

**Chapter 10 – Race and Ethnicity: Faculty Lesson Plan**

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| **Step 1** | **Before Class:**   * Review the **SociologicalYOU** **Chapter 10: Student Lesson Plan**. * Edit the plan and add due dates appropriate for your class. * Add the name of the Chapter 10 Blog reading from the list of **SociologicalYOU** blogs. * Select or delete the Class Survey Questions. * Post, email or print the **Chapter 10: Student Lesson Plan** for your class to complete. |
| **Step 2** | **During Class:**  Decide which Flipped Classroom Activities you will use with your students during class time. Some suggestions include:   * Review the module discussion questions. * Discuss the Class Survey Questions from the Student Lesson Plan. * Watch and discuss the suggested videos. * Engage the class with a discussion about the **SociologicalYOU** Blog. * Use a Classroom Assessment Technique (CAT).   A list of discussion questions, video suggestions and CATs is below. You can also present your own material or group activity. The objective should be to engage the students using the material you assigned in the **Chapter 10: Student Lesson Plan**. |
| **Step 3** | **Optional:**  An optional third step is to have students complete a Practice Quiz at the end of class. The Practice Quiz is not for a grade but to access their knowledge of the chapter material. This also gives you an opportunity to see what concepts need further review. A list of questions and answers is at the end of this document. Of course, you can also use your own practice quiz questions. |

**Chapter Modules, Learning Objectives and Discussion Questions**

**Module 1:**

**A Sociological Perspective of Race and Ethnicity**

* The Social Construction of Race and Ethnicity
* Stereotypes and Prejudices
* Discrimination
* Racism
* Race and Diversity

**Learning Objectives**

10.1.1: Examine the social construction of race.

10.1.2: Define and provide examples of stereotypes and prejudices.

10.1.3: Define and provide examples of discrimination.

10.1.4: Define and provide examples of racism.

10.1.5: Compare and contrast pluralism and assimilation.

**Video**: "The Disturbing History of the Suburbs" — Adam Ruins Everything, 2017, 6:19 — <https://www.youtube.com/watch?v=ETR9qrVS17g>

* **Discussion Questions – 10.1.1 Personal Identity**

What race do you identify with and are you part of an ethnic group? Is there any ambiguity in how your identity with either? If so, why?

**Module 2:**

**Structural Characteristics of Race and Ethnicity**

* Race and Group Structure
* Race, Ethnicity, and Institutional Patterns
* Structural Impacts of Media

**Learning Objectives**

10.2.1: Explain the majority and minority groups as social categories.

10.2.2: Analyze how issues of race and ethnicity impact the family, education, and health care.

10.2.3: Explain how media influences our perceptions of race and ethnicity.

**Video**: “White Privilege” — Sociology Live!, 2015, 4:09 — <https://www.youtube.com/watch?v=ZLgbw_A1mLI>

* **Discussion Questions – 10.2.1 Segregation**

In your opinion what are the structural reasons as to why the U.S., cities, and communities are still segregated? There is not one specific answer. Use your critical thinking skills to analyze the social conditions and structures that contribute to voluntary segregation amongst groups in American society.

* **10.2.2 Media and Race**

You have read about how media plays a key role of constructing your view of different races and ethnicities through stereotypes and reoccurring images. For example, Beyoncé as voted People’s Magazine Most Beautiful Woman, which contributes to one’s view of the qualities of beauty in regard to black women. Consider specific examples of how the media impacts individual views of ideal beauty in regard to various races and ethnicities? Write about two or more specific examples that you are aware of within the media.

**Module 3:**

**Social Problems Associated with Race and Ethnicity**

* Racial Profiling
* Internal Colonialism
* Population Transfer
* Genocide

**Learning Objective**

10.3.1: Identify social problems associated with racial profiling as a form of institutional discrimination.

10.3.2: Describe the social problems associated with internal colonialism.

10.3.3: Analyze issues related to the various forms of population transfer.

10.3.4: Analyze the impact of genocide on racial and ethnic groups.

**Video:** "How to Deal with the Police" (Parents Explain) — Cut, 2017, 5:30 — <https://www.youtube.com/watch?v=coryt8IZ-DE>

* **Discussion Questions - 10.3.1 Internal Colonialism**

Are government-sponsored walls between groups of people done for security or segregation?

* **More Than a Theory Discussion Questions**

Functionalist Theory: How did the Jim Crow laws of the past contribute to the social instability of the past? In what way do the current policies on race and ethnicity contribute to the wellbeing of society?

Conflict Theory: Do current policies only favor the dominant group? What policies should be developed to support the needs and concerns of subordinate groups in the society?

Symbolic Interactionism Theory: Can policies be developed to help improve the interaction and understanding between different racial and ethnic groups?

**Module 4:**

**Applying the Sociological Imagination to Race and Ethnicity**

* Race, Ethnicity, and the Sociological Imagination
* When Excellence becomes Irrelevant
* Split-Labor Market

**Learning Objective**

10.4.1: Apply the sociological imagination to hate crimes.

10.4.2: Examine the glass ceiling and affirmative action using the sociological imagination.

10.4.3: Apply the sociological imagination to the split-labor market.

**Video:** “Affirmative Action: Should Race be a Factor in College Admissions?” — Above The Noise, 2018, 5:39 — <https://www.youtube.com/watch?v=ZhUOw0KidZg>

* **Discussion Question – 10.4.1 Case of Vincent Chin**

How should the case of Vincent Chin have been handled differently? Could a situation like his happen today? Why or why not?

**Module 5:**

**Social changes and Race and Ethnicity**

* Amalgamation
* Contact Hypothesis

**Learning Objective**

10.5.1: Predict the consequences of amalgamation.

10.5.2: Evaluate the consequences of contact between racial and ethnic groups.

**Video:** “Couples Share the Happiness and Heartache of Interracial marriage” — National Geographic, 2018, 3:50 — <https://www.youtube.com/watch?v=Of3FL4X7mLo>

* **Discussion Questions – 10.5.1 Amalgamation**

How would U.S. society have been different if the Supreme Court had ruled against the Lovings 1967?

**Class Survey Questions**

**Title**: Banning the Niqab

**Overview**: The goal is to get students to begin thinking critically about race and ethnicity using a contemporary social example.

1. Consider your thoughts and opinions about banning the niqab on a college campus. Are you in support or against banning students from wearing the niqab? Choose one of the following:

☐ Support ☐ Against ☐ Not Sure

2. In your opinion, was the banning of wearing the niqab an example of discrimination or racism?

☐ Yes ☐ No ☐ Not Sure

**Title**: Racial Profiling

**Overview:** The goal is to get students to begin thinking critically about race and ethnicity using a contemporary social example.

1. Racial profiling is a problem in America.

☐ Yes ☐ No ☐ Not Sure

2. I (or someone I know) have experienced racial profiling.

☐ Yes ☐ No ☐ Not Sure

3. I believe there are benefits of racial profiling that can outweigh the risks associated with wrongly profiling an individual or group of people.

☐ Yes ☐ No ☐ Not Sure

**Classroom Assessment Techniques (CATs)**

CATs are helpful in assessing students’ knowledge and understanding of the chapter content. Using pieces of paper, have the students write their response to one of the following techniques. Collect and use their responses as the basis for class discussion.

1. **Muddiest Point**: A Muddiest Point is a quick monitoring technique. It involves asking students to take a few minutes to write down the most difficult, confusing or “muddiest” terms, concepts, or parts of chapter 3 that they encountered.
2. ***Minute Paper***: Ask students to write a brief response to the following questions:

* What was the most important thing you learned during this chapter or class?
* What important question remains unanswered?

1. **Directed Paraphrasing:** Ask students to write a laypersons’ "translation" of something they learned in the chapter. Ask them to write their explanation as if they are explaining the key term, concept, or theory to a friend who does not have a sociology background.

**Chapter 10 Practice Quiz and Answers**

**SociologicalYOU** also provides a test bank with objective and subjective questions to construct an exam covering the content in this chapter. See **SociologicalYOU My Resources > Instructor Resources > Test Bank Instructions** to learn how to request access to the test bank.

**Module 1**

1. Which of the following pertains primarily to behaviors?

a. stereotypes

b. prejudices

c. discrimination

d. assimilation

2. \_\_\_\_\_ is the idea that ignoring or overlooking racial and ethnic differences promotes

racial harmony.

a. Racism

b. Colorblind racism

c. Discrimination

d. Racial colorblindness

3. Korean Americans who identify with being Korean and American is an example of

\_\_\_\_\_.

a. pluralism

b. amalgamation

c. diversity

d. assimilation

4. True or False: Race has been defined differently over time, is socially constructed, and

is not necessarily easily identifiable based upon physical appearances.

**Module 2**

1. True or False: Most whites fully acknowledge white privilege.

2. True or False: Racism puts individuals at a disadvantage and white privilege puts

whites at an advantage.

3. True or False: Whites are carefully taught to recognize white privilege.

4. True or False: White privilege is like an invisible weightless backpack with numerous

resources in it available at any time.

5. True or False: Many doors open for whites through no virtues of their own.

6. True or False: McIntosh sates that white “privilege” does not confer dominance

because of one’s race.

7. True or False: Most students don’t see “whiteness” as a racial identity.

8. True or False: Keeping most people unaware of white privilege perpetuates the myth

of meritocracy (a system in which the talented are chosen and moved ahead on the basis of their achievement).

**Module 3**

1. True or False: Internal colonialism is a form of exploitation by the dominant group.

2. The case of Mark Lyttle, the man wrongly deported to Mexico, is an example of \_\_\_.

a. hate crimes

b. prejudice

c. discrimination

d. racial profiling

3. Which of the following is an example of the involuntary movement of a minority

group by a dominant group?

a. stereotyping

b. genocide

c. population transfer

d. redlining

4. The fighting in Rwanda between the Hutus and Tutsis that has resulted in the deaths of

hundreds of thousands of people is an example of \_\_\_\_\_.

a. genocide

b. apartheid

c. hate crime

d. racism

**Module 4**

1. True or False: The killing of Vincent Chen was an example of assimilation.

2. Research indicates that \_\_\_\_\_ policies have resulted in improvements for minorities

and women.

a. glass ceiling

b. affirmative action

c. contact Hypothesis

d. population transfer

3. The analogy of a closed fist versus an open hand was used to illustrate which key

term?

a. indirect population transfer

b. split-labor market

c. affirmative action

d. apartheid

**Module 5**

1. True or False: Up until the mid-1980s, South Africa prohibited interracial marriage for fear that the combination of black minority and white majority groups could result in the creation of a new group. Sociologically speaking, the South African leaders were afraid of amalgamation.

2. True or False: Gordon Allport’s Contact Hypothesis includes racial groups working towards their own individual goals.

**Module 1**

1. C (LO 10.1.3)

2. D (LO 10.1.3)

3. A (LO 10.1.5)

4. True (LO 10.1.1)

**Module 2**

1. False (LO 10.2.1)

2. True (LO 10.2.1)

3. False (LO 10.2.1)

4. True (LO 10.2.1)

5. True (LO 10.2.1)

6. False (LO 10.2.1)

7. True (LO 10.2.1)

8. True (LO 10.2.1)

**Module 3**

1. True (LO 10.3.2)

2. D (LO 10.3.1)

3. C (LO 10.3.3)

4. A (LO 10.3.4)

**Module 4**

1. False (LO 10.4.1)

2. B (LO 10.4.2)

3. B (LO 10.4.3)

**Module 5**

1. True (LO 10.5.1)

2. False (LO 10.5.1)