SOCIOLOGY 217
Nationality and Race Relations
Fall 2015     Mo/Wd/Fr 9:30am - 10:20am
105 TEAC (City Campus)

Dr. Regina Werum
739 Oldfather Hall
402-472-3829
rwerum2@unl.edu

Jacob Absalon (TA), jacob.absalon@huskers.unl.edu. Office Hours TBD

Office Hours
739 Oldfather Hall      Mo/Wd/Fr 10:30am - 11:30am
402-472-3829       or by appointment
rwerum2@unl.edu

COURSE OVERVIEW
This course introduces students to the causes and consequences of ethnic and racial stratification in the US and globally. Most importantly, the course is not about minorities (however defined), but about the ways in which the society in which we live affects everyone’s life experiences. Students will become familiar with different theoretical explanations for ethnic and racial inequality, and we will examine how lifelong socialization as well as various social institutions, norms, laws and cultural practices create group-specific and racialized effects in every aspect of our lives. This course also takes an explicitly comparative-historical and comparative-international perspective. While 2/3 of the course focuses explicitly on race/ethnic relations in the United States, the final third of the semester focuses on comparative case studies of genocide and colonialism. By the end of the semester, students should have a thorough understanding of how the social context in which we live affects our lives – at “micro” or interactional levels, “meso” or group and organizational levels, and “macro” or structural levels.

This 200-level class is reading-intensive. It is not well suited for first-semester freshmen. To optimize your chances of success, I strongly recommend you take an introductory, 100-level course in Sociology or another social science first, and subsequently enroll in this course.

COURSE REQUIREMENTS
Ground Rules
I reserve the right to change all aspects of the syllabus, including quiz and exam dates.

Grading Policy:
UNL does recognize a D- as a passing grade. However, for this course to count towards your major, you must earn a “C” in all aspects of the course, including attendance. Grading scale:
97 –100% = A+
93 – 96% = A
90 – 92% = A-
87 – 89% = B+
83 – 86% = B
80 – 82% = B-
77 – 79% = C+
73 – 76% = C
70 – 72% = C-
67 – 69% = D+
63 – 66% = D
60 – 62% = D-
57 – 59% = F

Regular attendance in class: If you miss more than three classes during the semester, I reserve the right to lower your grade. Punctuality is key. Late arrival counts as an absence. If you miss a class, it is your responsibility to obtain lecture notes from your fellow students.

Active participation in class: As noted above, this includes being attentive and participating in class discussions. I expect students to come to class prepared. This includes having read the materials for each class before we meet. Please note that reading loads can be uneven across weeks – please plan accordingly.
Professionalism: I welcome and encourage input from a wide range of viewpoints. However, I will not tolerate disruptive behavior or discourteous manners and speech. Please TURN OFF your cell phones, pagers, etc. I consider it disruptive, inconsiderate, and disrespectful when these devices go off during class. In class, I will explain the consequences breaking this norm will have for you – in which case I do reserve the right to lower your course grade.

Student Code of Conduct: By attending this class you agree to adhere to the academic honor code. The UNL Student Code of Conduct applies to all aspects of the course. To familiarize yourself with it, please visit http://stuafs.unl.edu/ja/code/three.shtml, paying close attention to section 4.2. For additional information about plagiarism as a form of academic dishonesty subject to university regulations and the UNL Student Code of Conduct, please visit http://www.unl.edu/gradstudies/current/integrity#plagiarism.

Americans with Disabilities Act: Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is UNL policy to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY. For further information regarding UNL policies in this regard, please visit http://www.unl.edu/equity/ or call (402) 472-2322.

Gender-Neutral Bathrooms: The following webpage provide a list of gender-neutral bathrooms on campus: involved.unl.edu/unl-gender-neutral-bathrooms. The closest one to Hamilton Hall and Oldfather Hall is in Andrews Hall.

Lactation Rooms: There is a lactation space in 727A Oldfather, and a family room on the ground floor (North side). Additional information about lactation spaces is available at http://www.unl.edu/chancellor/policymemoranda/20090901-Lactation-Policy.

ASSESSMENT AND ACE STUDENT LEARNING OUTCOMES
The goal of this course is to provide you with an overview of this particular substantive area within the discipline of Sociology. This also includes learning about the theories and methods used to conduct research in this substantive field. The course will expose you to current research and literature and to new directions the field is taking. Throughout the semester, you will practice analyzing the readings and other course materials critically, using your ever growing substantive and theoretical know-how.

This class will facilitate Learning Outcomes #6 (using knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior) and #9 (exhibit global awareness or knowledge of human diversity through analysis of an issue). These learning outcomes will be achieved in the following manner:

- Provide opportunities to increase your knowledge of nationality and race relations as well as sociological perspectives on nationality and race relations.
- Examine racial and ethnic inequality in Nebraska, the United States, and around the world.
- Focus on specific racial and ethnic minority groups in the United States and understand present relationships by assessing past patterns of minority group and dominant group relations.
- Facilitate these goals through lecture, readings, class discussion, in-class activities, and researching a specific issue of racial/ethnic relations or inequality in the United States.
Student learning outcomes will be assessed as follows:

Three written, in-class exams and two quizzes

Each exam contributes 25% to your final grade, for a total of 75% of your total course grade. Exam format includes both multiple-choice as well as essay questions.

Exams will also contain extra credit options (essay format), which you can earn by completing additional readings. These extra credit readings are clearly indicated in italics on the syllabus. Though not required, I encourage you to do those extra credit readings, as it can help you improve your grade.

Exams 1 and 2 will be preceded by in-class quizzes (outlined below) and a review session, shortly before the exam. Please come prepared with questions regarding lecture and reading materials. I encourage you to study in groups, and to use individual meetings with my T.A. and me during office hours only for matters not of interest to your peers.

Exams 1 and 2 will be calibrated as 50-minute exams. Exam 3 will be calibrated to take 75 minutes to complete. Exams contain both multiple choice and essay exam questions and will be weighted equally for each course segment. The exams are partly cumulative, especially with regard to the theory section of the course. Make-up policy requires proof that you were unable to take the exam at the regularly scheduled time. Please see me before an exam if you have any further questions.

Exams will take place on September 30 and November 6. Both exams are preceded by 20-minute in-class quizzes on lecture material (quiz dates Sept 28 and Nov 4). The final exam takes place on Tuesday, December 15 from 10:00am to noon in our classroom. (Actual final exam calibrated at 75 minutes).

Attendance and participation.

This will determine 25% of your final grade.

UNL does recognize a D- as a passing grade. However, to count this class for your major, you need a "C" (=75) average in all aspects of the course -- including attendance.

Regular attendance in class. This comprises 15% of your final course grade. If you miss more than three classes during the semester, I reserve the right to lower your grade for poor attendance. I expect all of us to be punctual. Late arrival will be counted as an absence. At the same time, regular attendance will help your academic standing, especially if you are "borderline" (e.g. between a A- and a B+). Also, if you know in advance that you will miss a class, please talk to me beforehand. It is your responsibility to obtain lecture notes from your fellow students.

Active participation in class. This comprises the remaining 10% of your final course grade. It includes being attentive and participating constructively in class discussions. I expect students to come to class prepared.

In addition….

I reserve the right to give "pop-quizzes." If you are having trouble understanding the readings or the lecture material, please feel free to talk to me any time before class, after class, during office hours, or make an appointment if none of these times suit your schedule. Please feel free to contact me at rwerum2@unl.edu.

This is a reading-intensive course. You are expected to master comprehension of the readings on your own.

- Please read the assigned materials for each class before we meet. Please note that reading loads can be uneven across weeks -- and plan accordingly.
- Typically, we will not talk about the readings in class. You will receive a reading guide in
class to assist you with preparation for exams.

- You will also receive study guides before each exam to help you “digest” lecture and reading materials.
- Please read all academic articles/chapters for content and for their theoretical perspective, where applicable.
- Please read the newspaper clips assigned for content only, as they are purely informational.
- Please read the articles marked in italics as well, if you are interested in earning “extra credit” points towards your exam grades. Please read them for content only.

COURSE MATERIALS
Students are responsible for:

- checking the class Blackboard site regularly for syllabus updates, announcements, assignments, readings, and other course documents posted.
- taking their own lecture notes; they will not be made available by the instructor or the TA.
- obtaining all supplemental handouts provided in class; those will be posted on the class Blackboard site (see “Assignments”) and are exam material unless indicated otherwise.

The required book is available at the UNL Bookstore. If not, feel free to order online with your favorite vendor. Or look for new/used copies online. Also available on short-term reserve at Love Library.

Please purchase:
Steinberg, S. 2001. The Ethnic Myth: Race, Ethnicity, and Class in America. (henceforth TEM)

All other assigned articles and book chapters are placed on e-reserves and will be made available via our Blackboard site. If you have questions regarding the items placed on reserves, either electronically or otherwise, please contact your TA, Jacob Absalon, at jacob.absalon@huskers.unl.edu.

PART I: THEORETICAL PERSPECTIVES

Aug 24  first day of classes

Aug 26, 28, 31  Introduction
Steinberg pp. xiii-xiv and chapter 1 (pp. 3-43) in TEM
Feagin, "The Continuing Significance of Race"

extra credit:

NYT “A Daughter Discovers Branches of the Family Tree Pruned by Her Father” 11/7/07

Sept 2,4  Theoretical Perspectives: Functionalist Explanations
Van den Berghe, "Race and Ethnicity: A Sociobiological Perspective"
Glazer, "Emergence of an American Ethnic Pattern"

September 7  Labor Day – NO CLASS
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 9, 11, 14</td>
<td>Theoretical Perspectives: Steinberg, pp. 77-81 and pp. 106-127 (Ch. 4) in TEM Wilson, ch. 1 (p. 1-24) in The Declining Significance of Race</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conflict Explanations</td>
<td>King, &quot;Multiple Jeopardy, Multiple Consciousness&quot;</td>
</tr>
<tr>
<td>Sept 16, 18, 21</td>
<td>Culture &amp; Social Construction</td>
<td>Pescosolido et al., “Culture and Conflict”</td>
</tr>
<tr>
<td></td>
<td>Steinberg, ch. 3 (pp. 82-105) &amp; 5 (pp. 128-150) in TEM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cheng &amp; Powell, “Under and Beyond Constraints: ...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children from Biracial Families”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>extra credit: Nagel, “False Faces”</td>
<td></td>
</tr>
<tr>
<td>Sept 28</td>
<td>in-class QUIZ on lecture material, short-answer essays</td>
<td></td>
</tr>
<tr>
<td>Sept 30</td>
<td>in class EXAM 1 -- PLEASE BRING #2 PENCIL</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>PART II: HISTORICAL TRENDS AND SOCIAL INSTITUTIONS</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 2, 5, 7</td>
<td>Immigration</td>
<td>Daniels, “US Policy Towards Asian Immigrants”</td>
</tr>
<tr>
<td></td>
<td>Estrada et al., &quot;Chicanos in the United States&quot;</td>
<td></td>
</tr>
<tr>
<td>Oct 9, 12, 14</td>
<td></td>
<td>Passel &amp; Fix, &quot;Myths about Immigrants&quot;</td>
</tr>
<tr>
<td></td>
<td>Light et al.,“Citizenship and Punishment: The Salience of National Membership in U.S. Criminal Courts”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>extra credit: NYT “Wide Disparities Found in Judging of Asylum Cases” 5/31/07</td>
<td></td>
</tr>
<tr>
<td>Oct 16, 21, 23</td>
<td>Law</td>
<td>Cohen, “Negro Involuntary Servitude”</td>
</tr>
<tr>
<td></td>
<td>Daly, &quot;Neither Conflict nor Labeling nor Paternalism Will Suffice&quot;</td>
<td></td>
</tr>
<tr>
<td>OCT 19-20</td>
<td>FALL BREAK</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Oct 26, 28, 30</td>
<td>Education</td>
<td>Steinberg, chapter 9 (pp. 222-252) in TEM</td>
</tr>
<tr>
<td></td>
<td>Grant, &quot;Helpers, Enforcers, and Go-Betweens&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>extra credit: Saporito &amp; Sohoni, “Coloring Outside the Lines.”</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic and Assignments</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Nov 2, 4 | Economy and Work  
Steinberg, chapter 7 (pp. 173-200) in TEM  
Portes & Zhou, “Gaining the Upper Hand: Economic Mobility among Immigrant and Domestic Minorities”  
*extra credit: Thrupkaew, “The Myth of the Model Minority”  
NYT, “In Professor’s Model, Diversity=Productivity”  
1/8/08* |
| Nov 4 | in-class QUIZ on lecture material, short-answer essays |
| Nov 6 | in-class EXAM 2 -- PLEASE BRING #2 PENCIL |

**PART III: COMPARATIVE/INTERNATIONAL VIEW: ETHNIC CONFLICT & SOCIAL CHANGE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assignments</th>
</tr>
</thead>
</table>
| Nov 9, 11, 13 | United States  
Blee, *Women of the Klan*, ch. 6: "100% Cooperation: Political Culture in the Klan"  
Kelman, “Limits of Consensus: Unions & the Holocaust” |
| Nov 16, 18 |  
Hayden & King, "Sex and Caste: A Kind of Memo"  
*extra credit: watch documentary “Warrior Women” available at Love Library* |
| Nov 20, 23 | South America & the Caribbean  
Suggs, “Response of the African American Press...” |
| Dec 2, 4 | Eastern Europe: The Holocaust and Beyond  
Sadowski, “Ethnic Conflict”  
Raska, “Mistrusted Strangers at Home: Czechs, Slovaks, ...”  
Denitch “Essential Background on Yugoslavia.”  
Nikolic-Ristanovic, “Living Without Democracy and Peace” |
| Dec 7, 9 | Africa & the Middle East  
Du Bois, “Africa and the Slave Trade” p. 30-32 in Zuckerman (ed.)  
Goose & Smyth, "Arming Genocide in Rwanda"  
Jefremovas, “Contested Identities”  
*Extra credit: Mart, “Tough Guys and American Cold War Policy”* |
Dec 11     Summary and Review
           Nagel, “Masculinity and Nationalism”
           Bell-Fialkoff, ”A Brief History of Ethnic Cleansing”
           Etzioni, "The Evils of Self-Determination"

Dec 12     Last day of classes

Dec 14 (Monday)     SPECIAL REVIEW SESSION, TIME AND LOCATION TBA

Dec 15 (Tuesday)    FINAL EXAM 10am to noon, regular classroom
                    PLEASE BRING # 2 PENCIL
By signing this statement, I acknowledge that I have received and read Dr. Werum’s syllabus. I pledge to follow the rules and norms outlined therein, as well as amplifications explained verbally in class. I understand that breaching the rules may affect my course grade, regardless of my academic performance.

__________________________________                                     ________________
Signature       Date

__________________________________
PRINT NAME