

Sociology 401: Race & Ethnic Relations

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Independent Study

Course Content:

The purpose of this course is to provide students with the tools to better understand and critically assess contemporary race and ethnic relations. There will be a review of various theories of racial conflict, and an examination of why certain racial groups interacting with European immigrants have succeeded while others have failed. The course will also sketch out a number of ethno-racial systems operating in American society, attention given to institutional and interpersonal dynamics. Also to be included is a consideration of the future of race relations in America. Discussion of current related issues and topics will often serve as a platform for understanding the materials. Emphases are placed on the national level as well as locally-based perspectives on the state of Hawaii.

Text: Richard T. Shaefer, Race and Ethnicity in the United States, 2/e. 2001.

Additional required reading material will be assigned on a weekly basis.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is

designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Course Requirements:

- Two written papers (3 page minimum). These papers will revolve around the reading materials, lectures, discussions, videos, etc. The specific topic will be given to the students the week prior to its due date. Students will also be asked to talk about and participate in discussions of their papers; this will count into the participation grade.
- One research project. Students will be responsible for producing a minimum of 8 pages. Citation of at least 4 sources besides the text and reading materials is required. A 2-3 paragraph summary is due by the 5th week of the term, with the instructor's recommendations for revisions given the week thereafter. Included in the initial summary should be the specified area of research and discussion. The range of topics is broad and will be left up to the student; however, the topic must be approved by the instructor and applied sociologically. Outside library research in procuring sources is expected for the project.
- One midterm examination. This exam will cover the materials covered in the first half of the course. Chapters, outside readings, etc. to be covered on the exam will be specified, and a short review session will be offered the class prior.
- One final examination. This exam will be non-cumulative and will include only subject material covered during the second half of the course. Chapters, outside readings, etc. to be covered on the exam will be specified, and a short review session will be offered the class prior.

Grading System:

The class will be graded on a curve, based on the highest score received on each paper, exam, and presentation. For this curve, a standardized grading system will be used:

A = 92-100% (of highest point total received)
B = 83-91%
C = 74-82%
D = 65-73%
F = 64% and below

Point Distribution & Scoring System:	% of Final Grade	Point distribution
Assigned paper #1	15%	5 x 3 = 15
Assigned paper #2	15%	5 x 3 = 15
Midterm Exam	15%	150 / 10 = 15
Final examination	15%	150 / 10 = 15
Individual research project – paper	40%	100 / 40 = 20
	100%	100 points

Course Schedule

-REVISED-

Week	General Topic	Have Read for Week
1	Introduction to the course	
2	“Race” & “Ethnicity” American Culture?	Text: pp. 1-20 Handouts #1
3	Theoretical Frameworks Prejudice & Discrimination	Text: pp. 20-38 Handouts #2
4	Prejudice & Discrimination (cont’d.) Identity DUE: Paper #1	Text: pp. 39-72 Handouts #3
5	Prejudice & Discrimination (cont’d.) Crime & Hate Crimes DUE: Topic Summary	Text: pp. 73-106 Handouts #4
6	**MIDTERM EXAM; Chap. 1-3** E & R Groups in U.S. Education & Intelligence	
7	E & R Groups in U.S. (cont’d.) Educ. & Intelligence (cont’d.)/Poverty DUE: List of 4 Paper References (resources to-date)	Text: pp. 108-135 Handouts #5
8	E & R Groups in U.S. (cont’d.) Popular Culture & Media DUE: Paper #2	Text: pp. 137-173 Handouts #6
9	Review for Final	Text: pp. 175-187
10	**FINAL EXAM; Chap. 4-6** Course Wrap-Up // Class Evaluations DUE: Final Research Paper	