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Office Hours: Thursdays: 1.30-3.00pm & by appointment**

**SOC 247/AAS 247  
Racial and Ethnic Relations  
Fall 2006  
Tuesdays & Thursdays  
8:30AM – 9:45AM  
Candler Library 114**

**Course Description**

This course focuses on historical and contemporary examples of racial and ethnic relations and ethnic conflict. We will examine the changing ethnic and racial makeup of the United States, in the context of theoretical debates in the course literature, with special attention towards comparative and historical analyses and social structure. We will also consider case studies of foreign countries to study ethnic relations and ethnic conflict abroad.

The media is often used as a source to understand the trends and developments of our own society, and so we will focus on the role the media plays in various national contexts. Consequently, the news will be an important source of information for this course.

This course provides a venue for reflection on recent developments in race and ethnic relations in the United States, Africa, Europe, and other parts of the world. In some of the case studies addressed in this course, we will see how the media has contributed to social conflict within and between societies and social cohesion.

**Required Reading**

The required reading for this course includes some manner in which to follow current events, five books, and a number of journal articles.

You are required to follow current events. This can be accomplished in essentially three ways: **1) reading a daily print newspaper, 2) reading a daily online newspaper or news source, and 3) watching a television news program.** The New York Times is a wonderful source for news both in print and online forms.

The five books are available for purchase at the Emory bookstore. They are also available in paperback.

**Books:**

Chua, Amy. *World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability*. New York: Anchor Books, 2004.

Entman, Robert and Andrew Rojecki. *The Black Image in the White Mind: Media and Race in America (Studies in Communication, Media, and Public Opinion)*. Chicago: University of Chicago Press, 2001.

Lamont, Michelle. *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*. Harvard University Press, 2002.

Lewis, Earl and Heidi Ardizzone. *Love on Trial: An American Scandal in Black and White*. W. W. Norton & Company. 2002

Sniderman, Paul M., et al. *The Outsider: Prejudice and Politics in Italy*. Princeton: Princeton University Press, 2002.

Articles:

**All articles will be available through reserves direct.**

Brubaker, Rogers. "The Return of Assimilation? Changing Perspectives on Immigration and its Sequels in France, Germany and the United States" *Ethnic and Racial Studies* 24, No. 4 (2001): 531-548.

Giliomee, Hermann. "Democratization in South Africa." *Political Science Quarterly* 110, No. 1 (1995): 83-104.

King, Clennon (A&S '83). "The Homecoming: The Story of Professor Preston King."

Kuperman, Alan J. "Rwanda in Retrospect". *Foreign Affairs* 79, No. 1 (1999): 94-118.

Lamont, Michelle, Ann Morning and Margarita Mooney. "Particular Universalisms: North African Immigrants Respond to French Racism." *Ethnic and Racial Studies* 25, No. 3 (2002): 390-414.

Lemarchand, Rene. "Managing Transition Anarchies: Rwanda, Burundi, and South Africa in Comparative Perspective." *The Journal of Modern African Studies* 32, No. 4 (1994): 581-604.

Sarkin, Jeremy. "The Drafting of South Africa's Final Constitution from a Human-Rights Perspective." *The American Journal of Comparative Law* 47, No. 1 (1999): 67-88.

Smelser, Neil J. and Paul B. Baltes, eds. "Ghetto." *International Encyclopedia of the Social and Behavioral Sciences*. London: Pergamon Press, 2004.

Wacquant, Loic. "From Slavery to Mass Incarceration: Rethinking the 'Race Question' in the United States." *New Left Review*, 13 (January-February 2002): 41-60.

### **Course Evaluation and Grading**

The course will be taught in a seminar style. Three person groups will be responsible to lead discussion each class. It is essential that you keep up with the reading and that you do all of the reading assignments for any given class.

**There is a small weekly assignment.** For your assigned day, you will be required to write a small summary and commentary on the reading assignment for that day, and it is due at the beginning of class. This assignment should be no more than 500 words. If your last name begins with A-L, then this assignment is due on the Tuesday of each week. If your last name begins with M-Z, then this assignment is due on the Thursday of each week. You will be allowed to skip any two weekly assignments you wish.

Your class participation will be based upon how well you contribute to class discussion and your weekly assignments. At each class meeting there will be a group of three students to lead the class discussion. If you are scheduled to lead the class discussion, then you will not have to do the weekly assignment for that week. However, it is required that you be knowledgeable about the weekly reading assignment beyond the reading assignment where you do some degree of additional research. Hypothetically, this could be in the form of a newspaper or a journal article that is appropriate for the day's reading. It is also recommended that you work and meet with your other group members in advance.

Your grade for the course will be based upon your attendance and participation (20%), a mid-term take-home essay exam (30%), one assignment (30%), and a term paper (20%).

### **Schedule**

#### **AUGUST:**

Thurs. 31      First class meeting

#### **SEPTEMBER:**

Tues. 5          Introduction  
                    The Study of Racial & Ethnic Relations: Contexts and Approaches

#### **Part I. The U.S. Context**

Thurs. 7          The US Context  
                    Media and Race in America

#### **Reading:**

Entman and Rojecki, *The Black Image in the White Mind*: Preface xxix, The Racial Chameleon 15, Culture, Media, and the White Mind: The Character of Their Content 45, The Meaning of Blackness in Network News 59.

- Tues. 12 News and Stereotypes  
**Reading:**  
Entman and Rojecki: Violence, Stereotypes, and African Americans in the News 77, Benign Neglect in the Poverty of the News 94, Affirming Discord 107, Black Power 124.
- Thurs. 14 Prime Time  
**Reading:**  
Entman and Rojecki: Prime-time television: White and Whiter 143, Advertising Whiteness 162.
- Tues. 19 Popular Culture  
**Reading:** Entman and Rojecki: Race at the Movies 181, Reflecting on the End of Racial Representation 204, Appendix: Data Tables 226
- Thurs. 21 Mass Communication  
Dr. Holli Semetko  
**Reading:**  
Lewis and Ardizzone: From Introduction to Concessions of Race, 78.
- Tues. 26 A Historical Perspective  
**Reading:**  
Lewis and Ardizzone: pp. 79-135.
- Thurs. 28 A Historical Perspective  
**Reading:**  
Lewis and Ardizzone: pp. 136-192.

## **OCTOBER:**

- Tues. 3 A Historical Perspective  
Guest Speaker: Earl Lewis  
**Reading:**  
Lewis and Ardizzone: pp. 193-263  
Clennon King: "The Homecoming: The Story of Preston King"
- Thurs. 5 Race and Ethnicity in US Elections  
Competing Visions of America: Ethnic Media & Conflict,  
Latino – Black Relations  
Latino – Black – Asian Relations  
**Reading:**

Jan E. Leighley and Arnold Vedlitz. "Race, Ethnicity, and Political Participation: Competing Models and Contrasting Explanations". *The Journal of Politics* 1999. 61 (4): 1092-1114.

Tues. 10 Fall Break

Thurs. 12 A Radical Perspective

**Reading:** Loic Wacquant. "From Slavery to Mass Incarceration: Rethinking the 'Race Question' in the United States." *New Left Review*, 2nd series, 2002, 13 (February): 40-61

The Concept of the Ghetto

**Reading:** Neil J. Smelser and Paul B. Baltes [eds] "Ghetto." *International Encyclopedia of the Social and Behavioral Sciences*. London: Pergamon Press, 2004.

### Part III. The African Context

Tues. 17 Racial & Ethnic Relations, Four Examples: Mali, Rwanda, Sudan and South Africa

**Reading:**

Go to the Websites of the European Union, United Nations, and World Bank.

Rene Lemarchand, "Managing Transition Anarchies: Rwanda, Burundi, and South Africa in Comparative Perspective." *The Journal of Modern African Studies*. 32 (4) 1994, 581-604.

Alan J. Kuperman. "Rwanda in Retrospect". *Foreign Affairs* 1999. 79 (1): 94-118.

Thurs. 19 Racial & Ethnic Relations: South Africa

**Reading:**

Hermann Giliomee. "Democratization in South Africa." *Political Science Quarterly* 1995. 110 (1), 83-104.

Jeremy Sarkin. "The Drafting of South Africa's Final Constitution from a Human-Rights Perspective." *The American Journal of Comparative Law*. 1999. 47 (1): 67-87.

### Part IV. A Global Perspective

Tues. 24 The Components of Ethnic Conflict

**Mid-term take-home exam due at beginning of class today.**

**Reading:**

Amy Chua, *World on Fire*, Part I, 1-122.

Thurs. 26      Mixing Blood  
Guest Speaker: Oona King  
**Reading:**  
Amy Chua, *World on Fire* Part II, 123-210.

Tues. 31      Why do They Hate Us?  
**Reading:**  
Amy Chua, *World on Fire* Part III, 211-294.

**Part V. The European Context**

**NOVEMBER:**

Thurs. 2      Explaining European Hostility to Immigrants: Is Race the Issue in Europe?  
Guest Speaker: Holli Semetko  
**Reading:**  
Paul M. Sniderman, et al. *The Outsider: Prejudice and Politics in Italy*.  
Chapter 1 Introduction 3-14; Chapter 2 The Nature of Prejudice: Race and Nationality as Bases of Conflict 15-53; Appendix VI. The Survey Questionnaire 170-190.

Tues. 7      The Need to Categorize  
**Reading:**  
Sniderman, et al: Chapter 3 A Theory of Prejudice and Group Conflict 54-90, Chapter 4 Prejudice and Politics 91-126.

Thurs. 9      Immigration and European Politics  
**Reading:**  
Sniderman, et al: Chapter 5 Conclusion: Intolerance and Democracy 127-148.

Tues. 14      European Democracies and the Future  
**Reading:**  
Sniderman, et al: Appendix VI. The Survey Questionnaire 170-190.

Thurs. 16      Diversity in Enlarged Europe: Discussion  
Collecting, Analyzing, and Comparing Articles of European Newspapers  
**Reading:**  
Every student must find four articles from at least two different newspapers (European and US, respectively) on the same topic and study similarities and differences when it comes to framing race and ethnicity.

## Part VI. Critical Reflections

- Tues. 21      A Socio-Cultural Perspective  
**Reading:**  
Lamont: Introduction, Chapters 1 and 2, Appendix A and B  
Introduction: Making Sense of Their Worlds, pp. 1-13  
Part I American Workers  
Chapter 1: The World in Moral Order, pp. 17- 54  
Chapter 2: Euphemized Racism: Moral and Racial Boundaries, pp. 55-96  
Appendix A: Methods and Analysis, pp. 251-257  
Appendix B: The Context of the Interview: Economic Insecurity,  
Globalization, and Places, pp. 258-264
- Thurs. 23      Thanksgiving Break
- Tues. 28      Immigrants in Comparative Perspective I  
**Reading:**  
Lamont:  
Chapter 3: Assessing “People Above” and “People Below,” pp. 97-146  
Chapter 4: The United States Compared (Workers compared), pp. 149-168
- Thurs. 30      Immigrants in Comparative Perspective II  
**Reading:**  
Lamont:  
Chapter 5: Racism Compared, pp.169-214  
Chapter 6: Class Boundaries Compared, pp. 215-240
- DECEMBER:**
- Tues. 5      Ethnic Conflict in Europe and the US and Review  
**Reading:**  
Lamont:  
Chapter 7 Conclusion: Toward a New Agenda, pp. 241-249
- Lamont, Michelle, Ann Morning and Margarita Mooney. “Particular  
Universalisms: North African Immigrants Respond to French Racism.”  
*Ethnic and Racial Studies* 25, No. 3 (2002): 390-414.
- Brubaker, Rogers. “The Return of Assimilation? Changing Perspectives  
on Immigration and its Sequels in France, Germany and the United States  
“ *Ethnic and Racial Studies* 24, No. 4 (2001): 531-548.
- Thurs. 7&  
Tues. 12      Exam period