Course Guide

Independent Study in Idaho

Self-paced study. Anytime. Anywhere!

Sociology 360
Race and Ethnicity

Lewis-Clark State College
3 Semester-Hour Credits

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Lewis-Clark State College

WR: 8/04, updated 8/09; 2/10
1-Soc 360
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Welcome!
Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures
Refer to the ISI website at www.uidaho.edu/isi and select Students for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description
An introduction to the theoretical and substantive issues in the study of race and ethnicity. Students learn about the historical development of race and ethnicity as social categories and examine contemporary race and ethnic relations in the United States and other societies.

Recommended prerequisite: Sociology 101 (Introduction to Sociology) and Sociology 102 (Current Social Problems).
15 graded lessons, 3 proctored exams
Students may submit up to 2 assignments at a time/4 per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after the date of receipt by the instructor.

Course Materials
Required Course Materials

Recommended Course Materials

15 graded assignments, 3 proctored exams
Students may submit up to 2 assignments at a time/4 per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

Course Delivery
All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a Registration Confirmation Email with information on how to access ISI courses online.
LCSC General Education Competency Area

Diversity

LCSC General Education Learning Outcomes

Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Explain the effect of culture on individual and collective human behavior and perspectives.
2. Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.
3. Differentiate key values, assumptions, and beliefs among diverse peoples.
4. Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
5. Assess and utilize information about human diversity from a variety of sources.
6. Demonstrate the ability to communicate and interact across cultures with civility and sensitivity.

Course Introduction

This course deals with the key concepts and issues in race and ethnic relations in the U.S. and other societies. The student will consider race and ethnic relations primarily from a power-conflict perspective, which emphasizes the power dynamics among society's ethnic groups. When ethnic groups in a society interact, dominant-subordinate relationships develop and are often manifested in conflict as these groups compete for societal rewards such as power, wealth, and prestige. Race and ethnicity are thus seen as a particularly revealing feature of social structure.

Course Objectives

At the conclusion of the course the student should:

1. Understand the key concepts of race and ethnic relations, including race, ethnicity, racism, group inequality, prejudice, discrimination, assimilation, and pluralism.
2. Have developed an appreciation for the historical experiences of various ethnic groups in the U.S.
3. Understand why different groups have scaled the social hierarchy at different rates.
4. Understand the dynamics of majority-minority relations.
5. Relate the course readings to his or her own social experience, and use what he or she has learned as a basis for analysis and action to improve relations with his or her peers and community.

Lessons

Overview
Each lesson includes the following components:

- A reading assignment
- Notes to help understand each reading assignment
- Two written essay questions

Study Hints:

- Complete all assigned readings.
- Set a schedule allowing for completion of the course one month before your desired deadline. (An Assignment Submission Log is provided for this purpose.)
- Take notes or highlight important points on each reading assignment.
Exams

Overview
- You must wait for grades and comments on lessons before taking each subsequent exam.
- For your instructor’s exam guidelines, refer to the Exam Information sections in this study guide.

This course consists of three exams worth 100 points each, for a total of 300 points possible. Each exam will give you the option to answer one of two essay questions; various examples are expected to back up the answer. No books, notes, or anything else can be used while taking the exams. Submit all lessons preceding each exam before requesting it.

See Grading for specific information on exams, points, and percentages.

All exams require a proctor. To submit your Proctor Information Form online, visit the ISI website and select Forms, Proctor Information Form. Submit this form at least two weeks before your first exam. Refer to About ISI Policies on the ISI website for information on acceptable and unacceptable proctors.

Grading

The final grade is issued after all lessons and exams have been graded. Grades based on:
Exams: 3 @ 100 points = 300
Lessons: 15 @ 50 points = 750
Total Points = 1050

Acts of academic dishonesty, including cheating or plagiarism, are considered a severe transgression and may result in a grade of F for the course.

<table>
<thead>
<tr>
<th>Final Grade Scale in Percentages</th>
<th>Final Grade Scale Out of 1050 Points</th>
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<tbody>
<tr>
<td>A      = 93% to 100%</td>
<td>A      = 977 to 1050</td>
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<tr>
<td>A-     = 90% &lt; 93%</td>
<td>A-     = 945 &lt; 977</td>
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<tr>
<td>B+     = 87% &lt; 90%</td>
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<tr>
<td>B      = 83% &lt; 87%</td>
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<tr>
<td>C+     = 77% &lt; 80%</td>
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<td>D      = 60% &lt; 67%</td>
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<td>F      = 0 &lt; 630</td>
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Contacting Your Instructor

Instructor contact information is posted on your BbLearn site under Course Rules.
# Assignment Submission Log

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<tr>
<th>Lesson</th>
<th>Chapter</th>
<th>Reading</th>
<th>Written Assignment</th>
<th>Date Submitted</th>
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<tr>
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<td>essay</td>
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<td>5</td>
<td>3</td>
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<td>6</td>
<td>5</td>
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<td>8</td>
<td>8-9</td>
<td>Marger pp. 227-310</td>
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<td>9</td>
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<tr>
<td>10</td>
<td>6</td>
<td>Gallagher pp. 59-65</td>
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It is time to make arrangements with your proctor to take Exam 1.

| 11     | 12      | Marger pp. 392-418 | essay          |                |
| 12     | 13-14   | Marger pp. 424-491 | essay          |                |
| 13     | 15-16   | Marger pp. 493-567 | essay          |                |
| 14     | 17      | Marger pp. 569-595 | essay          |                |
| 15     | 43      | Gallagher pp. 588-600 | essay      |                |

It is time to make arrangements with your proctor to take Exam 2.

It is time to make arrangements with your proctor to take the Final Exam.
Lesson 1
Introduction: Some Basic Concepts

Lesson Objectives
After reading lesson 1 you will have a better understanding and be able to explain:
1. The nature of intergroup relations in multiethnic societies.
2. The long-range outcomes of ethnic interrelations.
3. How the various ethnic groups are ranked, and what the consequences are of the ranking systems.

Reading Assignments
Marger, Race and Ethnic Relations, pp. 4-32

Important Terms

<table>
<thead>
<tr>
<th>Multiethnic Society</th>
<th>Ethnic Group</th>
<th>Ethnocentrism</th>
<th>Ethnic Collectivities</th>
<th>Ethnic Categories</th>
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<td>Racial-ethnic Group</td>
<td>Social Darwinism</td>
<td>Madison Grant</td>
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<td>Franz Boas</td>
<td>&quot;Scientific&quot; Racism</td>
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Lecture
The major aspects of the study of race and ethnic relations are (1) the nature of relations among ethnic groups of multiethnic societies; (2) the structure of inequality among ethnic groups; (3) the manner in which dominance and subordination are maintained among ethnic groups; and (4) the long-range outcomes of interethnic relations, that is, either greater integration or greater separation.

An ethnic group is a group within a larger society that displays a common set of cultural traits, a sense of community based on a presumed common heritage among its members, a feeling of ethnocentrism among group members, ascribed group membership, and, in some cases, a distinct territory. Each of these characteristics is variable, differing from group to group and among members of the same group.

Race is an often misused notion having biological and social meanings. Biologically, a race is a human population displaying certain hereditary features distinguishing it from other populations. The idea is essentially devoid of significance, however, because no clear boundaries are setting off one so-called race from another. Hence there can be no agreement on what the distinguishing features of race are, much less how many races exist. Further, the weight of scientific evidence refutes any meaningful relationship between intelligence and race. The sociological importance of race lies in the fact that people have imputed significance to the idea despite its questionable validity. Hence races are always socially defined groupings and are meaningful only to the extent that people make them so.

Racism is an ideology, or belief system, designed to justify and rationalize racial and ethnic inequality. The members of socially defined racial categories are believed to differ innately not only in physical traits but also in social behavior, personality, and intelligence. Some races, therefore, are viewed as superior to others.

The ideology of racism emerged most forcefully in the age of colonialism when white Europeans confronted nonwhites in situations of conquest and exploitation. The idea that race was linked to social and psychological traits was given pseudoscientific validity in the late nineteenth and early twentieth centuries by American and European observers, a view that was not basically reversed until the 1930s. Today, scientific thought has given little credence to racial explanation of human behavior, instead stressing environmental causes.
Written Assignment

A helpful hint for answering an essay question is always to provide detailed information on what the question is asking and follow up with various examples.

In 1 to 2 pages total, answer the following two essay questions:

1. Define multiethnic society and compare the United States with other contemporary societies in this regard.

2. Describe Herrnstein and Murray’s thesis and discuss the counterarguments that have been offered by social scientists.