

CLASS SYLLABUS (Revised)
Spring 2007

Race and Ethnic Relations

HTS 3026/Sociology 9:35-10:55 p.m. TR

Instructor: Dr. Willie Pearson, Jr.

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Office Hours: By appointment

Required Readings: See Course Calendar

Text: Feagin and Feagin, Race and Ethnic Relations, 7th Edition, 2003

During my regularly scheduled office hours, if you are unable to meet or if I am unavailable (due to meetings or speaking engagements), please leave a voice-mail message or speak with me after class and we can set up an appointment for an alternative time.

INTRODUCTORY STATEMENT

This course has as its primary objective, the study of race and ethnic relations from the sociological perspective. The course will reflect the impact of both historical and contemporary events, while noting the usefulness of theoretical orientations and social science constructs. However, many of the theoretical issues discussed will crosscut sociology and other disciplines.

While recent patterns of race and ethnic relations in the United States have been described as “quiet” in terms of protest, concern has arisen over racial classification, bilingual education, affirmative action, English as the official language, new immigrants, etc. In other countries, ethnicity has taken on new meaning and additional significance.

The materials discussed in the course should provide an excellent opportunity to examine and reformulate many ideas relating to such diverse theoretical issues as the relationships between attitudes and behaviors and power and conflict, the complexity of class relationships, the interplay between economic and political systems, etc.

OBJECTIVES

After studying the materials discussed in class, students should be able to:

1. Distinguish between race and ethnicity.
2. Discuss the concept of a minority group and whether power or numbers is more important in defining a minority group.

3. Recount, in a general sense, the experiences of most U.S. racial and ethnic groups.
4. Define and provide examples of the six major patterns of race and ethnic relations.
5. Define and describe how racial/ethnic stratification is supported by ideology.
6. Distinguish prejudice from discrimination and discuss ways in which they are related.
7. Assess prospects for changes in racial stratification of the United States, emphasizing the interaction between race/ethnicity and economic privilege and disadvantage.
8. Place U.S. race/ethnic relations in a global perspective.

FORMAT AND EVALUATIVE REQUIREMENTS

The course will focus primarily on discussions and presentations. The final grade will be determined from the average score derived from class (individual and group) participation, 2-page typed chapter critiques* each week—**due on Friday by 5 pm**, and one single or co-authored research paper (15-20 pages, typed, double-space*), which will be presented in class. Optional essay exams (mid-term and final) are available upon request NLT January 18. All requirements are weighted equally and will be based on the following scale:

A = 100-93 B = 92-85 C = 84-75 D = 74-65 F = below 65

***Submit electronically in Word format ONLY.**

Over the course of the semester, each student will serve as a co-discussion leader by presenting a 10-15 minute synthesis or overview of the assigned reading(s), after which the discussion will be opened to the entire class.

All assignments are scheduled for each week. Each student is required to be thoroughly prepared for each class. All assignments are given far enough in advance so as not to warrant tardy assignments. Each student is responsible for signing the attendance sheet and managing his/her participation score sheet.

Approved absences typically include: illness, family and personal emergencies, and official representation of GT in extracurricular events. To the extent possible, email and leave a voice message regarding expected absences.

NOTE: The course requirements will be adjusted to serve the needs and capabilities of ESL and LD students. The Georgia Tech Honor Code applies to all student work (SEE: www.deanofstudents.gatech.edu/Honor/).