

**RACIAL AND ETHNIC CONFLICT IN
THE UNITED STATES
SOCIOLOGY 471
THE UNIVERSITY OF NEVADA, LAS VEGAS**

SPRING 2016

Instructor
Class Meetings:
Class Contact:
Office Hours:
Email Rules:

Course Description:

This course is designed to introduce you to a variety of current issues and problems related to race and ethnic relations. To better understand racial and ethnic relations in the United States, this course will focus on social interaction and social inequality between and within racial and ethnic groups. Beginning with a historical and theoretical background, this class will utilize both history and theory to interpret and understand the current state of racial and ethnic relations in the 21st century. We will examine relations between a variety of racial and ethnic groups, including African Americans, Whites, Mexican Americans, Native Americans, Asian Americans, and Arab Americans. Topics emphasized in this course include: racial and ethnic demographic patterns and changes over time, prejudice & discrimination, residential segregation, and the impact of immigration on the United States. In addition, we will discuss how race & ethnicity affect and are affected by various social institutions, including the American family, the American media, sports, health, crime, and the workplace.

This course is guided by three main learning objectives:

- (1) To provide you with a diverse and educated introduction to racial and ethnic relations in America by dispelling many of the myths that persist.
- (2) To help you become more informed about how race and ethnicity intersects with other systems of inequality (gender, class, sexuality, etc.).
- (3) To introduce you to the impact of immigration on the United States and how it continues to change the racial and ethnic face of America.

Student Learning Outcomes:

Module 1. By the end of this unit you will be able to:

1. Define Race and how we “see” Race.
 - a. Understand the difference between race and ethnicity.
 - b. Define ethnocentrism and how it impacts how we “see” Race.

- c. Describe Panethnicity and what this means.
2. Describe the primary theoretical perspectives on race & ethnic relations.
 - a. Compare and contrast assimilation theory and racialized social systems.
3. Discuss the interactionist theory.
4. Describe the minority group characteristics.
5. Explain the difference between ethnocentrism, eurocentrism, and afrocentrism?
6. Analyze how “race” has changed over time.
 - a. Discuss the one-drop rule and judge it’s effectiveness today in classifying people.
7. Critique the classification system of Indian tribes and evaluate the current status of the Indian people.

Module 2. By the end of this unit you will be able to:

1. Construct an argument using the readings as evidence whether or not America is colorblind.
2. Describe the difference between prejudice, stereotypes, and discrimination.
an argument for the remaking of race and ethnicity in America.
 - a. Based on the readings, describe how the ideas of racialization are linked to nationality, stereotypes, and the treatment of minority groups, such as Arab Americans and African Americans.
 - b. Describe the difference between de facto segregation and redlining.
 - c. Describe Merton's paradigm between prejudice and discrimination.
3. Increase your understanding of Native American treatment in the United States.
4. Discuss the "old" and "new" constructions of the Melting Pot.
5. Explain the trends in interracial marriage over the past 100 years.
 - a. Describe the 1967 ruling of Loving vs. Virginia.
 - b. Identify which interracial pairing is most common and which is least common.
 - c. Discuss the social exchange theory.

Module 3. By the end of this unit you will be able to:

1. Discuss the following based on several of the course readings: Discuss the Three Generation Hypothesis, Spatial Assimilation, Symbolic Ethnicity, and Transnationalism.
 - a. Describe the Foreign-born populations and what groups comprise today's immigrants
 - b. The past and current U.S. policies regarding immigration
 - c. The economic tradeoffs of migration
2. Hypothesize what the future of the U.S. immigrant population will look like.
3. Discuss the general Arab American experience as presented by Michael Suleiman.
4. Distinguish differences between 2nd Generation Black Immigrants and their parents.

Module 4. By the end of this unit you will be able to:

1. Explain why residential segregation is the norm rather than the exception.
2. Discuss the major explanations for the persistence of racial segregation.
3. Discuss recent changes in racial segregation.
4. Understand the 5 measures of segregation and how they differ.
5. Be able to discuss each of the 5 measures and know the differences between them.
6. Be able to discuss the historical context for neighborhood segregation.
7. Describe how historical events created a housing system that remains residentially segregated by race and ethnicity.
8. Describe how the study of supermarket locations shows racial and ethnic inequalities.
9. Discuss the Code of the Streets, what this refers to, and who is impacted the most.
10. Discuss the rankings of United States cities according to their HIGH and LOW segregation index scores. Generally speaking, where does Las Vegas fit in these rankings?

Module 5. By the end of this unit you will be able to:

1. Describe the racial disparities in health in the United States.
 - a. Discuss how income and racism contribute to these health disparities.
 - b. Synthesize article number 6, and the appendix Section III to discuss health disparities.
2. Describe what can be learned about race, racial representations, and social class from the media.
 - a. Articulate how income and racism contribute to these disparities.
 - b. Understand Race and the Criminal Justice System.
 - c. What are the primary reasons for racial disparities in capital punishment sentencing?
 - d. How did the War on Drugs and Three Strikes Law lead to racial disparities in criminal arrests/sentencing?
2. Use a public policy perspective to describe what can be done to begin to close the racial/ethnic gap in America.
4. Describe the Ten Things you can do to improve race relations, according to Gallagher.

Required Texts:

- Gallagher, Charles A. 2012. *Rethinking the Color Line: Readings in Race and Ethnicity*. 5th Edition, McGraw Hill Publications.
- Parillo, Vincent N. 2012. *Understanding Race and Ethnic Relations*. 4th Edition, Allyn & Bacon. **You can use the 3rd, 4th, or 5th editions of this book – they are all the same for how we will use the book in this course.

Additional Readings:

In addition to the required texts, this course will utilize other readings from sociological journals, textbooks, websites, and other sources. All of these readings will be placed on **WebCampus** prior to the reading deadline. It is important that you keep up with the readings and come prepared to discuss the daily assigned readings.

Course Outline*

All Learning Module due dates and grading point distributions are listed in each module guide within WebCampus.

1. Learning Module 1 – *Understanding the What, Why, and Who of Racial and Ethnic Relations*
 - a. January 19 to February 7
2. Learning Module 2 – *Is America Colorblind? Colorblindness and Interracial Marriage*
 - a. February 8 to February 28
3. Learning Module 3 – *Are we Really a Melting Pot? Immigrants and America*
 - a. February 29 to March 20
4. Learning Module 4 – *Racial Inequality in Housing and Schools*
 - a. March 21 to April 17
5. Learning Module 5 – *Race/Ethnicity and Health Disparities, Media Representation, and Crime*
 - a. April 18 to May 8

***Each Unit will end on Sunday night at midnight.**

****The professor reserves the right to make small changes to the course outline and syllabus at any time.**

Course Requirements:

Each Learning Module will include the following course requirements:

1. **Discussion Questions**
2. **Module Blog Posts**
3. **Homework Assignments**
4. **Module Assessment (Quiz)**

Each Learning Module has a Unit Guide that displays the grading points for each assignment and the TOTAL POINTS you can earn for that module. These point totals will vary from Module to Module and might be modified during the semester. Please use the Learning Module Guide and course gradebook as your primary source of course content and their respective points.

Course Policies:

All course assignments will be completed and handed in on the assigned date. There will be no make-up exams and no exceptions to this policy. All course assignments are due on the assigned due date. The following deductions will be taken if your assignment is late:

1 day late (including the same day but after class)	10 point deduction
2 days late	20 point deduction
3 days late	30 point deduction
4 th day and beyond	WILL NOT ACCEPT

Final Grades:

Final grades will be based on the total points that you earn on all the course assignments and exams. The following table shows the course grading system and final letter grade.

	Percent		Percent
A	93-100	D+	67-69
A-	90-92	D	63-66
B+	87-89	D-	60-62
B	83-86	F	<60
B-	80-82		
C+	77-79		
C	73-76		
C-	70-72		

My Grading Philosophy:

I do not grade on a “curve.” This is helpful for those who may be anxious about a particular course (especially a course required for one’s major). This way, you will always be able to keep track of how your current performance translates into a certain grade (and what it will take to achieve a certain grade). Thus, your grade is not determined by how well others do in the course. Your performance in this class determines your final grade.

University Excused Absences. As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify me of anticipated absences by the last day of late registration, to be assured of this opportunity. Students who represent UNLV at any official extracurricular activity have the

opportunity to make up assignments, but the student must provide official written notification to me no less than one week prior to missing the class(es).

Campus Advocacy Resource and Empowerment (CARE) Line: If you are experiencing (or have experienced) interpersonal violence The CARE Line is a 24-hour campus crisis hotline available to victims/survivors of interpersonal violence, as well as their family and friends. Trained volunteer advocates provide support, education, resources, and referrals to on and off campus services for crimes of sexual assault, domestic or dating violence, and stalking. 895-0602.

Rape Crisis Center: [888-366-1640](tel:888-366-1640).

And if you experience violence on campus you can (and you should if possible) report it to campus police: 895-3668.

Student Counseling and Psychological Services (CAPS): We all have much going on in our lives these days, and integrating our lives and education can be challenging. CAPS offers many resources along with trained clinicians to help you work through problems commonly experienced by students of all ages and backgrounds. Located in the Student Recreation & Wellness Center [702-895-3627](tel:702-895-3627). More about programs and services at <http://www.unlv.edu/srwc/caps>

THE ONLINE ENVIRONMENT

Required technology for distance education classes

1. Reliable internet access.
2. Go to http://distance_ed.unlv.edu/info/before_you_begin.html for detailed browser, software and hardware requirements.
3. Software that allows you to save your written work and files as either .DOC or PDF files. I will not accept assignments in a format other than this one!
4. Technical problems are not an excuse for late or missed assignments. Back up EVERYTHING!

Preventing and dealing with technical problems

1. Carefully read “How to Succeed @ Distance Education” available at http://distance_ed.unlv.edu/info/before_you_begin.html
2. Familiarize yourself with the services and assistance available to you at the [UNLV WebCampus Support Portal](https://d2.parature.com/ics/support/default.asp?deptID=4314) (<https://d2.parature.com/ics/support/default.asp?deptID=4314>).
3. For all technical problems, contact the contact the Student Computing Support Center.
 - a. Walk in help is available on campus in the Moyer Student Union, room 231
 - b. By phone at (702) 895-0761
 - c. Via email studenthelp@unlv.edu
4. Do not wait until the last minute to complete work. If you do, the fates will guarantee you’ll encounter an unforeseen technical problem.
5. Technical problems are not an excuse for late or missed assignments. Back up EVERYTHING!

Make a back up copy of everything you turn in!

****Technical problems are not an excuse for late or missed assignments. Back up EVERYTHING! Save dated copies of all materials you submit.**

How can I get a good grade?

1. Read carefully and memorize the syllabus!
2. Access all course materials from the unit pages on the home page. The course is divided into 5 units.
3. Complete each unit in approximately this order.
 - a. Review study questions.
 - b. Skim the readings.
 - c. Print the lecture notes
 - d. View lectures.
 - e. Carefully re-read textbook chapters, paying special attention to areas highlighted in the lectures and in study questions.
 - f. Read film questions and view films.
 - g. Make your first posts in the online discussions.
 - h. Complete the internet activities in between your discussion posts.
 - i. Finish online discussions.
 - j. Review study questions, notes and readings.
 - k. Take quiz.
4. Contact the Student Computing Resource Center immediately if you are having technical problems.
5. Complete all assignments, quizzes and discussions ON TIME! ***You will not be able to make up any assignments, quizzes, exams or discussions!***

Study questions, lectures and films

View all lectures and films early in the unit. The rest of the unit builds on the lectures, readings and films. Before viewing lectures, review study questions and print any available lecture notes and/or PowerPoint slides. All films are required. Read review questions before watching the film. I will monitor whether or not you are viewing lectures and this will become part of your attendance grade.

****Internet assignments**

Internet assignments (or sometimes called activities or exercises) must be submitted as PDF or WORD doc. files or they will not be accepted! Please follow instructions carefully on how to submit these. Always double check that WebCampus has accepted your submission. **If I can't read the files electronically, they cannot be graded.** Don't wait until the last minute to submit these.

Don't wait until the last minute: The WebCT program will not accept assignments submitted after the due date and time. In other words, no late assignments will be accepted for technical or other reasons. Technical glitches occur all the time. Do not wait until a few minutes before assignments are due to turn them in!

Discussions

The more you put into these discussions, the more you get out of them. It is up to you to draw on as much of the content of the course as possible through doing the readings, listening to lectures and thinking about materials when you participate in discussions. Engage the questions, challenge your classmates to stay on the topic and be sociological, really use your sociological imagination. Resist the desire to post just for posts sake. Your course grade as well as your general wisdom will benefit from participating meaningfully in discussions.

*For the maximum credit for each discussion, please use the Discussion Board Grading Rubric provided below as your guide.

Rubric Detail			
Criteria	Levels of Achievement		
	Below Expectations	Proficient	Exemplary
Promptness and Initiative	0 Points No posting credit at all for postings outside of the date range.	1 Points Contributes but doesn't meet the requirement of responding to two peer postings.	2 Points Posts original contribution, and responds to at least two peers postings.
Mechanics of Writing	0 Points Poor spelling and grammar in posts, format is extremely hard to read would be deemed as unprofessional documentation by common business standards.	1 Points An error in spelling and grammar, yet overall format is clear.	2 Points Submissions are grammatically correct, posts with rare misspellings, format is easy to read/ profess delivery.
Relevance of Post	0 Points Posts topics which do not relate to the discussion; remarks are not backed up by a reference; rehashes or summarizes other postings; unclear connection to topic; minimal expression of opinions or ideas.	1 Points Most posts are short in length and offer no further insight into the topic; opinions and ideas are stated clearly with occasional lack of connection to topic, and/or provides limited citations (from text, website, etc) for the community to reference.	2 Points Consistently posts topics related to assigned topic, cites at least one but preferably several credible references related to topic (text, website, or other credible / scholarly references), expresses opinion and ideas in a clear and concise manner with obvious connection to topic.
Creating Community	0 Points Argumentative or abrasive. No peer interaction.	1 Points Displays an effort to become involved with group; interacts with others. This category is concerned with quality of interactions.	2 Points Frequently attempts to motivate the group discussion; presents creative approaches to topic; can do or counter peers points with diplomacy, if applicable. Refers to peer contributions. Creates commun the discussion. This category is concerned with quality of interactions.
Critical Thinking/Analysis	0 Points Makes errors in interpreting topics; opinion based comments only; superficial commentary.	1 Points Accurately interprets topic; uses main points of information from resources/ references; may repeat the ideas of other but attempts to offer new insight; response does not provoke significant new thinking or further discussion.	2 Points Interprets topic in accurate and insightful ways. Uses information thoughtfully, in a ways that are factually relevant and accurate. postings shows analysis, might offer alternatives or creative viewpo based on concrete evidence.

Quizzes

There will be multiple choice, true/false, and short answer quizzes covering each unit's content. These will be due at the end of the unit.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library—Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

Thank you for including these items in your syllabi. Have a great year!