Edmund Perry was a bright and promising young man from Harlem, where his family roots went back five generations. His family was close, hardworking, and God-fearing. In junior high school, Perry tested above the twelfth grade level in both math and reading. He won a full scholarship to the elite and prestigious Phillips Exeter Academy, a two-centuries old boarding school in New Hampshire that is a training ground for the best colleges in the nation. Perry spent his junior year in Spain. He graduated from Exeter with honors and a scholarship to Stanford. During the summer between high school and college, he lived at home and earned $175 a week as a messenger for a Wall Street firm. But during that summer, too, Perry mugged a white plain clothes policeman and was shot to death. The policeman was cleared by a grand jury. Nearly two dozen witnesses supported his story. Fifteen hundred people turned up for Edmund Perry's funeral, some to praise this exemplary young man, others to decry the society that had destroyed him.

Another black man killed by violence? Another victim of the system? Another statistic? But Edmund Perry wasn't supposed to be another statistic, unless it was a glorifying one. He was supposed to make it out of the ghetto. He had a strong family behind him, he had ambition and talent; he had the backing of an affirmative action program; he had scholarships and honors. His death from a street crime surprised many people but not everyone. One friend of Perry's, a black man who had grown up poor, gone to Yale, and succeeded in the white business world, said that Perry's death was almost suicide:

All this black-white stuff was really grinding him down, and he knew it wasn't going to go away. Yeah, he had gone to Exeter, and yeah, he was going to Stanford, but he was never going to be a member of the club. He was always going to be Eddie Perry, the smart black. Even if he wanted to be different, Harlem wasn't going to let him. That boy was in a box, and he was going to have to deal with that box all the rest life (Anson 1987, p. 45).

This brief analysis of a potential black man who probably would have contributed to enhancing the social fabric of this country raises many questions. 1. What is racism? 2. What makes a minority group in sociological terms? 3. Why does racial and ethnic diversity lead to coexistence in some situations but to unacceptable inequality in others? 4. How and why are some groups discriminated against? 5. How do different societies respond to new and alien groups?

In this class, the theoretical orientation is from a critical power-conflict perspective. The emphasis will be on the dynamics of power-relationships among ethnic groups in America. The main focus of this course is grounded in the historical diassions as to the origins of dominance and subordination. Race and ethnic groups are part of the stratification system in which conflicts develop over our societal economic incentives/rewards which can be reduced to power, wealth, and prestige. This class will examine structural variables and use a macro-level analysis to address the various patterns of race and ethnicity. There will also be cases where social psychological patterns are highlighted in various examples in the reading materials.

The study of race and ethnic relations in America is centered around Martin Marger's macro-structural view and a critical power conflict old perspective of race relations. The first part of the course, lays out the theoretical and conceptual issues of race relations while providing an organizational and analytic framework for ethnicity in America. The second part of the course, examines the major ethnic groups in America. This section incorporates Italian-Americans and Jewish-Americans in order to provide a balanced argument for the shaping of the ethnic hierarchy in America. The third part of the course, addresses four contemporary multi-ethnic societies: South Africa, Brazil, Canada, and Northern Ireland. These four societies have received a great deal of media attention in the past and will continue to receive media attention in the future. In this section of the course, the four multi-ethnic societies will be compared to major ethnic groups in the United States. The last part of the course, attempts to thread together the sociological understanding of race and ethnic relations in the United States and in four contemporary multi-ethnic societies. This part of the course provides discussion on issues of affirmative action, cultural pluralism, and the newest immigration laws and immigrant groups in America. In addition, various articles on issues of race and ethnic relations are used to provide examples and supporting evidence about issues of race and ethnicity in our society.

The objectives of the course are: 1) to recognize contemporary race and ethnic problems in United States and abroad, 2) to develop a critical and analytical sociological understanding of the macro-structural and power conflict perspective of race and ethnic relations in America, 3) to understand the basic economic, political, and moral factors that surround race relations locally, nationally, and globally, 4) to raise levels of consciousness about group survival and their relationship to the environment.

REQUIRED TEXTBOOKS

Reading Package from Graphics Creation (These readings were taken from John A. Kromkowski, editor. 1993. Race, and Ethnic Relations 93/94. Connecticut: Duskin.

SYNOPSIS OF TEXTS

Race and Ethnic Relations: America and Global Perspectives. This book's "objective is to provide readers with an analysis of race and ethnic relations in contemporary multiethnic societies [with] an overriding theme, [of presenting] the global nature of ethnicity and the prevalence of ethnic conflict in the modern world" (Marger 1991: xiii). This book applies a comparative approach in examining ethnic patterns in America which allow us to understand society in comparison to other societies. The author uses a power conflict perspective to highlight the strong power relationships between various ethnic groups in America.

The Other America: Poverty in the United States. The author provides a thorough and vivid picture of poverty in America which include many voiceless and powerless individuals who are known as the dispossessed wokers, minorities, mentally retarded, farm poor, disabled, elderly who are 65 and older, intellectual poor, the poor, and the young who are under 18 (Harrington 1962). The author provides statistical evidence of poverty in our society supported with a sociological imagination that explains how "poverty is a culture, an institution, and a way of life" (Harrington 1962: 22). Persons living in poverty are not only conquered by poverty in an economic sense but moreso are defeated by it in a psychological way as well. This defeatism of poverty affects Americans by making them pessimistic, cynical, and totally withdrawn from the normal activities of society. Not only is the author sympathetic to poverty in America but also engage the lifestyles of poverty in America. "There is a personality of poverty, the typical citizen of the other America is described, [as]... produced by the grinding, wearing life of slums, hopeless, passive, prone to bursts of violence, lonely, isolated, often rigid, hostile, deprived of the material things in this world, [part of] a fatal, futile universe, an American within America with a twisted spirit, suspicious, [individuals] who do not plan ahead, and [people] are prone to depression, have feelings of futility, lack of belongingness, friendliness, and a lack of trust in others" (Harrington 1962: 120 & 130).

Bury My Heart At Wounded Knee: An Indian History of the American West. This book examines a thirty year period 1860-1890 of Indian history in the American West. "During [this] time the culture and civilization of the American Indian was destroyed, and out of [this] time came virtually all the great myths of the American West-tales of fur traders, mountain men, steam boat pilots, gold seekers, gamblers, gunmen, cavalrmen, cowboys, harlots, missionaries, school marms, and home stealers" (Brown 1970: xv). This book is written by a Native American and attempts to account for and present the past historical lifestyles of Indians in the American West.

Race, Reform, and Rebellion: The Second Reconstruction in Black America, 1945-1982. "This book is a history of a people and a vision: the rise of Afro-Americans in political struggles in the United States since 1945, and their vision of biracial or multicultural democracy and social transformation in which other national racial minority groups shared" (Marable 1984: xi).

Reading Packet from Graphics Creation. "The following collection of articles was designed to assist
[the student] in understanding ethnic and racial pluralism in the United States" (Kromkowski 1993: iv). These articles will assist the student in formulating a new paradigm about race relations in the United States and abroad. United States citizens have for many years created a need racial and ethnic self-identity that is ethnocentric in its sociality, culture, and political consciousness. This self-centered, individualistic, self identity is a by-product from the early immigrants that came alongside immigrants to this country. "The ethnicities found in [this packet] form a cluster of concerns addressed in the traditional literature that focused on marginality, minority, and alienation" (Kromkowski 1993: iv). Many Americans believe that life, liberty and the pursuit of happiness is a given, but these freedoms of life must be earned by political, economic, and social sacrifices of self, family, and communal consciousness. If you wish to purchase a packet of the assigned readings they can be purchased at Graphics Creations, located at 1809 Lake Avenue.

REQUIREMENTS AND GRADING

Required Readings: Students are responsible for all reading assignments on the syllabus. There are optional readings available for the student to increase his/her knowledge of a particular issue on race and ethnicity. These optional readings are not required but may be of assistance in providing a research paper topic for the student.

Attendance: Ten points will be given to those students who have perfect attendance at the end of the semester. The students need to keep in mind that ten points can be the deciding factor between an A or B+.

Research Paper: All students are required to turn in a 10 page paper on an approved topic by the instructor. The students can choose any topic on the syllabus as a research project. I urge the students to choose a topic early in the semester in order to write a quality and thought provoking paper. Late papers will be accepted with a legitimate excuse but ten points deduction will accommodate the tardiness. The papers are due the last regular class meeting but can be turned in any time during the semester.

Films: There will be four films shown this semester. The class as a group will view these films in a group viewing room (Rm 251) at the library. This group viewing room is located on the second floor of the library. I would like for the students to meet at the library on those days that a film is schedule instead of the regular class room.

Presentation: Twenty-five points will be given on the logic and clarity of the research topic. The student will be given about 10 to 15 minutes to present this topic to the class.

Class Participation: Fifty points will be assigned for class participation. Since the topics in this class are relatively sensitive in nature and trigger emotional outrage at times, it is best that we as a group share our personal experiences among ourselves. The sharing of our fears and ignorance on issues of race and ethnicity will build group cohesiveness and collective consciousness.

Examinations: The format of the tests will consist of 50 multiple choice questions which are worth one point each. These examinations will be based on required readings, lectures, discussions, and films. Make-up examinations are accepted but the student must have a legitimate written excuse
signed by an official university administrator. All make-up examinations are essay format consisting of two broad questions worth twenty-five points a piece.

**Guest Speakers:** There will be four Guest Speakers this semester. Attendance on the days that they lecture in class is mandatory. Students present on these days will be given a total of 9 points (i.e. 3 points per guest speaker). These points will be added to the final grade. These extra points are not only incentives for attendance but a form of **extra credit.**

**Grading:** Your final grade will be based on attendance, research paper, presentation, class participation, and four tests. The weight of each class grading evaluation is as follow:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10pts</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100pts</td>
</tr>
<tr>
<td>Presentation</td>
<td>25pts</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50pts</td>
</tr>
<tr>
<td>Examinations (4)</td>
<td>200pts</td>
</tr>
</tbody>
</table>

The break down of your total points earned in this class will be assigned a letter grade according to this scale:

- 347-385 A
- 327-346 B+
- 308-326 B
- 289-307 C+
- 270-288 C
- 231-269 D
- 193-230 F

**COURSE OUTLINE AND SCHEDULE**

**INTRODUCTION**
8/5    Introduction to Race and Ethnicity

**WHAT IS RACE AND ETHNICITY**
8/27   Marger, pp.1-36
8/30   The Mirror of the other. (packet)

**ETHNIC STRATIFICATION IN AMERICA**
9/1    Marger, pp.37-72
9/3    Harrington, pp. 1-81
       Film, "Racism in America"
9/6    Labor Day Holiday, No class
9/8    Scholarly Interest in Ethnic Groups Stirs Up the American Melting Pot (packet)
       **Speaker:** Professor Michael Betz on Occupational Stratification

**PREJUDICE AND DISCRIMINATION**
9/10  Marger, pp. 73-112
9/13  Test 1
9/15  Film, "Strangers and Kin"
9/17  Harrington, pp. 82-191
9/20  Discrimination Against Latino Job Applicants: A Controlled Experiment (packet)

ASSIMILATION AND PLURALISM
9/22  Marger, pp. 113-150
9/24  The Changing Face of America (packet)
9/27  Speaker: Professor John Gaventa on Poverty and Inequality in Appalachia

ETHNICITY IN AMERICA
9/29  Marger, pp. 151-159
10/1  Brown, pp. 1-240
10/4  Marger, pp. 160-163
10/6  Brown, pp. 241-449
   Film: "Thunder Heart"
10/11 American Indians in the 1990s (packet)
10/13 Indian Legislators Break New Ground (packet)
10/15 Gadugi: A model of service-Learning for Native American Communities (packet)
10/18 Reclaiming Tribal Lands (packet)
10/20 Test 2,
10/22 Fall Break, No Class
10/25 Marger, pp. 163-189
10/27 Early Italian Sculptors in the United States (packet)
10/29 Marger, pp. 191-220
11/1  Jews, Blacks, and the Civil Rights Revolution (packet)
11/3  Marger, pp. 221-278
11/5  Most Dramatic Events in African American History (packet)
   Film: "Boyz in the Hood"
11/8  Marger, pp. 279-320
11/10 Blacks vs. Browns (packet)
11/12 Marger, pp. 321-354
11/15 Test 3
11/17 Teaching East Asian Languages and Chinese Enigmatic Folk Similes (packet)

AMERICAN ETHNIC RELATIONS COMPARED TO NON-AMERICAN ETHNIC RELATION
11/19 Marger, pp. 355-515
11/22 African Americans and African Africans (packet)
   Speaker: Professor Asafa Jalata on African American Nationalism, Development, and Afro-centricity: Implications for the 21st Century
11/24 Immigration Reform (packet)
11/26 Thanksgiving Holiday, No class
11/29 Playing a Perilous Game With Canada (packet)
12/1  Irish-Americans Attack Beer Ad Images (packet)
CONTEMPORARY CONFLICTS AND CHANGES IN ETHNIC RELATIONS
12/3  Marger, pp. 517-540

Speaker: Professor Sherry Cable on Class Conflict and Race Relations in the New Environmental Movement

12/6  Race in the Workplace: Is Affirmative Action Working (packet)
12/8  Mexican-Americans Find An L.A. Niche (packet)

Research Papers are Due before 5:00 p.m.
12/14  Final Examination

LIST OF READINGS IN PACKET (FROM GRAPHIC CREATION)

American Indians in the 1990s, Don Fost, American Demographics, December 1991:63-67.
Jews, Blacks and the Civil Rights Revolution, Murray Friedman, New Perspectives, U.S. Commission on Civil Rights, Fall 1985: 220-223.

SELECTED BIBLIOGRAPHY
This section was directly quoted verbatim from Peter Issac Rose. 1974. **They and We: Racial and Ethnic Relations in the United States.** New York: Random House.

Close to one hundred and fifty books are listed here. Included are histories, textbooks, studies, essays, anthologies, and works of fiction. These volumes are a fraction of the many sources available to those who wish to study racial and ethnic relations in the United States—or any of its aspects—more closely. They are presented here to represent the breadth of work in the field and the variety of approaches used to explore racial and ethnic relations in the United States.


**Adorno, T.W., et al.** *The Authoritarian Personality.* New York: Haper & Row, 1950. (A study of prejudice and personality. The "F Scale" and others are introduced and used here.)

**Allport, Gordon W.** *The Nature of Prejudice.* Cambridge: Addison-Wesley, 1954. (One of the most comprehensive and best known texts on the social psychology of prejudice.)

**Asch, Sholem.** *East River.* New York: Putnam, 1946. (Ghetto life in New York during the early part of this century is the subject of this work.)


____. *Nobody Knows My Name: More Notes of a Native Son.* New York: Dial Press, 1961. (Essays on his black experience by the famous novelist.)

**Baltzell, E. Digby.** *The Protestant Establishment.* New York: Random House, 1964. (A study of the caste-line of privilege maintained by certain members of society which keeps others from access to power. Baltzell's special concern is with anti-Semitism.)

**Banton, Michael.** *Race Relations.* New York: Basic Books, 1967. (Written by an English anthropologist, this volume offers a series of approaches to the study of race relations. It includes analyses of the American scene.)

**Bellow, Saul.** *Mister Sammler's Planet.* New York: Viking, 1970. (A novel about a European-Jewish refugee in America and his attempts to understand racial conflict in the 1960s.)


**Bettelheim, Bruno, and Morris Janowitz.** *Social Change and Prejudice.* New York: Free Press,
1965. (Two books in one, the authors include the full text of their earlier study "The Dynamics of Prejudice" and a reassessment of that study two decades later.

Blalock, Hubert M., Jr. **Toward a Theory of Minority-Group Relations.** New York: Wiley, 1967. (An attempt to symatize theory in the study of racial and ethnic relations. Special attention to socio-economic factors, competition, and power.)


Carmichael, Stokely, and Charles V. Hamilton. **Black Power: The Politics of Liberation.** New York: Vintage, 1967. (The former director of the Student Non-Violent Coordinating Committee and a political scientist examine the meaning of Black Power and the role it could play in American society.)


Cox, Oliver C. **Caste, Class and Race: A Study of Social Dynamics.** New York: Doubleday, 1948. (An examination of the economic basis of prejudice and racial oppression.)

Cronin, E.D. **Black Moses.** Madison: University of Wisconsin Press, 1957. (A biographer of Marcus Garvey and commentary on his Universal Negro Improvement Association.)


Cullen, Countee. **Color.** New York: Harper, 1925. (A book of poems on black life by a great black poet.)

Di Donato, Pietro. *Christ in Concrete*. New York: Bobbs Merrill, 1939. (A poignant story about Italians in the building trades in the 1930s.)

Disent. Winter, 1972. (The entire issue is devoted to the working class. Of particular interest are papers on class and ethnicity.)

Dixon, Vernon J., and Badi Foster, eds. *Beyond Black and White*. Boston: Little, Brown, 1971. (A collection of papers on the conflict between black and white Americans and a discussion of the concept of a di-unital approach to help to understand, then deal with it.)


_____. et al. *Frustration and Aggression*. New Haven: Yale University Press, 1939. (Psychological determinants of behavior are considered in this series of essays.)


DuBois, W.E.B. *The Souls of Black Folk*, 1903. (Reprinted in many editions.) (A classic portrait of Negro life by a great sociologist and famous black leader.)


Ellis, John Tracy. *American Catholicism*. Chicago: University of Chicago Press, 1956. (Ellis discusses Catholics in colonial America during the nineteenth century (with particular emphasis on mass immigration and Protestant reaction) and in more recent times.)


Freedman, Morris, and Carolyn Banks, eds. **American Mix**. Philadelphia: Westminister Press, 1971. (Speeches, stories, essays, and reports by and about America's ethnic minorities.)

Friedman, Murray, ed. **Overcoming Middle Class Rage**. Philadelphia: Westminister Press, 1971. (A series of papers dealing with the views and relations of white working-and middle-class Americans to the changes wrought by black consciousness and the Black Power Movement.)


______, and Daniel Patrick Moynihan. **Beyond the Melting Pot**, 2nd ed. Cambridge: MIT Press, 1970. (An examination of New York City's five major minorities: black, Puerto Rican, Jewish, Italian, and Irish. The book is concerned with the meaning of cultural pluralism and the tenacity of identity. The introduction to this revised edition is particularly important for here the authors review the profound changes that occurred in New York and elsewhere since 1963, when the first edition was published.)


______. **Why Can't They Be Like Us?**. New York: Dutton, 1971. Reports on research on the attitudes of "white ethnics" to blacks and others and a series of commentaries on the resurgence of ethnicity in recent years.)

Grier, William H. and Price M. Cobbs. **Black Rage**. New York: Basic Books, 1968. (Two psychiatrists explore personality problems which, they claim, are attributable to racial oppression.)


of New York's earlier immigrants with that of southern blacks and Puerto Ricans.)


_____. The Uprooted. Boston: Little, Brown, 1951. (A Pulitzer Prize-winning history, this book is "the epic story of the great migrations that made the American people." Of special interest are Chapters 4, 6, and 7, which deal with the creation of ethnic communities in the United States.)


_____. The Immigrant in American History. Cambridge: Harvard University Press, 1940b. (A series of essays by the Harvard historian. The book includes material that was to have been used in later volumes on immigration.)

Haring, Douglas C. Racial Differences and Human Resemblances. Syracuse: Syracuse University, 1947. (An anthropologist's view of race.)


_____ White Southerners. New York: Random House, 1970. (The author views white southerners as an ethnic group and a "quasi" minority in this sociological analysis.)


Kurokawa, Minako, ed. Minority Responses. New York: Random House, 1970. (Various reaction patterns are considered here including submission, withdrawal, separation, and revitalization.)


psychological treatment of racial and ethnic problems.)

Liebow, Elliot. **Tally's Corner.** Boston: Little, Brown, 1967. (An anthropologist's portrait of "Negro Streetcorner Men.")

Lipset, Seymour Martin, and Earl Raab. **The Politics of Unreason.** New York: Harper & Row, 1969. (A social history of right-wing movements in the United States and a commentary on those to whom such movements appeal. One should pay particular attention to discussions of the "once-hads" and the "never-hads.")

Lopreato, Joseph. **Italian Americans.** New York: Random House, 1970. (In this volume, one of a series on "Ethnic Groups in Comparative Perspectives," the author presents an insightful portrait of Italian Americans as a model immigrant group.)


Lyman, Stanford M. **The Black American in Sociological Thought.** New York: Capricorn Books, 1972. (In this "sociology of sociology" Lyman examines the way different schools and various notables (including Robert E. Park) portrayed the black American and dealt with his plight.)

_____ **Chinese Americans.** New York: Random House, 1974. (A penetrating portrait of Chinese Americans from early contacts to the "Yellow Power" movement.)

Malamud, Bernard. **The Tenants.** New York: Farrar, Straus, and Girous, 1971. (The interaction of a black man and a Jew is the subject of this contemporary novel.)

Malcolm X. **The autobiography of Malcolm X.** New York: Grove Press, 1964. (The live story of the black leader and, for a time, Muslim spokesman.)

Marden, Charles F., and Gladys Meyer. **Minorities in American Society, 4th ed.** New York: Van Nostrand, 1973. (This is a tightly organized volume detailing facts and figures about various American minorities of particular value are examinations of blacks, American Indians, and Mexican Americans in Chapters 5 through 9, 10, and 11, respectively.)

Mason, Philip. **Patterns of Dominance.** New York: Oxford University Press, 1970. (An examination of power relations. While there is little material on the United States, the general theoretical position is extremely relevant to the examination of American materials.)

Mayer, Kurt B., and Walter Buckley. **Class and Society, 3rd ed.** New York: Random House, 1970. (An introduction to the sociology of social stratification with special attention to the
American science.)


Report of the National Advisory Commission on Civil Disorders. New York: Bantam. (This is the famous "Kerner Commission" report on the urban riots of the 1960s and their causes. Includes comparisons of the experiences of white immigrants and blacks.)


and Its Aftermath, deals with four controversies: the retention of "Africanism," slavery and personality, family and social structure, and life in the North compared with life in the South. Volume II, Old Memories, New Moods, considers the roots of black protest, the civil rights movement, Black power, and changing self-images.)

_____ ed. The Ghetto and Beyond. New York: Random House, 1969. (Essays by the editor and others on Jewish life in America. Topics covered include culture, religion, politics, civil rights, and literary expression.)

_____ ed. Nation of Nations. New York: Random House, 1972. (A volume of readings edited to accompany They and We. Includes essays, stories, excerpts from autobiographies, and sociological analyses of "the ethnic experience and the racial crisis" in the United States.)


Schermerhorn, R.A. These Our People: Minorities in American Culture. Boston: D.C. Heath, 1949. (Unlike most books on the subject this one includes discussions of Poles, Czechs and Slovaks, Hungarians and Yugoslavs in this country in addition to historical examinations of blacks, Spanish-speaking American Italians, Japanese-Americans and Jews.)

_____ Comparative Ethnic Relations. New York: Random House, 1970. (Working papers on comparative ethnic relations, the author includes a commentary on the study of prejudice and the character of "victimology."

Schrag, Peter. Out of Place in America. New York: Random House, 1970. (A collection of Schrag's previously published essays on various aspects of American social life. Included here is his "Decline of the WASPs.")


Silberman, Charles. *Crisis in Black and White*. New York: Random House, 1964. (Anticipating many of the events of the mid-and late 1960s, Charles Silberman offers an examination of the struggle for and barriers to integration. His comments on Saul Alinsky's radical programs are especially significant.


Sklare, Marshall. *America's Jews*. New York: Random House, 1971. (The entire volume deals with social history and group identity. Emphasis is on five social characteristics: family, community, education, interaction (and intermarriage), and the issue of Zionism.)

Smith, Lillian. *Strange Fruit*. New York: Reynal and Hitchcock, 1946. (The theme of this powerful novel is segregation in the deep south.)


Stonequist, Everett V. *The Marginal Man*. New York: Scribner's, 1937. (The author applies Robert Park's notion of "marginality" to a variety of racially mixed peoples.)


Sumner, William Graham. *Folkways*. Boston: Ginn, 1906. (A classic study in the sociology of culture, this book includes Sumner's definitions of "in-groups" and "out-groups" and a discussion of his conception, "ethnocentrism."

Tumin, Melvin M., ed. *Race and Intelligence*. New York: The Anti-Defamation League, 1963. (The editor and several other behavior scientists discuss the controversy over intelligence testing.)


Williams, Robin M., Jr. Reduction of Intergroup Tensions. New York: Social Science Research Council, 1947. (A quarter of a century ago, this little book provided a guide to understanding the dynamics of intergroup conflict in the United States. Most of what was said then still applies.)


OPTIONAL READINGS

These optional readings should be used to strengthened the students back ground in those areas of race and ethnic relations that they are weak in or unfamiliar with its contents. All of these readings can be found in the reserve section of the library on the second floor. The students have
to locate my name in the reserve readings handbook first, then write down the call numbers of the readings (if they are books) and go to the designated area where they are located in order to retrieve the books. If the readings are articles, the students will have to locate my name in the file cabinets directly in front of the reserve readings handbook and retrieve the articles by title of the author.


Skidmore, Thomas. 1972. "Toward a Comparative Analysis of Race Relations Since Abolition in


