



SOCIOLOGY 122
RACE AND ETHNIC RELATIONS
 Spring Semester 2024
 Section A01

Instructor: Dr. Sarah F. Maclaren Ph.D.
 Email: smaclar@luc.edu (when emailing me, please write SOCIOL 122 on the subject line)¹
 Classroom:
 Office hours: Wednesdays 1.30 p.m. – 2.30 p.m. or by appointment

Course Description

This course provides an introductory sociological, cultural and economic overview of how race and ethnicity work in societies affecting interpersonal relations and influencing laws, policies, practices and communities.

The overall goal of this course is to help you learn sociological theories of race and ethnicity and how these differ from psychological, biological, and physical anthropological theories of race.

This is divided into three parts:

1. In the first part, we will focus on the most important sociological theories on the topics setting a framework for any substantive study of race and ethnic relations.
2. In the second part, we will analyze case studies and learn how race and ethnic relations differ depending on the historical and social contexts in which they developed and how these concepts have been deeply influenced by Modernity. We will also see how race and ethnicity have been influenced by and influence issues such as social order and social relations, hegemony and power, political action, resentment, threat, marginalization and competition.
3. In the third and final part, we will focus on ethnicity, race and migration in Italy, how their conceptualizations have changed over the decades as well as their crucial role within the recent Mediterranean migration crisis.

By the end of the course, you should be able to demonstrate an understanding of the implications of discourses on race and ethnicity in the modern world as well as being aware of how these could be adopted to make fair and just societies.

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. Demonstrate an understanding of the relationships among cultural, economic, political, and social forces, and their impact on human behavior.

¹ Corresponding with a professor should be at a cordial level. Please include a salutation (e.g. Good morning/Dear Dr Maclaren), correctly spelt and constructed sentences, and a closing (e.g., Cordially).

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 the relationships among historical events, culture, and social forces.
6. Assess that human values, ideas of justice, and methods of interpretation influence and are influenced by time, culture, and personal perspective.
7. Differentiate among historical and contemporary perspectives about the world with a view to fashioning a humane and just world.
8. Demonstrate an understanding of the specific conceptualizations of race, ethnicity and the challenges of migration in Italy and the Mediterranean.

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 or film/movies for sociological content.
2. Evaluate the strengths and weaknesses of varying points of view.
3. Understand the relevance of sociological knowledge of race and ethnicity in a range of contexts in order to deal with social problems at different levels.
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 in wide range of contexts and situations. Furthermore, we will analyze how recent migration in Italy has created a novel approach to theories of ethnicity and race.

Required Readings, documentaries and movies are available at the followings:

- 1. the Rome Center Library;**
- 2. the Loyola Library website: <http://libraries.luc.edu/>**
- 3. online;**
- 4. on SAKAI.**

Textbooks/Resources:

Benelli, E. (2013). 'Migration discourses in Italy', *Conserveries Mémoires: Revue Transdisciplinaire de Jeunes Chercheurs*, 13. Open Edition Journals:

<https://journals.openedition.org/cm/1419>

Capussotti, E. (2010). 'Nordisti contro Sudisti: Internal Migration and Racism in Turin, Italy: 1950s and 1960s', *Italian Culture*, 28:2, 121-138.

Fenton, S. (2010). *Ethnicity (Key Concepts)*, Polity Press, (2nd edition). Luc.edu online:

<https://ebookcentral.proquest.com/lib/luc/detail.action?docID=1180367>.

Franceschelli, M. (2020). 'Global Migration, Local Communities and the Absent State: Resentment and Resignation on the Italian Island of Lampedusa'. *Sociology*, 54 (3), 591-608.

Luc.edu online access:

https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_2407985523&context=PC&vid=01LUC_INST:01LUC&lang=en&search_scope=MyInst_and_CI&adaptor=Pr

[imo%20Central&tab=Everything&query=any,contains,global%20migration,%20local%20communities%20and%20the%20absent%20state&offset=0](https://journals.sagepub.com/doi/full/10.1177/0038038519890824)

<https://journals.sagepub.com/doi/full/10.1177/0038038519890824>

Mayo, P. (2007). 'Gramsci, The Southern Question and the Mediterranean', *Mediterranean Journal of Educational Studies*, 12:2, 1-17.

Online access:

<https://www.um.edu.mt/library/oar/bitstream/123456789/19983/1/Gramsci%2C%20the%20Southern%20Question%20and%20the%20Mediterranean.pdf>

McMahon, S., & Sigona, N. (2018). 'Navigating the Central Mediterranean in a Time of 'Crisis': Disentangling Migration Governance and Migrant Journeys'. *Sociology*, 52 (3), 497–514.

<https://www.jstor.org/stable/26972224>

Online access:

https://www.jstor.org/stable/26972224?sid=primo&saml_data=eyJzYW1sVG9rZW4iOiI3ZWM1N2YxYy1kMmVmLTQ5N2UtYWYyZS00NjZjMTg5ZTdhZjgiLCJpbnN0aXR1dGlvbklkcyI6WyIwZDNkZmZjYi0wMTgzLTRjNjUtYWZmZmMi1hNzRjNTA0NTM2YjMiXX0&seq=14

Assessment Components:

Course grading:

- The final grade will be calculated as follows:
- Attendance and class participation 30%
- Midterm 20%
- Pair/Group Presentations 10%
- Research paper 20%
- Final examination 20%

Grading:

94-100: A	90-93: A-	87-89: B+	84-86: B
80-83: B-	77-79: C+	74-76: C	70-73: C-
67-69: D+	60-66: D	59 or lower: F	

Course Requirements:

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.

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.

Midterm Exam:

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

Pair/Group Presentations:

You will make pairs (2 students) or groups (three students) and prepare a presentation about the impact of cultural manifestations discussing how they are meaningful to us as a society using the concepts of your choice. As you are taking this class at the Rome Center, you should choose an aspect of ethnicity, race or migration in Italy.

You may do your presentation on: a) a socio-historical topic; b) a reading (poem, excerpt from a novel, short story, and an academic book or article); c) art (painting, sculpture, movies); music and song(s) (including You-tube links of Spotify setlist), events related to Italy and the Mediterranean.

Presentation duration: a) 10 minutes per pair; b) 15 minutes per group.

Feedback will be provided at the end of the session or by appointment.

Deadline: March 20.

Research Paper:

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: April 10.**

Check this link on how to write a Sociology essay:

<https://howtowrite.customwritings.com/post/sociology-essay-guide/>

Please use the APA quotation style:

<https://www.scribbr.com/apa-examples/book/>

<https://www.uagc.edu/blog/mla-versus-apa-format>

Final exam:

The final exam will include questions based on the readings and discussions covered in the second part of the course.

Attendance Policy (please note that course attendance is based on prompt class attendance, preparation and active participation in class discussions)

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

For all classes meeting once a week, students cannot incur more than one absence.

This course meets **once** a week, thus a total of **1** absence will be permitted. **Absences beyond these will result in 1% lowering of the final course grade.**

The collective health of the JFRC is everyone's responsibility. Do not attend class if you are ill.

Classroom Rules:

1. Intellectual Property:

The professor is the owner of the intellectual property of all the lectures, worksheets, power-point presentations and the material used in this course. **Consequently, it is not allowed to record, copy, photograph, distribute or share any of the above-mentioned instructional materials without my written authorization. Lectures must not be recorded without my written consent either nor should they be distributed. Failure to respect the professor's intellectual property will have consequences on the final grade.**

2. Respect:

Be respectful of the opinions of others even if you do not agree with them. The classroom is a safe space in encourages.

3. Electronic Equipment:

Video cameras, audio recorders etc., must be off and stored throughout each class period.

Although you are recommended to take notes using a pen and a notebook, you can use your laptops and tablets only to take notes. If I learn that students are ‘multitasking’ in class, I will change this rule, and students will not be allowed to use any devices in class.

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. You are responsible to comply with the LUC Student Handbook.

Late or Missed Assignments:

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

Accessibility Accommodations:

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

Course Schedule:

As we go through the semester, this schedule might need to be adjusted. Such changes are not unusual.

Date	Topic	Readings/videos for class
1. Jan 17	Presentation of course and syllabus Introduction: Why study Race and Ethnicity? Italy: Ethnicity and Migration Watch video: Balmer, Crispian (2022). <i>Migrants face tougher times in Meloni’s Italy</i> , Reuters: https://www.reuters.com/world/europe/migrants-face-tougher-times-melonis-italy-2022-10-07/ Personal perceptions of Race and Ethnicity	Fenton, ‘Introduction’, pp. 1-7
2. Jan 24	Sociological Theory: Defining and clarifying the concepts of ‘Race’, ‘Ethnic’ and ‘Nation’.	Fenton, chapter 1, pp. 12-23.
3. Feb 2 (Friday)	Sociological theory: Multiple discourses of Ethnicity	Fenton, chapter 2, pp. 24-38; pp. 44-50.
4. Feb 7	Sociological theory: The Demise of Race: The Emergence of Ethnic (part 1)	Fenton, chapter 3, pp. 51-59.
5. Feb 14	Sociological theory:	Fenton, chapter 3, pp. 60-65.

	a) The Demise of Race: The Emergence of Ethnic (part 2); b) The Primordialism Debate REVIEW	Fenton, chapter 4, pp. 71-81.
6. Feb 21	MIDTERM	
7. Feb 28 (Spring break Mar 1-10)	Sociological theory: How real are Groups? Political Ethnicity, Symbolic Ethnicity and Competition Theory;	Fenton, chapter 5, pp. 88-105.
8. Mar 13	Sociological theory: 1. Migration and Ethnicity 2. Antonio Gramsci: The Southern Question and the Mediterranean	Fenton, chapter 6, pp.115-125. Mayo, pp. 1-17. Watch videos: 1. Antonio Gramsci: Works and Key Concepts https://www.youtube.com/watch?v=XxysJ6bZ-BE 2. Gramsci, Egypt & Southern Question- Interview with Peter Mayo https://www.youtube.com/watch?v=A8Vdhudlhww
9. Mar 20	PAIR/GROUP PRESENTATIONS	
10. Mar 27 (Easter Mar 31)	The Mediterranean Migration Crisis and the Italian island of Lampedusa Watch documentary: <i>The Invasion of Lampedusa</i> , director Olly Lambert, BBC (2011) http://www.ollylambert.com/lampedusa Debate on the documentary. Please make sure to read the related articles	McMahon, & Sigona, pp. 497–514. Franceschelli, pp 591-608. Watch video: James Dennison <i>Understanding attitudes to immigration in Italy today</i> – https://www.youtube.com/watch?v=F8YRqQbSuBk
11. Apr 3	Italian emigration, Internal migration in Post-World War 2 Italy: Racism, Stereotypes, Regional differences and Integration	Capussotti, pp. 121-138,
12. Apr 10	DEADLINE FOR RESEARCH PAPER: Check this link on how to write a Sociology essay:	Benelli (2013) - click on the English version.

	<p>https://howtowrite.customwritings.com/post/sociology-essay-guide/</p> <p>Migrant discourses in Italy: Igiaba Scego and Kossi Komla-Ebri</p>	<p>Watch videos:</p> <p>1. <i>Stories Without Borders: A Conversation with Igiaba Scego</i> Video review: You Tube https://www.youtube.com/watch?v=CAimLNbL4hI</p> <p>2. Kossi Komla-Ebri: <i>IHCM Special: Kossi Komla-Ebri / The Columbus Affair:</i> https://www.youtube.com/watch?v=28fxFYjEOM4</p>
13. Apr 17	CONCLUSIONS & REVIEW	
14. Apr 24	Wednesday (3:00-5:00pm) FINAL EXAM Classroom:	