

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK



MASTER SYLLABUS

SOCI 300: RACE AND ETHNIC RELATIONS: AMERICAN AND GLOBAL PERSPECTIVES

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SCHOOL of BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
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A. **TITLE:** RACE AND ETHNIC RELATIONS: AMERICAN AND GLOBAL PERSPECTIVES

B. **COURSE NUMBER:** SOCI 300

C. **CREDIT HOURS:** 3 Lecture Hours per Week for 15 Weeks

D. **WRITING INTENSIVE COURSE:** Yes

E. **GER CATEGORY:** None

F. **SEMESTER(S) OFFERED:** Fall and Spring

G. **COURSE DESCRIPTION:**

In this course students will examine and assess racial and ethnic relations. Students will be exposed to theories and research that explores the nature of ethnic stratification, incorporation, exclusion, and identity. Focusing on the United States; the course will survey key institutions and identify issues that reflect on inclusion/exclusion/identity. In addition, the course will briefly explore critical issues in racial and ethnic relations from a global context.

H. **PRE-REQUISITES/CO-REQUISITES:** SOCI 101

I. **STUDENT LEARNING OUTCOMES:**

<i>Course Student Learning Outcome [SLO]</i>	<i>ISLO & Sub-Sets</i>
a. Describe the objective and subjective reality of race and ethnic relations in the U.S. and internationally.	1 Communication [W]
b. Discuss and apply the various theoretical approaches in the field of the sociology of race and ethnic relations.	1 Communication [W]
c. Examine and analyze the social, political, economic and ideological forces that create situations of racial/ethnic incorporation, exclusion, and identity, including global, macro/micro orientation.	2 Critical Thinking [CA]
d. Analyze the political, economic, social and ideological forces that define contemporary racial and ethnic relations at home and abroad utilizing macro/micro orientation.	2 Critical Thinking [CA]
e. Identify similarities and differences in the design, rationale, and the logic of various scientific research methods such as survey participant observation and the similarities and differences in existence between qualitative and quantitative research.	2 Critical Thinking [IA]

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes - Research

K. **TEXTS:** To be determined by the instructor

L. REFERENCES:

- Adalberto, Jr. Aguirre. (2002). *Sources: Notable Selection in Race and Ethnicity*, (Third Edition.) McGraw-Hill.
- Adalberto, Jr. Aguirre. (2004). *American Ethnicity: The Dynamics and Consequences of Discrimination* (4th Edition.) McGraw-Hill.
- Allport, Gordon (1958) *The Nature of Prejudice*. Doubleday Anchor.
- Blauner, Robert (1972) *Racial Oppression in America*. Harper and Row.
- Cox, Oliver C. (1948). *Caste, Class and Race: A Study in Social Dynamics*. Monthly Review Press
- Dollard, John (1957) *Caste and Class in a Southern Town*. Doubleday Anchor.
- DuBois, W.E. Burghardt (1997) *Dusk of Dawn: An Essay toward an Autobiography of a Race Concept*. Transaction Publishers.
- Farley, John E. (2005). *Majority-Minority Relations* (5th Edition). Prentice Hall.
- Fraser, Steven (editor) (1995) *The Bell Curve Wars: Race, Intelligence, and the Future of America*. Basic Books.
- Gallagher, Charles A. (2007). *Rethinking the Color Line: Readings in Race and Ethnicity* (Third Edition). McGraw-Hill.
- Glazer, N and Moynihan, D.P. (1989) *Beyond the Melting Pot*.
- Gordon, Milton (1964) *Assimilation in American Life*. Oxford University Press.
- Gossett, Thomas (1970) *Race: The History of an Idea in America*. Schocken.
- Green, Dan S. and Driver, D. Edwin (Editors) (1980) *W.E.DuBois: On Sociology and the Black Community*. The University of Chicago Press.
- Herrnstein, Richard J. and Murray, Charles (1994). *The Bell Curve: Intelligence and Class Structure in American Life*. A Free Press paperback, - published by Simon & Schuster.
- McKee, James B. (1993). *Sociology and the Race Problem: The Failure of a Perspective*. The University of Chicago Press.
- McWhorter, John M. (2000) *Losing the Race: Self Sabotage in Black America*. The Free Press.
- Park, Robert Ezra (1950) *Race and Culture*. The Free Press.
- Pinkney, Alphonso, (1993). *Black Americans*. (Fourth Edition). Prentice Hall.
- Schaefer, Richard T. (2016). *Race and Ethnicity in the United States*. (8th, edition). Pearson.
- Schaefer, Richard T. (2015). *Racial and Ethnic groups*. (14th, edition). Pearson.
- Wellman, David T. (1993) *Portraits of White Racism*. (Second Edition) Cambridge University Press

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A -F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Exams • Quizzes • Assignments/Research Paper • Participation/Discussion

P. DETAILED COURSE OUTLINE:

I. The Nature of Race and Ethnic Relations: An Introduction and theoretical Foundation

A. Introduction:

1. Basic Concepts: culture, ethnicity, race, stratification.

B. Theoretical Foundation: Ethnic Stratification

1. Dimensions of stratification

2. Stratification and ideology

3. The origin of ethnic stratification

4. Minority responses to subordination

C. Theoretical Foundation: Theories of Incorporation.

1. Cyclical Theories

2. Assimilation Models

3. Pluralism

- D. Theoretical Foundation: Theories of Exclusion
 - 1. Theories of Prejudice and Discrimination
 - a. Stereotypes and Social distance
 - b. Discrimination: individual vs. Institutional
 - 2. Structural Theories
 - a. colonialism
 - b. internal colonialism
- E. Theoretical Foundation: Identity and Nature of Ethnic Groups
 - 1. Interest Group Model
 - 2. Primordial Identity
 - 3. Constructed Reality

II. Institutional Profiles of American Racial and Ethnic Dynamics

A. The Institution of Law Enforcement

- 1. Ideological Foundation
- 2. Key issues:
 - a. The war on drugs
 - b. Hate crime in America

3. Case Study:

- Ethnicity in Law Enforcement Police Brutality and Racism

B. The Institution of Politics, Government, the State and the Military

- 1. Ideological Foundation
- 2. Key Issues:
 - a. Political party participation
 - b. Affirmative Action
 - c. Immigration policy

3. Case Studies:

- Jewish and African American Relations
- The Browning of the Military Arab-American
- Realities of Political Struggle

C. The Institution of the Economy:

- 1. Ideological Foundation
- 2. Key Issues:
 - a. The banking industry and access.
 - b. Seasonal/Migrant workers and sweat shops

3. Case Studies:

- English-Americans and Occupational Distribution.
- Immigrant Labor: Dual Realities.

D. The Institution of Education.

- 1. Ideological Foundation
- 2. Key Issues:
 - a. The Canon and assessment
 - b. Busing and balance

3. Case Studies:

- Jewish American Educational Achievement

E. Religion and Family Life in America.

- 1. Ideological Foundation
- 2. Key Issues:
 - a. Liberation theology
 - b. Non Judea-Christian religions
 - c. Mixed marriages

3. Case Studies:

- Islam in the African American Community

F. Selected Institutions

1. The Sport Industry
2. The Mass Media
3. The Health Care Industry

G. the Future of Race and Ethnic Relations in the U.S.: Selected themes and Issues

1. Assimilation as a dominant policy: Social, political and economic implications
2. The future of Affirmative Action

NOTE: Each unit will follow a similar pattern of identifying the ideological foundation of the institution, key issues which reflect on the identity, incorporation, exclusion of racial and ethnic groups, and finally a case example. The specific issues and case examples listed are meant to be illustrative rather than prescriptive.