

**“American” Ethnicity (SOC 270)**

Section 0170-270-001

Tuesdays and Thursdays 10:50am -12:05pm

HHE 218

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*Office Hours:* Tuesdays/Thursdays 8:15-9:15am & 12:15-1:15pm and Wednesday 11am-1pm

Please make an appointment if you need to speak with me at a specific time as obligations sometimes arise that interfere with these hours.

**COURSE DESCRIPTION**

\*A study of American racial, ethnic, and religious groups; their historical development, special problems of adjustment and assimilation, and specific present-day problems and trends.  
*Prerequisite:* SOC 100 (3 credits) (\*From the Department website)

**GOALS**

This course provides a basic understanding of the ethnic and racial makeup of the peoples of the United States and examines the social, political and economic contexts that frame the historical and current experiences of specific groups and relationships between them and U.S. society.

**LEARNING OBJECTIVES**

By the end of the semester students will be able to:

- *Explain basic concepts related to ethnicity (such as pluralism, multiculturalism, diversity, ethnicity, race, prejudice, discrimination, stereotypes and racism); distinctions between them and their relevance today;*
- *Describe patterns of commonality and distinction between the historical experiences of various groups; the social, economic and political conditions that have shaped these experiences; and analyze how they both complement and complicate the functioning of democracy in the U.S. and globally;*
- *Apply knowledge learned about race and ethnicity in the analysis of current events, with an emphasis on the potential for related civic involvement;*
- *Demonstrate familiarity with basic interviewing skills as a method of investigation to reflect upon and learn about the lived experiences of peoples in the United States.*

**TEXTS:** Feagin, Joe R. and Clairece Booher Feagin. 2003. *Racial and Ethnic Relations*. Upper Saddle River, NJ: Prentice Hall. 7th edition

Steinberg, Stephen. 2001. *The Ethnic Myth: Race, Ethnicity & Class in America*. Boston: Beacon Press. Third Edition

**Supplementary readings** as indicated on the Schedule. See the **READING LIST** at the end of the syllabus for information about how to locate them.

## COURSE REQUIREMENTS

**CLASS PARTICIPATION AND ATTENDANCE:** Active participation maximizes the benefits of this course for the individual and collectivity. Students are expected to complete reading assignments **prior** to class, participate in discussions and are responsible for material missed when absent.

**ASSIGNMENTS** are to be completed as noted below. Detailed instructions to be distributed.

- \*Public Awareness Assignment
- \*Lived Experience Research and Report
- \*Applying Knowledge Project
- \*Exam: Final

Written assignments are to be typed, double spaced, with 1 inch margins. Grading will be based on the extent to which you demonstrate mastery of the subject matter, whether you fulfilled the assignment, the depth of critical analysis, insight, clarity and thoughtful reflection. Use subtitles to organize your thoughts. Carefully proofread before submission. There will be a 10% penalty for spelling, grammatical or formatting mistakes and/or for late papers. They will not be accepted after one week past the deadline.

**EMAIL AND BLACKBOARD:** Each student is required to obtain an **e-mail** account, to arrange **Blackboard access**. There will be substantial communication throughout the semester via e-mail and occasional supplemental readings may be accessible only through the web. Students are expected to **check e-mail** between class periods for messages or documents (e.g. Wednesday and Sunday).

- \*Please note **AE SP07** in the subject line of all emails.
- \*Assignments must be submitted by **hard copy** for grading **AND electronically** either via the drop box or Turnitin.com on Blackboard depending on the instructions.
- \*Please follow this filename protocol: **AE SP07 Yourname Assignment.doc**  
(e.g. AE SP07 janedoe essay1.doc)
- \*It is your responsibility to make sure emails and assignments are received. Always keep copies!

**ACCOMMODATIONS:** If you are registered with the Office of Disability Services (3<sup>rd</sup> floor University Center) and need particular arrangements for this course, please bring this to my attention as soon as possible so I may assist you.

**PLAGIARISM** (writing someone else's words as if they are your own), sharing your exam or paper with another student, or copying another student's paper or exam will result in an F in the course. See the Adelphi University Undergraduate Bulletin and the Honor Code in the Guide to Student Life for a complete listing of regulations. Please note the use of *Turnitin.com* for all assignments. See Blackboard for Instructions.

## EVALUATION CRITERIA

<i>Public Awareness Summary</i>	15%	<i>Class Participation</i>	25%
<i>Lived Experience Research and Report</i>	25%	<i>Final Exam</i>	20%
<i>Applying Knowledge Project</i>	15%		

A+	97-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A	93-96.9	B	83-86.9	C	73-76.9	D	60-66.9
A-	90-92.9	B-	80-82.9	C-	70-72.9	F	Below 60

**CLASS PARTICIPATION AND ATTENDANCE:** Attendance will be routinely taken. More than 3 absences will result in a 5% grade reduction per additional absence. Persistent lateness will count as absences. Poor attendance and/or lack of participation will adversely affect your grade.

10% Timely completion of readings including notes about the main points of the material and questions in a designated notebook or electronic file to be submitted twice during the semester and demonstrated through class participation.

All students are expected to **come to class prepared** with:

- a) A list of key points culled from the material
- b) Questions that the text raised to the reader.

15% In-class assignments both written and participatory

**PUBLIC AWARENESS SUMMARY, LIVED EXPERIENCE RESEARCH AND REPORT, APPLYING KNOWLEDGE PROJECT:** Specific instructions including grading criteria will be distributed as specified on the Schedule below. There will be a 10% penalty for lateness for up to one week; papers may not be accepted after that time.

**FINAL:** Instructions for this exam will be given as designated on the Course Schedule below. Exam content will assess your understanding of the course topic in relationship to the goals, learning objectives, based on knowledge gained throughout the semester.

**MAKEUP TESTS:** Arranged only with an excused and documented absence.

**EXTRA CREDIT:** After receiving grades for the Public Awareness Summary, Lived Experience Research and Report, students may pursue opportunities for extra credit. Two points extra credit (up to six points) will be given for participating in campus or community activities related to topics we discuss in class. To get the extra credit students must submit a one-page summary of the connections drawn to concepts we are discussing and what thoughts you had about the experience. Please check before assuming that an activity or event is acceptable.

## CLASS SCHEDULE

	ASSIGNMENT	COMMENTS
<b>Th Jan 25<sup>th</sup></b>	Syllabus and materials distributed. Discussion of class topic.	
<b>T Jan 30<sup>th</sup></b>	Feagin, Preface, Racial and Ethnic Mosaic; Ch 1 - Basic Concepts (xvii-21) <i>Census 2000 America at the Dawn of a New Century</i> (See <b>Reading List</b> for links.)	
<b>Th Feb 1<sup>st</sup></b>	Steinberg, Chapter 1 “The Ignominious Origins of Ethnic Pluralism in America”	<b>Public Awareness Report instructions distributed</b>
<b>T Feb 6<sup>th</sup></b>	Feagin, Chapter 2 - Adaptation and Conflict (22-48)	
<b>Th Feb 8<sup>th</sup></b>	Feagin, Part II - A Nation of Immigrants: Overview (49-58) Foner, Nancy. <i>New Immigrants in New York</i> (48-49) (To be distributed)	
<b>T Feb 13<sup>th</sup></b>	Feagin, Chapter 3 - English and Anglo-Protestant Culture	
<b>Th Feb 15<sup>th</sup></b>	Gonzalez, Juan. Chapter 11 “Immigrants Old and New” <i>Harvest of Empire</i> Wise, Tim. “Defending the Unwelcome Stranger” <a href="http://www.lipmagazine.org/articles/featwise_immigrationexcerpt_p.htm">http://www.lipmagazine.org/articles/featwise_immigrationexcerpt_p.htm</a>	
<b>T Feb 20<sup>th</sup></b>	Feagin, Chapter 4 - Irish and Italian Americans	
<b>Th Feb 22<sup>nd</sup></b>	Martinez, “Don’t Call This Country ‘America’” <a href="http://zmagsite.zmag.org/Aug2003/martinezpr0803.html">http://zmagsite.zmag.org/Aug2003/martinezpr0803.html</a> and “Reinventing America” <a href="http://www.zmag.org/zmag/articles/dec96martinez.htm">http://www.zmag.org/zmag/articles/dec96martinez.htm</a>	
<b>T Feb 27<sup>th</sup></b>	Feagin, Chapter 5 - Jewish Americans Steinberg, Ch. 6 “Why the Irish Became Domestic & Italians & Jews did Not”	
<b>Th Mar 1<sup>st</sup></b>	Brodkin, Karen “How the Jews Became White” in <i>Race</i> (78-102)	<b>Public Awareness Report DUE</b>

<b>T Mar 6<sup>th</sup></b>	Feagin, Chapter 6 - Native Americans Additional readings to be assigned (Multi-ethnic experience)	<b>Lived Experience Assignment instructions distributed</b>
<b>Th Mar 8<sup>th</sup></b>	<b>In-class Interviews</b>	
<b>T Mar 13<sup>th</sup></b>	Feagin, Chapter 7 - African Americans	
<b>Th Mar 15<sup>th</sup></b>	Steinberg, Chapter 4 “The Culture of Poverty Reconsidered”	
<b>T Mar 20<sup>th</sup></b>	Feagin, Chapter 10 - Japanese Americans Tuan, Mia “Racialized Ethnicities Compared to White Ethnicities: Visiting the Theoretical Debates.” In <i>Forever Foreigners, Honorary Whites</i>	
<b>Th Mar 22<sup>nd</sup></b>	Feagin, Ch. 11 - Chinese, Filipino, Korean, Vietnamese, Asian-Indian Americans	
<b>T Mar 27<sup>th</sup></b>	Feagin, Chapter 8 - Mexican Americans Martinez, Elizabeth Chapter 1 “A Word About the Great Terminology Question”; Chapter 4 “Whose Chicano History Did You Learn” in <i>De Colores</i>	<b>Applying Knowledge Project Instructions Distributed</b>
<b>Th Mar 29<sup>th</sup></b>	Feagin, Chapter 9 - Puerto Rican and Cuban Americans	<b>Lived Experience Assignment DUE</b>
	<b>SPRING BREAK – No class April 3<sup>rd</sup> or 5<sup>th</sup></b>	
<b>T Apr 10<sup>th</sup></b>	Feagin, Chapter 12 - Arab Americans Bush, M. “American Identity & the Mechanisms of Everyday Whiteness” <a href="http://sdonline.org/33/melanie_bush.htm">http://sdonline.org/33/melanie_bush.htm</a>	
<b>Th Apr 12<sup>th</sup></b>	<i>Class discussion of Lived Experience Assignment</i>	
<b>T Apr 17<sup>th</sup></b>	Feagin, Chapter 13 - Future of Racial and Ethnic Relations McIntosh, Peggy “White Privilege: Unpacking the Invisible Knapsack” <a href="http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html">http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html</a>	
<b>Th Apr 19<sup>th</sup></b>	Reading to be assigned	

<b>T Apr 24<sup>th</sup></b>	Steinberg, Chapter 10 “Dilemmas & Contradictions of Ethnic Pluralism in America” Steinberg, Epilogue “Ethnic Heroes & Racial Villains in American Social Science”	
<b>Th Apr 26<sup>th</sup></b>	Feagin, Ch. 14 Colonialism, Post-Colonialism, The Global Expansion of Racism	
<b>T May 1<sup>st</sup></b>	Kelley, Robin D. G. Preface and “When History Wakes” in <i>Freedom Dreams</i> Kelley, Robin D. G. “Finding the Strength to Love and Dream” <a href="http://www.swans.com/library/art8/zig076.html">http://www.swans.com/library/art8/zig076.html</a>	<b>Applying Knowledge Project DUE</b>
<b>Th May 3<sup>rd</sup></b>	Lerner, Gerda “Revisioning History” (pp. 195-211) in <i>Why History Matters</i>	<b>Final Review</b>
<b>T May 8<sup>th</sup></b>	DeMott, Benjamin Introduction and Chapter 1 “Visions of Black White Friendship”  <i>Summary Discussion</i>	<b>Last Day of Class</b>
	<b>TUESDAY MAY 15<sup>th</sup>, 2007- FINAL 10:30 am-12:30 pm</b>	

LOCATION	READING LIST
<b>Bookstore or On-line</b>	Feagin, Joe R. and Clairece Booher Feagin. 2003. <i>Racial and Ethnic Relations</i> . Upper Saddle River, NJ: Prentice Hall. 7th edition
<b>Bookstore or On-line</b>	Steinberg, Stephen. 2001. <i>The Ethnic Myth: Race, Ethnicity and Class in America</i> . Boston: Beacon Press.
<b>On-line</b>	Census 2000. <i>America at the Dawn of a New Century</i> <a href="http://www.census.gov/population/pop-profile/2000/chap01.pdf">http://www.census.gov/population/pop-profile/2000/chap01.pdf</a> <a href="http://www.census.gov/population/pop-profile/2000/chap08.pdf">http://www.census.gov/population/pop-profile/2000/chap08.pdf</a> <a href="http://www.census.gov/population/pop-profile/2000/chap09.pdf">http://www.census.gov/population/pop-profile/2000/chap09.pdf</a> <a href="http://www.census.gov/population/pop-profile/2000/chap12.pdf">http://www.census.gov/population/pop-profile/2000/chap12.pdf</a> <a href="http://www.census.gov/population/pop-profile/2000/chap14.pdf">http://www.census.gov/population/pop-profile/2000/chap14.pdf</a> <a href="http://www.census.gov/population/pop-profile/2000/chap16.pdf">http://www.census.gov/population/pop-profile/2000/chap16.pdf</a> <a href="http://www.census.gov/population/pop-profile/2000/chap17.pdf">http://www.census.gov/population/pop-profile/2000/chap17.pdf</a> <a href="http://www.census.gov/prod/2002pubs/c2kprof00-us.pdf">http://www.census.gov/prod/2002pubs/c2kprof00-us.pdf</a> <a href="http://www.census.gov/population/pop-profile/2000/slideshow/sld001.htm">http://www.census.gov/population/pop-profile/2000/slideshow/sld001.htm</a>
<b>To be distributed</b>	Foner, Nancy, Ed. 2001. <i>New Immigrants in New York</i> . NY: Columbia University Press
<b>E-Reserves</b>	Gonzalez, Juan, 2000. <i>Harvest of Empire</i> . New York: Penguin Books.
<b>On-line</b>	Wise, Tim. 2003. "Defending the Unwelcome Stranger" <a href="http://www.lipmagazine.org/articles/featwise_immigrationexcerpt_p.htm">http://www.lipmagazine.org/articles/featwise_immigrationexcerpt_p.htm</a>
<b>On-line</b>	Martinez, Elizabeth 2003. "Don't Call This Country 'America'." <i>Z Magazine Online</i> . July/August Volume 16 Number 7/8 <a href="http://zmagite.zmag.org/Aug2003/martinezpr0803.html">http://zmagite.zmag.org/Aug2003/martinezpr0803.html</a> And 1996. "Reinventing America." <i>Z Magazine Online</i> . <a href="http://www.zmag.org/zmag/articles/dec96martinez.htm">http://www.zmag.org/zmag/articles/dec96martinez.htm</a>
<b>E-Reserves</b>	Brodtkin, Karen. 1994. "How the Jews Became White" in <i>Race</i> edited by Steven Gregory and Roger Sanjek. Rutgers University Press.
<b>E-Reserves</b>	Tuan, Mia. 1998. "Racialized Ethnics Compared to White Ethnics: Visiting the Theoretical Debates." In <i>Forever Foreigners or Honorary Whites?</i> Rutgers U Press.
<b>E-Reserves</b>	Martinez, Elizabeth. 1998. "A Word About the Great Terminology Question" & "Whose Chicano History Did You Learn" <i>De Colores Means All of Us</i> . Boston:South End Press.
<b>On-line</b>	McIntosh, Peggy "White Privilege: Unpacking the Invisible Knapsack" <a href="http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html">http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html</a>
<b>E-reserves</b>	Kelley, Robin D. G. 2002. <i>Freedom Dreams</i> . Beacon Press.
<b>On-line</b>	Kelley, Robin D. G. "Finding the Strength to Love and Dream" <a href="http://www.swans.com/library/art8/zip076.html">http://www.swans.com/library/art8/zip076.html</a>
<b>E-reserves</b>	Lerner, Gerda. 1997. <i>Why History Matters: Life and Thought</i> . NY: Oxford U Press.
<b>On-line</b>	Bush, Melanie "American Identity & the Mechanisms of Everyday Whiteness" <a href="http://sdonline.org/33/melanie_bush.htm">http://sdonline.org/33/melanie_bush.htm</a>
<b>E-reserves</b>	DeMott, Benjamin. 1998. <i>The Trouble with Friendship</i> Yale University Press.