

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

PROFESSOR: Lauren Krivo
Office: 390 Bricker Hall
Office Hours: Tues. and Thurs. 11:30-1:00 or by appointment
Office Phone: 292-7107

Course Overview: Racial and ethnic diversity is a central part of U.S. society. In this course, we will examine historical and current information on ethnic and racial groups in the United States to gain a sociological understanding of the role of race and ethnicity in this country. We will focus on the origins of race/ethnic inequality and how these relate to current patterns of intergroup relations. We will also focus on existing theories and knowledge that attempt to understand the situation of diverse groups. We will address questions such as: How great is inequality across racial and ethnic groups?; How important are prejudice and discrimination? and; How do we deal with the persistence of racial and ethnic inequality in the United States?

GEC Learning Objectives: Sociology 380 fulfills the GEC Social Science requirement. The key learning objectives of the GEC Social Science requirement are:

1. Students understand the theories and methods of scientific inquiry as they apply to the study of individuals, groups, organizations, and societies;
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts; and
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

In this course, these objectives are met through study of the major sociological theories and research on the role of race and ethnicity in U.S. society. Attention is given to individual, group, organizational, and social structural factors that are considered to be important causes and consequences of racial and ethnic inequality. The course emphasizes the use of theory and evidence to aid students in assessing policies, values, and beliefs about race/ethnic differences found in the contemporary United States. Specifically, students are required to develop their abilities through: (1) participating in class discussion; (2) taking an on-line test on hidden biases and writing a reaction paper that connects his/her experience to theory and research discussed in class; (3) writing a critical book review; (4) participating in a group observational project in Columbus; and (5) taking two exams testing knowledge of the material presented in lectures and readings.

Required Texts

The following books are available only at Student Book Exchange (SBX) at 1806 North High St.

Healey, Joseph F. 2006. *Diversity and Society: Race, Ethnicity, and Gender*, 2nd edition. Thousand Oaks, CA: Pine Forge Press.

Conley, Dalton. 2000. *Honky*. New York: Vintage Books.

Additional assigned readings noted on the syllabus are *available on the class webpage on Carmen*.

Requirements

1. A written letter of introduction is required of each member of the class. These will provide a way for you to get to know your classmates. The letter is due in class on Tuesday January 9. The letters will be read to one another in class on that day. This assignment is worth 2% of your course grade.
2. You are required to complete 3 tests for hidden bias from the web site of the Southern Poverty Law Center (http://www.tolerance.org/hidden_bias/). After completing and printing the results of your 3 tests, you will write a paper describing your reactions to this experience in light of class discussion and readings (approximately 2 pages). A more detailed description of the requirements for this assignment will be passed out in class. This assignment is worth 6% of your course grade.
3. A written essay providing a critical evaluation and reaction to the book *Honky* is due in class on the day this book is discussed. A description of the required content of this review will be passed out early in the quarter. This assignment is worth 15% of your course grade.
4. Participation in a group project is required of each student. There are 4 different topics for the project that will be provided. Each project includes an active experience in the community in which group members interact, observe, interview, or otherwise collect information related to the topic. A class presentation is then made reporting on the group's work and findings, and how these relate to course materials; the group also writes a paper summarizing their work (approximately 5 pages). A description of the requirements for this project will be passed out very early in the quarter. Students will indicate project preferences and be assigned to groups during the first week of class. Note that some in-class planning time will be provided. This assignment is worth 17% of your course grade.
5. One in-class midterm examination will be given during the quarter as scheduled on the course outline below. This exam is worth 28% of your course grade.

6. A non-cumulative final examination will be given during the regularly scheduled final examination time. The time of this exam is also noted below on the course outline. This final exam is worth 28% of your course grade.
7. Each student is required to turn in brief comments or discussion questions for two of the assigned discussion readings (*see the syllabus*). These comments/questions are due in class on the day in which the reading is being discussed. On the discussion day, all students writing questions and comments on the reading are also required to lead the discussion of the reading. The comments/questions and discussion leading are worth 2% for each reading (a combined total of 4% of your course grade). Grading for this form of class participation is based upon the quality and thoughtfulness of the comments and/or questions and your level of participation in leading discussion. **NOTE THAT ALL CLASS MEMBERS ARE REQUIRED TO COMPLETE ALL OF THESE DISCUSSION READINGS.**
8. Attendance is an essential part of this course. The success of the class depends upon the active participation of all class members. In addition, some of the material covered in class is not found in the reading. If you must miss class, be sure to get notes from someone else. Also, make sure you find out if any announcements were made during class because you are responsible for all such announcements.

Note

No make-up exams or late assignments will be permitted unless you contact me ***PRIOR TO THE EXAM OR THE DUE DATE.***

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

Unpaid Fees

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. your fees are paid, OR
2. you have met with a Sociology Advisor and a Financial Aid Counselor and are working to get your fees paid.

COURSE OUTLINE

The dates provided here are tentative and could change depending on how this class proceeds. In other words, some topics may take a bit more time than indicated below and some may take somewhat less time than indicated here. Any changes in dates, including changes in exam dates will be announced in class. You are responsible for finding out about any announcements made in class.

January 4 - 9 Introduction: The Meaning of Race and Ethnicity

Readings: Healey, Chapter 1

Letter of Introduction due in class on Tuesday, January 9

January 11 - 16 Prejudice

Readings: Healey, Chapter 1 (continued)

Discussion, Jan. 11: Van Ausdale, Debra and Joe R. Feagin. 1996. "Using Racial and Ethnic Concepts: The Critical Case of Very Young Children." *American Sociological Review* 61:779-793.

In-class group project planning time 1, Thursday, January 11

Discussion, Jan. 16: McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack."

Paper on Testing Hidden Bias due in class on Tuesday January 16

January 18 Patterns of Group Relations: Assimilation and Pluralism

Readings: Healey, Chapter 2

Discussion, Jan. 18: Foner, Nancy. 2001. "Immigrant Commitment to America, Then and Now: Myths and Realities." *Citizenship Studies* 5:27-40.

In-class group project planning time 2, Thursday, January 18

January 23 **Origins of Inequality**

Readings: Healey, Chapter 3

January 25 - 30 **Patterns of Racial and Ethnic Inequality Over Time**

Readings: Healey, Chapter 4

Discussion, Jan. 25: Masci, David. 2001. "Reparations Movement" *The CQ Researcher* Volume 11, Number 24.

In-class group project planning time 3, Thursday, January 25

February 1 (THURSDAY) **MIDTERM EXAMINATION**

February 6 - 8 **African Americans**

Healey, Chapter 5

Discussion, Feb. 8: Bonilla-Silva, Eduardo and Tyrone A. Forman. 2000. "I Am Not A Racist, But . . .': Mapping White College Students' Racial Ideology in the USA." *Discourse and Society* 11:50-85.

Pager, Devah. 2004. "The Mark of a Criminal Record." *Focus* 23 (Summer):44-46. Focus, newsletter for the Institute for Research on Poverty.

In-class group project planning time 4, Thursday, February 8

February 13 **White Privilege?**

Readings: Conley, Dalton. 2000. *Honky*. New York: Vintage Books.

Book Report on Honky due in class on Tuesday, February 13

February 15 **Native Americans**

Readings: Healey, Chapter 6

Discussion, Feb. 15: Nagel, Joane. 1995. "American Indian Ethnic Renewal: Politics and the Resurgence of Identity." *American Sociological Review* 60:947-965.

February 20 - 22 Hispanic Americans

Readings: Healey, Chapter 7

Discussion, Feb. 20: Agius, Jody A. and Jennifer Lee. 2006. "Raising the Status of the Cashier: Latina-White Interactions in an Ethnic Market." *Sociological Forum* 21:197-218.

Group presentations 1, Thursday, February 22

February 27 - March 1 Asian Americans and Pacific Islanders

Readings: Healey, Chapter 8

Discussion, Feb. 27: Tuan, Mia. 1999. "Neither *Real* Americans nor *Real* Asians? Multigeneration Asian Ethnics Navigating the Terrain of Authenticity" *Qualitative Sociology* 22:105-125.

Group presentations 2, Tuesday, February 27

Discussion, March 1: Woo Moo Hurh and Kwang Chung Kim. "The 'Success' Image of Asian Americans: Its Validity, and Its Practical and Theoretical Implications."

Group presentations 3, Thursday, March 1

March 6 White Ethnics

Readings: Healey, Chapter 9

Discussion, March 6: Karen Brodtkin. "How Jews Became White."

Group presentations 4, Tuesday, March 6

March 8 Diversity and The Future of Race/Ethnic Relations

Readings: Healey, Chapter 11

Discussion, March 8: Paul Kivel. "Being An Ally."

THURSDAY MARCH 15 FINAL EXAM - 9:30-11:18 A.M. in the regular classroom