Course Description
This course focuses on the development of cultural, society, and self-understanding by exploring the social construction of race, and how these ideas of race affect interpersonal relations and influence laws, policies, and practices which differently affect racial and ethnic communities. A primary goal of this course is to help you learn sociological theories of race and ethnicity and how these theories differ from psychological, biological, and anthropological theories of race. You will learn how the ideas of race and ethnicity have been shaped by past and present cultural images, and how these ideas affect economic and legal policies.

In this course, we examine how racial categories are constructed and reified; how various racial groups have been affected by this socially constructed concept of race; the commonalities and differences of each race’s experiences; how race affects the identities of individual; and efforts to fight against racial oppression and for social justice. By studying race and ethnic relations, this class help us to better understand the economic, political, and cultural contexts which foster racial oppression and the tools various social movements have used to eliminate oppression.

In this course we will study the main theoretical concepts of race and ethnic relations from the field of Sociology. The course aims to make the students knowledgeable of the main issues related to race and ethnic relations and its theoretical history. In the first part of the course, we will focus on the most important sociological theories on the subject, thus enabling the students with a framework for any substantive study of race and ethnic relations. In the second part, we will analyze race and ethnic relations in Italy, dealing with its history and transformations. We will study emigration, immigration and the recent debates on ethnicity in Italy.

By the end of the course, you should be able to demonstrate an understanding of the conditions which have influenced racial and ethnic relations as well as an understanding of when and how social movements have worked towards a just society.

Knowledge Areas satisfied: Social and Cultural Knowledge
Skills Developed: Critical Thinking Skills and Dispositions
Values Requirements satisfied: Understanding Diversity in the World

Learning Outcomes:
Knowledge Area (Social and Cultural Knowledge)
By the end of the semester, the students should be able to:

1. Demonstrate an understanding of sociological theories of race and ethnicity, and how we use these theories to assess the development of racial and ethnic categories.
2. Students will demonstrate an understanding of the relationships among cultural, economic, political, and social forces, and their impact on human behavior.
3. Demonstrate an understanding of differences of class, gender, and race in societies, states, and cultures.
4. Demonstrate awareness that human values and behavior, ideas of justice, and methods of interpretation are influenced by culture and time.
5. Demonstrate an understanding of race and ethnic relations in Italy and how they have changed over the time.
6. Demonstrate an understanding of the relationships among historical events, culture, and social forces.
7. Demonstrate awareness that human values, ideas of justice, and methods of interpretation influence and are influenced by time, culture, and personal perspective.
8. Differentiate among historical and contemporary perspectives about the world with a view to fashioning a humane and just world.

Skills (Critical Thinking Skills and Dispositions):

In this course, you will employ or practice the following skills:
1. Demonstrate the ability to analyze a reading selection, newspaper/magazine article of film/movies for sociological content.
2. Evaluate the strengths and weaknesses of varying points of view.
3. Generate new ideas, hypotheses, opinions, theories, questions and proposals, and develop strategies for seeking and synthesizing information to support and argument, make a decision or resolve a problem.
4. Monitor individual thinking or behavior in order to question, confirm, validate, or correct it.

Values Area (Understanding Diversity in the World):

In this class, we will study the formation of racial categories. Through films, textbooks, and articles, we will learn how various social categories have changed through history, as well as, the social, political, and economic reasons why these racial categories were defined and re-defined.

Course Requirements

Participation
Students will complete the assigned readings and participate in class discussions and activities. The assigned reading materials should be read before (not only after) the lessons as the grade on class participation depends on demonstrating that the texts have been studied and the discussions on the topics dealt with are highly encouraged and are an integral part of the course. At the beginning of every lesson, key questions on the reading assignments will be proposed to the whole class.

Midterm exam:
The midterm exam will include selected questions based on the assigned readings and topics covered in the first part of the course.

Book or Film Review:
Each student will write review on a book, a film or a documentary. Each student will select a topic of interest related to aspects of race and ethnic. This provides an opportunity to either explore a subject from the course in more depth, or to pursue material not otherwise covered in the course. The review will be 6,000 characters long. Deadline March.

Research project:
The students are required to write a critical essay. This is NOT an opinion paper. Your paper must be supported by theory and/or substantive research that has been considered in class. The essay will be 10,000 characters long (including spaces, footnotes and bibliography). Deadline:.
**Final exam:**
The final exam will include questions based on the readings and discussions covered in the second part of the course.

**Required Materials:**

**Textbook:**
In this extensively revised edition, Steve Fenton updates his concise and accessible introduction to ethnicity, drawing on new published work and recent social and historical changes. Discussing an extended range of theorists and illustrations from around the world, Fenton explores and clarifies the core meanings and the shifting ground of this contested concept. More space is given to ideas of 'threat' and 'competition' in conceptualizing ethnicity, as well as to recent issues in migration, especially increased migration to the US from Central and South America. Fenton situates ethnic identities and interest in the changing modern world, and seeks to explain the contemporary conditions of delineation along ethnic and racial lines. Without assuming the centrality of ethnic difference, this book asks: Does it matter? When does it matter? Is it as important as many have assumed?

**Films and Documentaries:**
Film and documentaries on race and ethnic relations will be watched and analyzed.

**Sakai**
We will use the Sakai site for this course. Students are expected to check the site regularly, also because emails will be sent to the class.

**Attendance Policy**
In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy:

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- This course meets 1 a week, thus a total of 1 unexcused absence will be permitted. Unexcused absences beyond these will result in a lowering of your final grade.

**Course grading:**
- The final grade will be calculated as follows:
  - Attendance and class participation 30%
  - Midterm 20%
  - Research project 20%
  - Review 10%
  - Final examination 20%

**Grading**

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<thead>
<tr>
<th>Grade</th>
<th>94-100: A</th>
<th>90-93: A-</th>
<th>87-89: B+</th>
<th>84-86: B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80-83: B-</td>
<td>77-79: C+</td>
<td>74-76: C</td>
<td>70-73: C-</td>
</tr>
<tr>
<td></td>
<td>67-69: D+</td>
<td>60-66: D</td>
<td>59 or lower: F</td>
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</tbody>
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A policy on late work is suggested.

**Academic Honesty**

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarize yourself with Loyola’s standards here: [http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml). You are responsible for understanding what constitutes plagiarism according to the LUC Student Handbook.

**Disabilities**

Students with documented disabilities who wish to discuss academic accommodations should contact me the first week of class, as well as the Senior Academic Services Advisor.

**Schedule**

Week 1: Presentation of the course and Fenton, Introduction
Week 2: Fenton, Chapter 1
Week 3: Film/Docum
Week 4: Fenton, Chapter 2
Week 5: Fenton, Chapter 3
Week 6: Fenton, Chapter 4
Week 7: Midterm Exam
Week 8: Fenton, Chapter 5
Week 9: Fenton, Chapter 6
Week 10: Fenton, Chapter 7
Week 11: Fenton, Chapter 8
Week 12: Fenton, Chapter 9
Week 13: Review
Week 14: Final Exam