

FALL 2016 – SYLLABUS

SOCI 3314-02 CRN 80267

RACE AND ETHNICITY

Tuesdays and Thursdays 8 am until 9:15 am

Social Sciences Building, Room #2030

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: Tuesdays and Thursdays 2 pm until 3 pm 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):

MODULE 1: The Sociological Significance of Race and Ethnicity

1. (Class #3) -- McIntosh, Peggy. 1990. "White Privilege: Unpacking the Invisible Knapsack" -- <http://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf>
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) -- 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>

4. (Class #7) – 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**)
5. (Class # 7) -- 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**)
6. (Class #7) -- Anderson, Elijah. "The Code of the Streets." **
<http://www.theatlantic.com/magazine/archive/1994/05/the-code-of-the-streets/306601/>
7. (Class #10) -- Case Study: A Very Slender Thread. Adapted from Gillespie 2003 --
<http://evergreen.edu/washingtoncenter/docs/criticalmoments/appendicethree.pdf>

MODULE 2: Understanding Different Racial and Ethnic Perspectives

8. (Class #12) -- 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>
9. (Class #12) -- 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**)
10. (Class #16) -- 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**)
11. (Class #20) -- 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

12. (Class # 22) -- Suleiman, Michael W. "The Arab Immigrant Experience"
http://acc.teachmideast.org/texts.php?module_id=9&reading_id=33
13. (Class #23) – 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!

CLASSROOM CONDUCT

In order to promote healthy discussions and active learning, please:

- Do not talk during lecture, while other students are asking questions, or during movie/video presentations.
- Please **silence** cell phones, and **turn off** iPods, or other electronics during class.
- I **do not allow computers** in the class since this often provides an opportunity for students to become distracted and disengaged. If you require a computer to take notes you must provide me with a letter from the disabilities office.
- Late arrivals & early departures disrupt not only me, but also other students; therefore, if you know you will be late or need to leave early—please talk to me *before* class (or email me).
- Since our class is discussion-oriented, I expect you to respect and listen to everybody's opinions 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 or other offensive comments.

COURSE REQUIREMENTS AND GRADE EARNING ASSIGNMENTS:

Evaluation	Due Date	Percentage
1. EXAMS (2 Exams = 45% final grade)		
Exam #1: The Sociological Significance of Race & Ethnicity	9/20	22.5%
Exam #2: Understanding Different Racial & Ethnic Perspectives	11/3	22.5%
2. CREATIVE ACTIVITIES (3 creative activity assignments= 30% final grade)		
Creative Activity #1: Fictional Biography Diary Entries	9/8	10%
Creative Activity #2: Race, Ethnicity and the Zuckerman Art Museum	10/6	10%
Creative Activity #3: Group Presentations on Understanding Diversity	Throughout Semester	10%

3. FINAL PRESENTATION (15% of final grade)		
Final Presentation—Pecha Kucha: Exploring Your Own Racial and Ethnic Identity	11/8, 11/10, 11/15. 11/17, 11/29, 12/1	15%
4. ATTENDANCE, PREPAREDNESS, AND PARTICIPATION (10% of final grade)	Throughout semester	10%
TOTAL:		100%

1. **EXAMS (2 exams = 45% of final grade) 9/20 and 11/3**

There will be two 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. 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. **CREATIVE ACTIVITIES:**

Three creative activities will be assigned during the semester. Students will be provided with topic/question along with more detailed instructions and a grading rubric approximately two to three 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.

Creative Activity #1: Fictional Biography Diary Entries (DUE 9/8); Creative Activity #2: Review of ZMA Art Exhibit (DUE 10/6); Creative Activity #3: Group Presentations (throughout semester)

Specific Instructions for Creative Activity #1 and #2 will be distributed in class later. For Creative Activity #3: Group Presentations, here are the instructions:

1. All students will be assigned (based on their fictional biography diary entries focus) to a specific small group exploring a certain race or ethnicity (White Americans, African Americans, Latinos, Asians, Native Americans, Arab Americans) in order to give a presentation and lead a class discussion of this topic. For this small group presentation/class discussion, each group will need to:
 - a. Summarize key points from textbook readings about this certain racial or ethnic group. This should include PPTs, handouts, or some type of visual.
 - b. Integrate what you learned in the Fictional Biography Diary Entries creative activity assignment and discuss how this information compares to what was included in the chapter.
 - c. Bring in supplementary information from outside the textbook and discuss how this information compares to what was included in the chapter. What have you learned about this racial or ethnic group and what are you still confused about?
 - d. Write 3-5 GOOD discussion questions in order to lead a class discussion.

- e. Write at least 10 multiple choice questions from your assigned readings or your small group presentation that you think should be on the exam.

3. FINAL PRESENTATION (15% of final grade) DUE: 11/8, 11/10, 11/15, 11/17, 11/29, 12/1

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. Final presentations will be scheduled during class the last few weeks of the semester.

4. 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 assess assignments in class group work/discussions throughout the semester. If you are in class, arrive on time and prepared to participate individually or with your group, you will receive full credit. If not, you will receive partial credit or a zero. You are allowed up to **four** absences before it will negatively impact your grade. I will document attendance at the BEGINNING OF CLASS only! If are you late or leave early, you will earn partial credit for the time in class. **Four** late arrivals or leaving early will constitute a full absence.

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 proved too confusing and nearly all the students missed.

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, LEAVING EARLY, 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. I will only take attendance at the beginning of class. If you are late, you will be marked late and only receive partial credit for attending class. *Remember that four times late to class or leaving early will constitute a full 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 so please let me know right away. If you must miss a class, 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 (please see aforementioned section on Attendance, Preparation and Preparedness grade for more details).

If we have to cancel class due to snow or inclement weather or any other reasons, all assignments will still be due on the deadline via D2L or scheduled exams will be given 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 missed quizzes, exams or in class presentations, and no partial credit will be given. For written assignments, 10 points will be deducted for each day or partial day that the assignment is late after the deadline. All assignments must be turned in by the *beginning of class* on the date it is due via D2L. 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.

HIGHLIGHTS AND REVIEW DAYS

I have included a few "Highlights and Review Days" 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 uploaded as a digital copy to the dropbox in D2L BEFORE the beginning of class on the due date. Please double and triple check to ensure you have uploaded the correct version of your paper. Also, please verify in D2L that your paper was properly uploaded before the deadline (you should receive an email receipt). I will not grant any extensions or accept excuses for wrong versions or those that I am not able to open.

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 through TurnItIn 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, maybe fail the class (depending on the infraction), 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>

STUDENTS 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. For more information, please contact Student Disability Services at <http://sss.kennesaw.edu/sds/>

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 Fall 2016

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)	Assessments
1	T 8/16	Introductions	Review syllabus; obtain textbook and readings	
MODULE 1: THE SOCIOLOGICAL SIGNIFIANCE OF RACE AND ETHNICITY				
2	R 8/18	Why Study Race & Ethnicity?	Film: A Class Divided? (in class)	
3	T 8/23	Understanding Privilege	McIntosh, Peggy (1990) White Privilege: Unpacking the Invisible Knapsack** <i>Creative Assignment #1 instructions available (topics and groups) & review Creative Assignment #3: Group Presentations instructions and expectations</i>	
4	R 8/25	Explaining Ethnicity and Ethnic Relations	Readings: 1) Aguirre & Turner, Chapter 1: "Ethnicity & Ethnic Relations" Film: Race: The Power of an Illusion, Part 1 (in class)	
5	T 8/30	The Social Construction of Race	Readings: 1) Aguirre & 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 9/1	Thinking Critically and Addressing Injustice: Inequalities in Education	Readings: 1) Kozol, Johathan (2005): "Still Separate, Still Unequal: America's Educational Apartheid" <i>Harper's Magazine</i> , September 1, 2005. **	

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)	Assessments
7	T 9/6	Why Race Still Matters in 2016	<p>Readings: 1) Bullard, Robert D. (2001). "Environmental Justice in the 21st Century: Race Still Matters." <i>Phylon</i> 49, no. ¾ (Autumn-Winter 2001: 151-171). ** 2) 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** 3) Anderson, Elijah. "The Code of the Streets." **</p> <p><i>Exam #1 Study Guide available</i></p>	
8	R 9/8	Discovering Diversity	Group Work (in class)	Creative Activity #1 Due—Fictional Biography Diary Entries
9	T 9/13	The Anglo-Saxon Core & White Ethnic Americans; Introduction to Pecha Kucha Presentation	<i>Pecha Kucha Assignment instructions available</i>	
10	R 9/15	White Ethnic Americans (Group #1	<p>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</p>	Group #1 Presentation
11	T 9/20	EXAM DAY		Exam #1

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)	Assessments
MODULE 2: UNDERSTANDING DIFFERENT RACIAL AND ETHNIC PERSPECTIVES				
12	R 9/22	Black Americans, Access, Discrimination and Politics	1) Feagin, Joe R. 1991. "The Continuing Significance of Race: Antiracist Discrimination in Public Places." <i>American Sociological Review</i> 56: 101-116. 2) 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)	
13	T 9/27	On campus field trip to KSU's Zuckerman Museum of Art	Exhibits: Transitions: States of Being and Sleight of Hand	
14	R 9/29	Black Americans (Group #2)	Readings: 1) Aguirre & Turner, Chapter 5: "African Americans" <i>Creative Assignment #2 instructions available</i>	Group #2 Presentation
15	T 9/27	Native Americans (Group #3)	Readings: 1) Aguirre & Turner, Chapter 6: "Native Americans"	Group #3 Presentation
16	R 9/29	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. ** Film: Race: The Power of an Illusion, Part 2 (in class)	
17	T 10/4	Latino Americans (Group #4)	Readings: 1) Aguirre & Turner, Chapter 7: "Latinos"	Group #4 Presentation

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)	Assessments
18	R 10/6	Latino Americans	Film: Race: The Power of an Illusion, Part 3 (in class)	Creative Activity #2: Race, Ethnicity & the Art Museum
19	T 10/11	Asian Americans (Group #5)	Readings: 1) Aguirre & Turner, Chapter 8: "Asian and the Pacific Island Americans"	Group #5 Presentation
20	R 10/13	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.** <i>Exam #2 Study Guide available</i>	
21	T 10/18	Arab Americans and Continuing Discrimination (Group #6)	Readings: 1) Aguirre & Turner, Chapter 9, "Arab Americans"	Group #6 Presentation
22	R 10/20	Arab Americans and Continuing Discrimination	Readings: 1) Suleiman, Michael W. "The Arab Immigrant Experience"***	
23	T 10/25	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"	
24	R 10/27	NO CLASS		
25	T 11/1	Highlights & Review Day	<i>Pecha Kucha practice day</i>	
26	R 11/3	EXAM DAY		Exam #2
MODULE 3: Exploring Racial and Ethnic Identities				
27	T 11/8	Presentations (#1-7)		

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)	Assessments
28	R 11/10	Presentations (#8-14)		
29	T 11/15	Presentations (#15-21)		
30	R 11/17	Presentations (#22-28)		
31	T 11/21	NO CLASS	THANKSGIVING BREAK	
32	R 11/24	NO CLASS	THANKSGIVING BREAK	
33	T 11/29	Presentations (#29-35)		
34	R 12/1	Presentations (#36-40)		
35	12/6-12/12	EXAM WEEK	NO FINAL EXAM	

****The professor reserves the right to make changes to the syllabus throughout the semester as needed.****