



Sociology of Race and Ethnic Relations:

Winter/Spring 2009

Saturdays 12:30–3:35 P.M.

Classroom # 3233 (Truman College)
TBA (DePaul-Lewis)

Faculty Team:

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“For we know that our patchwork heritage is a strength, not a weakness. We are a nation of Christians, Muslims, Jews and Hindus – and non-believers. We are shaped by every language and culture, drawn from every end of this earth; and because we have tasted the bitter swill of civil war and segregation, and emerged from that dark chapter stronger and more united, we cannot help but believe that the old hatreds shall someday pass; that the lines of tribes shall soon dissolve; that as the world grows smaller our common humanity shall reveal itself; and that America must play its role in ushering in a new era of peace.”

President Barak Obama’s Inaugural Address, Jan. 20, 2009

Course Description:

Sociology 211 / HC 154 is a historical overview of the racial and ethnic groups’ experiences, conditions and interrelationship in the United States. This course offers a comparative analysis of racial, religious and ethnic groups. It also examines how group identity is formed and maintained; and how such identity affects inter-group relations, government policies and social movements.

Introduction

In 1995, The Human Relations Foundation of Chicago and Jane Addams Policy Initiative launched the *Chicago Dinners - A Night of Unity* to create opportunities throughout metropolitan Chicago for open, honest dialogue about race. Since that time thousands of people have participated in this program, locally and nationally. In 2004, the *Minding the Gap* report was produced ABC Nightline’s Town Hall Meetings (*America in Black & White*), the consortium of several churches working on improving race relations in America, United Nations 2001 International Conference on Racism, President Clinton’s 1997 Initiative on Race the debate and movement for reparations for slavery, the global war on terrorism, the City Colleges of Chicago 2004 Town Hall Meeting on Racism, and movies like *Crash*, *Mississippi Burning* and PBS *Race Matters* series, *Talking About Race*, *Color of Fear*, *Skin Deep*, *hate and Hope*... ..are only a few of those indications of the magnitude and the significance of race related issues and problems. And last year (2008) Obama’s speech on race introduced a renewed discussion on race relations in America. Solving problems of race requires thorough understanding of history of the past and current new realities. As the world enters a new millennium, we are still struggling with how to achieve racial harmony and social justice. Danny Collum in his book *Black and White Together: The struggle for common ground* wrote that,

The good news about today’s racial turmoil is that the silence has been broken. We are talking about race as fact of American life. The bad news is that most of our talk about race makes little sense. Too much of it is an emotional exchange of blame and invective.

In this class, we will examine the concept of race and begin to explore how such an ethnically and racially diverse country of ours and the world can go about understanding the complexity of race and ethnic relations and to begin healing the wounds created by hate and heading towards a politically peaceful, democratic and socially more humane living environment around the world.

Learning Experience / Study Tools:

This is a learning experience in the search for sustainable common ground for all groups to positively interact among each other. It is intended to create a productive and thorough discussion and dialogue on race relations: the socio-economic, political, cultural and psychological aspects of interaction among groups and individuals. It provides a great opportunity to study one of the most crucial and challenging race related issues and crisis today. In this course students will approach issues and problems from a variety of institutional bases: political systems or governments, extremist groups, communities, religion, families, schools, and economic organizations and international institutions. Each class session will focus on a particular institution, bringing literary texts, film, historical and current events, and scholarly articles to bear on the issues raised by the particular focus. Documentary films and videos will be additional effective learning tools in this class.

Required Textbook:

Schaefer, Richard T. 2008. Racial and Ethnic Groups, 5th ed. NJ: Pearson/Prentice Hall. Additional readings will be provided by your teaching team.

Use of Technology, Additional Resources & Films:

We encourage you to use technology to augment your learning in this class. There are many very helpful websites containing resources for race issues, diversity, multiculturalism, pluralism, racism & other websites related to the objectives of this class. The American Anthropology Association's website (www.aaanet.org) contains the Statement on Race and links to other relevant Internet sources. Another good source on current race research can be found on the American Sociology Association's website (www.asanet.org). The Internet is only one of the various tools and resources students will use to complete assignments. However, the Internet is no substitute for scholarly work. You are expected and encouraged to use academic journals, newspapers, and other sources of information available at the college or public library. Additional films that relate to race and ethnicity can be found at www.viewingrace.org.

Truman College General Education Goals:

- ✚ The student exhibits social and ethical responsibility in a global community.
- ✚ The student communicates effectively in written and oral forms.
- ✚ The student demonstrates the ability to think critically, abstractly, and logically.
- ✚ The student demonstrates the ability to gather, interpret and analyze data.
- ✚ The student demonstrates the ability to learn independently.

Student Learning Outcomes:

Upon completion of this course, students are expected to:

- ✚ Distinguish and apply key concepts such as: prejudice, discrimination, assimilation, internal colonialism, oppression, inequality, multiculturalism, and diversity.
- ✚ Integrate and reflect upon sociological perspectives and theories in the study of race and ethnic relations to “make sense” of their own/others’ experiences.
- ✚ Develop appreciation for diversity by exploring the experiences of racial and ethnic

- groups in their immediate communities and in the United States.
- ✚ Demonstrate an ability to interact and work together in collective problem solving exercises.
- ✚ Communicate and collaborate with others in a professional, task-oriented manner in the classroom and service learning sites
- ✚ Understand the historical, socio-economic and political forces that underline the racial dynamic in the United States and around the world today.
- ✚ Be familiar with a range of resources for understanding the complexity of race relations and the challenges of building bridges among racial, national and ethnic lines.
- ✚ Critique the contributions of several social institutions to society as it relates to race & ethnic relations.

Competencies

<p>H2A Can evaluate the contributions of social institutions to the welfare of the communities they serve.</p> <p>This will require students to volunteer <u>12 hours</u> at a community based organization or social service agency primarily serving specific racial and ethnic groups in the city. Students must select and contact the organization as soon as possible. Students will submit <u>a journal entry for every 3 hours</u> of service. Faculty team will provide a list of organizations/agencies relevant to our class discussion and additional guidelines.</p>
<p>A3C Can examine a social issue from an ethical perspective.</p> <p>Students can design a 2-hour seminar/workshop aimed at addressing ethical dilemma in dealing with social problems. Included in this workshop will be pre-workshop readings (selected by the student), discussion questions, exercises, etc. Students will also provide a rationale for the resources and themes chosen for this workshop, as well as a thorough description of the workshop.</p>
<p>H4 Can analyze power relations among racial, social, cultural or economic groups in the United States.</p> <p>Group oral presentation– teams will work closely with instructors in designing this assignment.</p>
<p>H5 Can analyze issues and problems from global perspective.</p> <p>This paper is a research work related to ethnic cleansing, genocide, the Holocaust, human trafficking, etc.</p>
<p>FX Understands how racial, national and ethnic inter-group relations and issues shape and reshape workplace environment.</p> <p>Around the theme of “breaking barriers and building bridges among races”, students can propose an appropriate intervention in the workplace.</p>

Calendar

Session One - 1/24	Course Overview, Stories & Forming groups
Session Two - 1/31	Terms, Theories & Concepts of Race & Ethnic Relations
Session Three - 2/7	Slavery & Race/Ethnic Relations
Session Four - 2/14	Ethnic Communities & Race Relations
Session Five - 2/21	Family & Race/Ethnic Relations
Session Six - 2/28	Governments & Race/Ethnic Relations
Session Seven - 3/7	Media & Race/Ethnic Relations
Session Eight - 3/14	Religious Institutions & Race/Ethnic Relations
Session Nine - 3/21	<p>Forum On Race</p> <p>Members from religious institutions, City government, academia, and the media, will be invited to join the panel and the students from this class to discuss race. Students will prepare and ask most of the questions</p>
Session Ten - 3/28	Academic Institutions/ & Race/Ethnic Relations
Session Eleven - 4/4	Corporations & Race/Ethnic Relations
Session Twelve - 4/11	In-Group Oral Presentation
Session Thirteen - 4/18	In-Group Oral Presentation

Class Activities/ Assignments

Given the nature of this class, meetings will rely heavily on discussion; therefore,

students need to be prepared to discuss all assigned readings and thoughts from their weekly medial journal. In addition to the required reading, students will learn from guest speakers who will bring and share their expertise and experience on issues and problems facing the United States and global society today. Instructors will pay special attention to how regularly and carefully students complete assignments. In addition, we will keep records of class participation and attendance. All students will write a letter to themselves at the beginning of the quarter that addresses their expectations, concerns, hopes, and plans for their work in the course. At the end of the quarter, the letters (sealed) will be returned to students to help with their self-assessments. Remember, missing class will not only hurt your own learning, but the learning of the class. If you must miss class, please take responsibility for communicating with another student from your group before or after the class session.

News Clipping/ Media Journal {5}:

Students will be engaged in gathering data and keeping track of some of the most significant historical events and current developments concerning race relations in America and around the world. Students are required to keep a clipping file in a three-ring binder. Please watch newspapers, newsmagazines, and other print media for articles dealing with race, racism and building bridges across ethnic and racial lines. Instructors will provide special topic for every group each week and we will spend few minutes at the beginning of each class sharing what we have found during the week.

Reading Response Reports (RRR) {5}:

A major activity is the weekly reading responses. The RRR Form (distributed day one) will make it easier for you to respond to 4 simple questions (not more than **1 page** or one paragraph for each question). This part of the activity is expected to generate very active and productive conversation and discussions for every session.

Reflection Paper on the Forum on Race (1)

This paper is a response to the “Forum on Race.” This paper will be **2-3 pages**. You will be looking for points of agreement, disagreement, critiques, and ideas about ways to further the discussion around racial issues in the U.S or globally. Each student team will be encouraged to bring some questions to use during the panel discussions.

In-Group Oral Presentation

Instructors will provide specific directions for this assignment.

Short Essay

You will submit a **7-9 page paper** for one of your competencies. Instructors will provide specific directions for this assignment.

Service Learning

This will require students to volunteer 12 hours at a community based organization or social

service agency primarily serving specific racial and ethnic groups in the city. Students must select and contact the organization as soon as possible (by the third week of class). Students will submit a journal entry for every 3 hours of service. The instructors will provide a list of organizations/agencies relevant to our class discussion and additional guidelines to complete this assignment. The deadline to let the teaching-team know of your site selection will be **February 14th**.

Methods of Assessment

Instructors will pay special attention to how regularly and carefully students complete assignments. In addition, we will keep records of class participation and attendance. All students will write a letter to themselves at the beginning of the quarter that addresses their expectations, concerns, hopes, and plans for their work in the course. At the end of the quarter the letters (sealed) will be returned to students to help with their self-assessments.

Grades will be based on the following criteria.

Criteria

➤ Attendance:

Given the nature of the work we are doing in this class, it is essential that you be here on time. Missing class will not only hurt your own learning, but the learning of the class. If you must miss class, please take responsibility for communicating with another student from your group before or after the class session. The following are very important for successful coursework:

- Active participation in class discussions
- Focus in addressing issues related to competence
- Originality of ideas, thoroughness in written work, clarity and organization
- Engagement in critical inquiry, use and documentation of secondary sources

Evaluation

Learning Journals:	125 points
Forum on Race- reflection paper:	150 points
Class participation	175 points
Reading Response Reports	250 points
Total	700 points (will apply to each competence)

Oral Presentation (in groups) 500 points - 1st competence
 Final research paper/Short Essay 500 points - 2nd Competence
 (Service Learning will replace the final paper, if students choose to do so)
 {for the 3rd competence, (if registered for 3) instructors will provide some guidance }

Grading

Grades of **C** require work that has been proofread and has only a few typographical

& grammatical errors. The issues should be addressed satisfactorily and with clarity, and all facets of the assignments addressed.

Grades of **B** require work that is nearly free of typographical and grammatical errors, provides a very good, clear and focused look at the issue, addressing all facets of the assignment.

Grades of **A** require work that is excellent--highly original, free of typographical and grammatical errors, addresses the issues with clarity and focus and expands upon the original assignment.

Grades of **IN** (incomplete) - the student has completed most of the work satisfactorily, but more remains to be done. The instructors must give permission for an IN grade and it must be removed by the deadline indicated in the signed contract.