

FALL 2015 – SYLLABUS

SOCI 3314/93 CRN 81319

RACE AND ETHNICITY

Tuesdays and Thursdays 8 am until 9:15 am

Social Sciences Building, Room #2027

INSTRUCTOR INFORMATION:

Instructor: Dr. Evelina Sterling

Email: esterlin@kennesaw.edu or within D2L (preferred contact option)

Office: PS #143 (Pilcher Building next to Library)

Office Phone: 470-578-4828

In Person Office Hours: Mondays and Tuesdays 9:30 am until 10:30 am and by appointment

COURSE DESCRIPTION:

This course is a survey of racial and ethnic relations concentrating on the American experience.

Emphases included the dynamics of prejudice and discrimination and assimilation versus pluralism and discussions of multiculturalism, bilingualism, and affirmative action.

COURSE OBJECTIVES:

1. To explain the social dynamics of race and ethnicity in the United States, including concepts, theories, and current research in the field.
2. To analyze and assess the history, culture, and quality of life for racial and ethnic groups in the United States.
3. To formulate possible solutions to current problems of ethnic and racial conflict.

REQUIRED TEXT:

Aguirre, Adalberto, Jr. and Jonathan H. Turner. 2011. *American Ethnicity: The Dynamics and Consequences of Discrimination*, 7th Edition, Boston, MA: McGraw-Hill.

OTHER REQUIRED READINGS (Posted on D2L Brightspace):

MODULE 1: The Sociological Significance of Race and Ethnicity

1. (Class #4) -- Kozol, Jonathan 2005: "Still Separate, Still unequal: America's Educational Apartheid" *Harper's Magazine*, September 1, 2005 -- <http://www.mindfully.org/Reform/2005/American-Apartheid-Education1sep05.htm>
2. (Class #5) -- History Counts: A comparative analysis of racial/color categorization in US and Brazilian Censuses by Melissa Nobles (2000) in *American Journal of Public Health* 90: 1738-174 - <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446411/pdf/11076243.pdf>
3. (Class #6) – Bullard, Robert D . 2001. Environmental Justice in the 21st Century: Race still matters. *Phylon* 49, No. 3/4, (Autumn-Winter 2001): 151-171. (**Electronic Reserves**)

4. (Class #6) -- Case Study: A Very Slender Thread. Adapted from Gillespie 2003 --
<http://evergreen.edu/washingtoncenter/docs/criticalmoments/appendicethree.pdf>
5. (Class #8) -- McIntosh, Peggy. 1990. "White Privilege: Unpacking the Invisible Knapsack" --
<http://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisib%20Knapsack.pdf>

MODULE 2: Understanding Different Racial and Ethnic Perspectives

6. (Class #13) -- Feagin, Joe R. (1991) "The Continuing Significance of Race: Antiblack Discrimination in Public Places. *American Sociological Review* 56: 101-116.
<http://www.soc.iastate.edu/Sapp/Race.pdf>
7. (Class #13) -- Grant, Ruth W. and Orr, Marion. 1996. "Language, Race and Politics: From Black to African American." *Politics and Society* 24(2): 137-152 (**Electronic Reserves**)
8. (Class #15) -- Merskin, Debra. 2001. "Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians and American Advertising Brands." *Howard Journal of Communications*. 12: 159-69. (**Electronic Reserves**)
9. (Class #19) -- Lee, Stacey J. 1994. "Behind the Model Minority Stereotype: Voices of High and Low Achieving Asian American Students." *Anthropology & Education Quarterly* 25: 413-429.
http://www.jstor.org/stable/3195858?seq=17#page_scan_tab_contents

MODULE 3: The Social Impact of Race and Ethnicity

10. (Class # 22) -- Suleiman, Michael W. "The Arab Immigrant Experience"
http://acc.teachmideast.org/texts.php?module_id=9&reading_id=33
11. (Class # 23) -- Williams, David R. and Michelle Sternthal. . 2010. "Understanding Racial-ethnic Disparities in Health: Sociological Contributions. *Journal of Health and Social Behaviors*, 51: S15-S27 (**Electronic Reserves**)
12. (Class #23) -- Anderson, Elijah. "The Code of the Streets." **
<http://www.theatlantic.com/magazine/archive/1994/05/the-code-of-the-streets/306601/>
13. (Class #24) – Gallagher, Charles A. 2004. "Ten Simple Things You Can Do to Improve Race Relations" <http://jhmsfightingracism.blogspot.com/2009/08/documentary.html>

COMMUNICATING WITH THE INSTRUCTOR

If you send me an email at esterlin@kennesaw.edu, please always include “*RACE – YOUR NAME*” in the subject line in order to ensure a response! It is my goal to be a responsive educator and replying to your emails in a timely manner. However, just as I respect that students are usually balancing school schedules with work and family, I ask for your understanding regarding my response time as well. I do try to check my email at least twice a day Monday through Friday (once in the morning and once late afternoon or early evening) so I’m usually able to respond within 24 hours, although occasionally due to my schedule, it might take up to 48 to 72 hours. I do not typically check my email from late Friday afternoon until Monday morning so please do not expect an immediate response from me on the weekends or school holidays.

If there are any important information to share about the class, I will do so through D2L. Additionally, materials from the courses (syllabus, assignment instructions, grading rubrics, PPT slides) will be posted regularly on D2L. Please make sure you check D2L often.

If you are having a problem with your performance in this course, please schedule an appointment with me as soon as possible so that together we can figure out what needs to be done. I am willing to help solve any problem you might experience involving this course, except failure to read the assigned materials or missing class.

CLASSROOM CONDUCT:

1. Do not talk during the lecture, while other students are asking questions, or during movie/video presentations.
2. Please silence all cell phones and turn off iPods, iPads, and other electronics during class.
3. I do not allow laptop computers in class since this often provides an opportunity for students to become distracted and disengaged. This includes all electronic devices as listed above. If you require a computer to take notes, then you must provide me with a letter from the disabilities office.
4. Late arrivals and early departures disrupt not only me, but also other students; therefore, if you know you will be late or leave early—please let me know before class (or email me).
5. Since our class is discussion-oriented, I expect you to respect and listen to everyone’s thoughts and perspectives. I value and respect your contributions. Please do the same for others in the class. Our class is a space free of sexist, racist, and other offensive comments.
6. Please note that you are responsible for downloading and printing each required reading off of D2L. I have also included a set of hard copies in the reserves section of the library for you to borrow. Please also note that the textbook is required for this course.

CLASSROOM ENVIRONMENT:

In this class, we will engage in discussion of a variety of issues, some of which may be considered controversial. Ideas will be our central focus. As we examine ideas, we will likely have disagreements, as some ideas are often considered controversial. It is essential that we bring an open mind and respect for others opinions to the classroom.

Our readings, films, discussions, and group activities may broach many sensitive topics, including racism, sexuality, political, and religious views. We will engage these subjects in an intellectual, yet passionate manner. However, this material may offend some students or make them feel uncomfortable. If you think your discomfort may impede your engagement with class content, please see me immediately!

Please keep in mind that the student body is diverse and always refrain from making assumptions about who is or is not around you. We all have opinions, and it is okay to respectfully disagree with other people’s comments. It is also okay to engage in passionate discussion. It is not okay to engage in actions that are hostile, derogatory, or disrespectful.

Please come to class prepared to participate and engage the material via discussions and class activities. Everyone should have something to contribute in class every day. However, we should all make every effort to ensure that every student gets an opportunity to participate.

If you have something to say, please raise your hand. Chatting with your neighbor or text messaging is distracting and will inspire me to call on you. Please turn off all cell phones and other technologies.

Let’s create an environment where we can all have fun and enjoy the class this term!

COURSE REQUIREMENTS AND GRADE EARNING ASSIGNMENTS:

Evaluation	Due Date	Percentage
1. EXAMS (3 Exams = 60% final grade)		
Exam #1: The Sociological Significance of Race & Ethnicity	9/17	20%
Exam #2: Understanding Different Racial & Ethnic Perspectives	10/27	20%
Exam #3: Final Exam (Cumulative)	12/10	20%
2. SHORT PAPERS (3 Short Papers = 15% final grade)		
Short Paper 1 (Topic Distributed 8/20)	9/3	5%
Short Paper 2 (Topic Distributed 9/22)	10/6	5%
Short Paper 3 (Topic Distributed 10/20)	11/3	5%
3. JOURNAL ENTRIES (~8 entries = 5% final grade)		
Weekly Journal Entries	Due <i>almost</i> every Thursday at the end of class: 8/27 9/3, 9/10, 10/1, 10/8, 10/15, 11/5, 12/3)	5%
4. FINAL PRESENTATION (15% of final grade)		
Final Presentation—Pecha Kucha (Detailed Instructions Distributed on 9/15)	11/10, 11/12, 11/17, 11/19, 12/1, 12/3	15%
5. ATTENDANCE, PREPAREDNESS, AND PARTICIPATION		
	Throughout semester	5%

1. EXAMS (3 exams = 60% of final grade; Exam #1 – 9/17; Exam #2—10/27; Final Exam—12/10)

There will be three exams. The dates are noted in the syllabus. Exams #1 and #2 will not be cumulative and will only cover material discussed in that module, including class discussions, readings, lectures, and films. The final exam is cumulative covering all the material from the entire semester. Each exam will consist of a combination of multiple choice and short essay questions.

Make-up exams are only available for students who have documentation that illness, incapacity or official university business prevented them from being present at the regularly scheduled examination date. All make-up exams must be completed within one week of the original exam date.

2. SHORT PAPERS (3 short papers @ 5% each = 15% of final grade; Short Paper #1—9/3; Short Paper #2—10/6; Short Paper #3—11/3)

Three short papers will be assigned during the semester. Students will be provided with topic/question along with more detailed instructions and a grading rubric approximately two weeks before the due date in order for them to further explore and comment on the key concepts discussed in class. Each paper should be 2-3 full double-spaced pages. Please see Policies for Written Work below for more information about expectations for writing assignments.

3. JOURNAL ENTRIES (weekly journal entries = 5% of final grade)

Almost every week (at the end of class on Thursdays) students will be asked to turn in journal entries. These journal entries must include 3 things that we learned that week from the class lectures, discussions, and readings and 1 thing that is still unclear or not understood by you. These entries are to be hand-written in a one subject (60-100 page) spiral notebook with the student's name and class written clearly on the front. Each question (3 things learned and 1 thing still unclear) must be each addressed in no less than 5 complete sentences. Grammar and spelling will not be assessed, but the entries must be legible, thoughtful, and thorough. No partial credit or extensions will be granted for journal entries—it is either 100% (you completed the entry on time) or 0% (you did not complete the entry on time). Journals will allow me to assess learning, address any issues, provide clarifications, and provide you with feedback. Additionally, these entries should help you better organize your thoughts as you study for the exams.

4. FINAL PRESENTATION (15% of final grade)

Students will do a Pecha Kucha style presentation in which 20 slides are shown for 20 seconds each (for a total of 6 minutes and 40 seconds). Detailed instructions will be distributed and discussed in class on Tuesday 9/15. Final presentations will be scheduled during class on 11/10, 11/12, 11/17, 11/19, 12/1, and 12/3.

5. ATTENDANCE, PREPAREDNESS, AND PARTICIPATION (5% of final grade)

This course is designed as an upper division seminar in which participation from all students is necessary if everyone is to benefit. Therefore, a portion of the final grade will be based on the quality and appropriately relative frequency of participation, which is assumed will be based on careful reading of all assigned materials. Students are expected to do the readings thoroughly before the class for which it is

assigned and to be prepared to actively participate in class discussions and activities. Much of the outcome of this course will depend on your commitment and dedication to the work.

Attendance will be taken in every class. Absences as defined by the University Senate (serious illness, illness or death of an immediate family member, university related trips, major religious holidays) will be excused WITH PROPER DOCUMENTATION. Every student is expected to attend and participate in class.

In order to calculate this portion of your grade, I will take attendance as well as assign in class group work/discussions throughout the semester. Additionally, I will ask for volunteers (or randomly select certain group if needed) s to present their summaries/ findings/conclusions to the rest of the class. If you are in class and prepared to participate individually or with your group, you will receive full credit. If not, you will receive a zero. You are allowed up to **four** absences before it will negatively impact your grade.

FINAL GRADES

Final grades will be based upon your percentage of the total number of points on the exams, written work, and attendance.

- A = 90-100% = Excellent; Far exceeds expectations
- B = 80-89% = Good; Exceeds expectations
- C = 70-79% = Satisfactory; Meets minimum requirements
- D = 60-69% = Passing work less than satisfactory
- F = 59% and Below = Failing; Unsatisfactory Work

EXTRA CREDIT

I do not provide individual opportunities for extra credit or to earn “extra points.” In rare instances, I might curve an exam if there are particular questions that nearly all the students missed. No promises, but if your final grade is borderline (within one point of the next grade up only), I might further consider attendance, participation, and preparation.

GRADING TURN AROUND TIMES

It is my goal to be a responsive educator and provide you with helpful feedback in order to succeed. However, just as I respect that students are usually balancing school schedules with work and family, I ask for your understanding regarding my response time as well. In terms of grading, I usually provide feedback and scores within two weeks, although it is usually quicker. All grades will be posted on D2L as soon as I am finished grading. We will then go over graded assignments in class.

BEING LATE OR MISSING CLASS:

As with any college level course, regular class attendance is expected. Additionally, I expect you to be on time for each class. The doors will be closed and you will not be able to enter the classroom after the lecture has started (constituting an absence). Many of the exam questions will be drawn from the lectures and discussions so it is essential you attend every class in order to do well in this course. I do understand that occasionally life happens that may interfere with you coming to class. If you must miss

a class, you do not need to provide me with an explanation. More importantly, do not ask me whether you missed anything important (if the material you missed wasn't important, it wouldn't have been covered in class). Do not ask me for lecture notes—ask your classmates. I will assume that you are serious about class, and I presume that if you miss class you have a very good reason (i.e., you are very sick, caring for someone who is very sick, etc.). If your absences become chronic, or you anticipate chronic absences then it's time to consult with me. All that said, if you blow off class and do so on a regular basis, your grades will suffer.

If we have to cancel class due to snow or inclement weather, all assignments (including scheduled exams) will be due at the very next class period.

LATE ASSIGNMENTS AND EXCUSES:

Due dates for assignments are non-negotiable, and all assignments must be completed on time. You are given plenty of notification regarding all assignment due dates, including assessments. Do not miss the due dates as no changes or extensions will be granted without prior approval due to an extreme emergency. You will receive a zero for a missed or late assignment, and no partial credit will be given. All assignments must be turned in to me in class on the date it is due. Do NOT fax me, leave your assignment under any door, in any wall pocket outside a door, or mailbox.

Only an extreme emergency with documentation (such as an accident report or emergency room receipt copies sent to me) will be considered. In these cases only, you MUST contact me before the due date or exam date or *immediately* afterwards if the emergency occurred on your way to class. Only on a case-by-case basis, I may consider extending partial credit for completing the assignment within one week only (this is NOT available for the final exam!). For papers and written assignments, 10 points will be deducted for each day it is late, including the digital copy.

HIGHLIGHTS AND REVIEW DAYS

For each module, I have included a "Highlights and Review Day" for the class immediately preceding the exam. The purpose of this class is to expand further on any interesting topics, provide the opportunity to apply key concepts, and/or answer any questions about the covered topics. I may supplement the course with additional relevant videos and/or guest speakers during these days as well. It also gives us flexibility without affecting the rest of the schedule if class is unexpectedly canceled or cut short for any unforeseen circumstances. I expect that all students will attend these important classes as information shared during these classes will also be included on your tests.

POLICIES FOR WRITTEN WORK:

All written papers must be typed, double-spaced, using 12-point Times New Roman font, with one-inch margins, and must include page numbers, proper use of citations and references. Please remove the "extra space" between paragraphs. Since this is a sociology class, please use ASA citation style. (See <http://www.asanet.org/students/index.cfm> for a link to ASA Quick Style Guide.

All papers must be turned in both as a hardcopy in class on the due date AND uploaded as a digital copy to the dropbox within D2L within 24 hours of the in class due date. Papers will be deducted 10 points for each day it is late. This includes the digital copy.

If you have a personal or family emergency and are unable to complete an assignment, you must speak with me as soon as possible so we can discuss how and when you will complete the assignment. Do not assume that you will be granted an extension.

I encourage you to use the KSU Writing Center. It is a free services offered to all KSU students. They offer experienced writing assistants who will work with you throughout the writing process on topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment (appointments are strongly encouraged), visit www.kennesaw.edu/english/WritingCenter or stop by Room 242 in the English Building.

A note on plagiarism: I check all papers for plagiarism so please cite all your references when you paraphrase. If you use direct quotes, you must place the quote in parenthesis and provide the citation with the page number. If you are caught plagiarizing (which includes turning in work that is not your own as well as turning in a paper written previously for another class), you will receive a zero for the assignment and appropriate judicial processes will be initiated. *All work produced should be researched and written by you alone and original to this specific class.* If you have any questions or concerns about what constitutes as plagiarism, please talk to me right away. See academic integrity statement below.

ACADEMIC INTEGRITY STATEMENT:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs, Section II of the Student Code of Conduct addressed the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to the University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in grade adjustment, or a "formal" hearing procedure which may subject a student to the Code of Conduct's minimum one semester suspension requirement. The full policy is published at the following link: <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>

PERSONS WITH DISABILITIES:

Any student with a documented disability needing academic adjustments is requested to notify the instructor as early in the semester as possible. Verification from the KSU Student Disability Services is required. All discussions will remain confidential.

ENROLLMENT STATUS:

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. Please refer to the official KSU policy for potential reimbursement if you withdraw from a class.

COURSE OUTLINE:

I plan to follow the course schedule listed below as closely as possible. If changes are necessary during the semester, I will announce them in advance in class and on D2L. Please read the specified material in the text prior to the dates on which they will be discussed. I expect that you will come to class prepared to discuss assigned course material. You will be responsible for all assigned readings, whether they are explicitly covered in class or not. Please ask questions about any information presented in texts or lectures.

RACE & ETHNICITY: Course Outline/Schedule Spring 2015

Class #	Date	Topic	Homework, Readings, and Assignments (All readings come from Aguirre & Turner textbook and additional readings marked by a ** which can be found on D2L)
1	T 8/18	Introductions	Review syllabus; obtain textbook and readings
MODULE 1: THE SOCIOLOGICAL SIGNIFIANCE OF RACE AND ETHNICITY			
2	R 8/20	Why Study Race & Ethnicity?	*Short Paper #1 Topic Distributed
3	T 8/25	Issues in Ethnicity and Ethnic Relations	Film: Race: The Power of an Illusion, Part 1 (in class) Readings: 1) Aguirre & Turner, Chapter 1: "Ethnicity & Ethnic Relations"
4	R 8/27	Thinking Critically and Addressing Injustice	Readings: 1) Kozol, Johathan (2005): "Still Separate, Still Unequal: America's Educational Apartheid" <i>Harper's Magazine</i> , September 1, 2005. ** *Journal Week #1 & 2 Due
5	T 9/1	Explaining Race	Readings: 1) Aquirre & Turner, Chapter 2: Explaining Ethnic Relations; 2) Nobles, Melissa (2000): "History Counts: A Comparative Analysis of Racial/Color Categorization in US and Brazilian Censuses" <i>American Journal of Public Health</i> 90: 1736-1745.**
6	R 9/3	Why Race Still Matters in 2015	Readings: 1) Bullard, Robert D. (2001). "Environmental Justice in the 21 st Century: Race Still Matters." <i>Phylon</i> 49, no. ¾ (Autumn-Winter 2001: 151-171).** *Short Paper 1 DUE *Journal Week #3 Due
7	T 9/8	The Anglo-Saxon Core & White Ethnic Americans	Readings: 1) Aguirre & Turner, Chapter 3: "The Anglo-Saxon Core and Ethnic Antagonism"; 2) Case Study: A Very Slender Thread." Adapted by Gillespie, 2003.** 3) Aguirre & Turner, Chapter 4: "White Ethnic Americans; 4) McIntosh, Peggy (1990) White Privilege: Unpacking the Invisible Knapsack**
8	R 9/10	On Campus Field Trip: How Race & Ethnicity Influences Who We Become	RITES Exhibit at the KSU Zuckerman Museum of Arts -- This exhibition considers the formal and inconsistent system of rites of passage in determining how one becomes a man, specifically, a Black man. In many respects, the show seeks to challenge the concept of an ideal manhood by exploring the various and dynamic methodologies by which the idea of manhood is interpreted, imposed, and performed. *Journal Week #4 Due

Class #	Date	Topic	Homework, Readings, and Assignments (All readings come from Aguirre & Turner textbook and additional readings marked by a ** which can be found on D2L)
9	T 9/15	White Ethnic Americans (continued); Introduction to Pecha Kucha Presentation; and Review/Highlights	Study for Exam #1
10	R 9/17	Exam #1	
MODULE 2: UNDERSTANDING DIFFERENT RACIAL AND ETHNIC PERSPECTIVES			
11	T 9/22	Guest Speaker: Race, Ethnicity, and Education	Mr. David Morgan, Member of the Cobb County School Board *Short Paper #2 Topic Distributed
12	R 9/24	NO CLASS	NO CLASS
13	T 9/29	Black Americans and Access, Discrimination and Politics	Readings: 1) Aguirre & Turner, Chapter 5: "African Americans"; 2) Feagin, Joe R. 1991. "The Continuing Significance of Race: Antiracist Discrimination in Public Places." <i>American Sociological Review</i> 56: 101-116. 3) Grant, Ruth W. and Marion Orr. 1996. "Language, Race and Politics: Back to African Americans." <i>Politics and Society</i> 24(2): 137-152. ** Film: Race and the Power of Illusion, Part 2 (in class)
14	R 10/1	Native Americans	Readings: 1) Aguirre & Turner, Chapter 6: "Native Americans" Film: Race: The Power of an Illusion, Part 3 (in class) *Journal Week # 6 & 7 Due
15	T 10/6	Native Americans	Readings: 1) Merskin, Debra. 2001. "Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising Brands." <i>Howard Journal of Communications</i> . 12: 159-69. ** *Short Paper #2 DUE
16	R 10/8	Latino Americans	Readings: 1) Aguirre & Turner, Chapter 7: "Latinos" *Journal Week #8 Due
17	T 10/13	Asian Americans	Readings: 1) Aguirre & Turner, Chapter 8: "Asian and the Pacific Island Americans"
18	R 10/15	Guest Speaker: What College Students Need to Know about Race and Ethnicity	KSU Office of Diversity and Inclusion *Journal Week #9 Due

Class #	Date	Topic	Homework, Readings, and Assignments (All readings come from Aguirre & Turner textbook and additional readings marked by a ** which can be found on D2L)
19	T 10/20	Race and Education and Model Minorities	Readings: 1) Lee, Stacey J. 1994. "Behind the Model Minority Stereotype: Voices of High and Low Achieving Asian American Students." <i>Anthropology & Education Quarterly</i> 25: 413-429.** *Short Paper #3 Topic Distributed
20	R 10/22	Highlights and Review Day	Study for Exam #2
21	T 10/27	Exam #2	
MODULE 3: THE SOCIAL IMPACT OF RACE AND ETHNICITY			
22	R 10/29	Arab Americans and Continuing Discrimination	Readings: 1) Aguirre & Turner, Chapter 9, "Arab Americans"; 2) Suleiman, Michael W. "The Arab Immigrant Experience" **
23	T 11/3	Health, Race, and Privilege	Readings: 1) Williams, David R. and Michelle Sternthal. . 2010. "Understanding Racial-ethnic Disparities in Health: Sociological Contributions." <i>Journal of Health and Social Behaviors</i> , 51: S15-S27** 2) Anderson, Elijah. "The Code of the Streets." ** *Short Paper #3 DUE
24	R 11/5	The Future of Race and Ethnicity and What Can We Do?	Readings: 1) Aguirre & Turner, Chapter 10, "The Future of Ethnicity in America"; 2) Gallagher, Charles A. 2004. "Ten Simple Things You Can Do to Improve Race Relations" *Journal Week # 11 & 12 Due
25	T 11/10	Presentations (#1-7)	
26	R 11/12	Presentations (#8-14)	
27	T 11/17	Presentations (#15-21)	
28	R 11/19	Presentations (#22-28)	
29	T 11/24	NO CLASS	THANKSGIVING BREAK
30	R 11/26	NO CLASS	THANKSGIVING BREAK
31	T 12/1	Presentations (#29-35)	
32	R 12/3	Presentations (#36-40) Highlights & Review	*Journal Weeks #13, 14, 15 Due *Study for Final Exam!
	12/8-12/14	EXAM WEEK	Final Exam for this class: Thursday, December 10 th 8 am until 10 am