listed above. Integrate a review of the literature on your topic in this section. Theoretical Ideas: Discuss all the ideas about your topic as it applies to the group you have chosen to study. Specific Examples: All of the experiences of the interviewees should be theorized. How do they fit the sociological literature and how are they different.

Conclusions: Summarize your main points, re-emphasize the importance of these issues for the United States and globally. Bibliography: List all sources used in carrying out the research.

**Fine Print**

\* The exams will be held only at the times specified below. Vacation plans do not qualify as valid reasons for re-scheduling. I will only arrange alternate exam dates in the case of last minute medical emergencies, childcare emergencies, religious observances, or scheduled university-sanctioned events (athletics, ROTC, field-trips, etc.) Please discuss with me any concerns you have with this policy as far as it affects you.

**Course Grading Matrix --Total Points**

94-100 = A	78-79 = C+	60-63 = D-
90-93 = A-	74-77 = C	59 = F
88-89 = B+	70-73 = C-	
84-87 = B	68-69 = D+	
80-83 = B-	64-67 = D	