University of South Florida Sarasota-Manatee
Race and Ethnic Relations
SYD 3700.521 CRN 21672
Spring, 2015

Professor: Donna Trent, Ph.D.

Contact Information:

email: dtrent@sar.usf.edu. Email is my preferred method of communication.

Phone: To set up a phone conversation, I ask that you email me your phone number and a few good times to call between 8 AM and 5 PM. I will return the call within 24 hours for requests made for a phone conversation Monday through Friday. Phone calls are not made on week-ends or official holidays.

Course Description:

This course explores sociological theories and empirical evidence to explain ethnic and racial relationships. Including but not limited to assimilation, pluralism, forms of antagonism and stratification via caste and class structures. Students will consider the impact of macrostructural factors such as public policy, economic conditions, modernization, and globalization, as well as microstructural factors such as attitudes and stereotypes on ethnic relations.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Explain race and ethnic group relationships by the application of various theoretical perspectives including neo-Marxism, Functionalism, Symbolic Interactionism, Sociobiology, Rational Choice Theory, Elite Theory, neo-Weberian Theory and Anti-Foundationalist Approaches.
2. Explain the differences between ethnic groups and minority groups.
3. Delineate the impact of macrostructural and microstructural factors on majority-minority relationships.
4. Delineate the impact of macrostructural and microstructural factors on inter- and intra-group relationships.
5. Use the concepts, theories and methodologies of the social sciences to analyze selected problem areas in race and ethic relations of concern to social scientists.

Required Texts:


**Canvas Use:**

The class syllabus is posted in Canvas, an online course management system. This class is 100% online and all assignments and communications will be conducted through Canvas. Information on how to use Canvas is available at: [http://usfsm.edu/e-learning-services/student-resources/](http://usfsm.edu/e-learning-services/student-resources/)

**Academic Support Services:**

Information Commons provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. Information Commons is staffed with a librarian, learning support faculty, tutors, and technology and e-learning specialists. Students challenged by the rigors of academic writing, mathematics, or other course content are urged to contact their professors early in the semester to chart out a plan for academic success, and/or regularly use the tutoring services provided by the Learning Support Services, which are provided at no cost to students.

**Student Evaluation:**

The student's grade in this course will be determined as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Discussion Boards</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Paper</td>
<td>20</td>
</tr>
<tr>
<td>Paper Presentation and Discussions</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Extra Credit Assignment is worth up to 6 points.

A plus-minus grading system will be used in this course.

The chart below shows how the weighted points are turned into letter grades:

100-97 = A+
96-93 = A
92-90 = A-
89-87 = B+
86-83 = B
82-80 = B-
79-77 = C+
76-73 = C
72-70 = C-
69-67 = D+
66-63 = D
62-60 = D-
59-0 = F

I reserve the right to submit any student work to Turnitin.com or other relevant sites to determine if the work was plagiarized. Students may not sell notes or tapes of lectures or other course content.

DISCUSSION BOARD RESPONSES AND ASSIGNMENTS NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.

Course Assignments:

Discussion Boards: Students are required to respond to the questions posted by the professor. There are ten questions, some with a number of components, posted throughout the semester. The questions pertain to the readings for that week. Questions may require students to look at other websites and then respond on the Discussion Board. Responses should not be in one or two words but rather a minimum of three to five paragraphs to indicate understanding and thought on the subjects under consideration and to include reference to relevant theories, concepts and ideas from the readings. Responses are not to be the opinion of students but rather to demonstrate critical thought and reflection on the part of the student. Students are encouraged to respond to the question at the beginning of the week and then to return to read other responses and post once again. Students are also encouraged to read and reply to your classmates' posts as this will further the dialogue and to everyone's enhanced knowledge and understanding of the material. However, students are not graded on responses to classmates’ posts to discussion boards. Please post any questions you may have about the readings on the discussion board pertaining to those readings.
I will have all read, graded and commented on discussion board submissions for you by four days after the due date, if not before. I also will check discussion boards Monday through Friday. If you do not receive full credit for a discussion board, I will provide feedback to you requesting more information or asking you to respond to question(s) I pose. All discussion boards are due at 8 AM. See below for due dates. DISCUSSION BOARD RESPONSES AND REVISED RESPONSES NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE ACCEPTED AND WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.

Due Date for Discussion Boards (DB) are below. All discussion board responses are due at 8 AM.

<table>
<thead>
<tr>
<th>DB#</th>
<th>Due Date</th>
<th>Revised DB Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 15</td>
<td>Jan. 22</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 22</td>
<td>Jan. 29</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 29</td>
<td>Feb. 5</td>
</tr>
<tr>
<td>4</td>
<td>Feb. 5</td>
<td>Feb. 12</td>
</tr>
<tr>
<td>5</td>
<td>Feb.12</td>
<td>Feb. 19</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 19</td>
<td>Feb. 26</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 26</td>
<td>Mar. 12</td>
</tr>
<tr>
<td>8</td>
<td>Mar.12</td>
<td>Mar. 19</td>
</tr>
<tr>
<td>9</td>
<td>Mar.19</td>
<td>Mar. 26</td>
</tr>
<tr>
<td>10</td>
<td>Apr.2</td>
<td>Apr. 9</td>
</tr>
</tbody>
</table>

**Interethnic Relationship Paper:**

For this paper, you are to choose one case of interethnic relationship from the Schaefer text and 1) apply 6 of the 8 theoretical positions presented in the Malesevic book to an analysis of this situation, 2) discuss which of these theories you think best explain the interethnic relationship that you are analyzing in your paper and 3) integrate these to provide a synthesized, multidimensional analysis of your chosen interethnic relationship. The paper should be 8 to 10 pages NOT including bibliography and should be in APA format.

For a template or model, please refer to Malesevic, chapter 11. On pages160-164, you will find
that Malesevic has taken one situation of interethnic relations, the 1994 genocide in Rwanda, and has analyzed this using all 8 of the theories studied in this course. These include Neo-Marxism, Functionalism, Symbolic Interactionism, Sociobiology, Rational Choice Theory, Elite Theory, Neo-Weberian Theory and Anti-Foundationalist Approaches. He then goes on to explain the distinctions between relativists, fundamentalists and synthesists. Specifically, on page 166, Malesevic states “…synthecists would hold the view that all eight (and possibly some other) approaches are able to explain a segment of the complex social phenomenon. Thus, the integration of all of these partial approaches is seen as the best way forward in providing a multidimensional account of ethnic relations.”

However, some theories may be more useful than others. Malesevic continues in this chapter to compare and contrast these theories using four points of dispute that he has found relevant for analytical comparison: individualism vs. holism, materialism vs. idealism, primordialism vs. situationalism, and objectivism vs. subjectivism (Malesevic, 2004: 169). On page 183, he concludes that a synthesis of neo-Weberian theory and elite theory into what he calls “integrated Weberian theory” would provide “…a sound universalist framework which would, at the same time, be equally sensitive to the uniqueness and specificity of every individual instance of politicized forms of cultural difference.” While you are NOT expected to compare and contrast the theories you use according to these four points of dispute, you ARE required to both discuss which of the six theories you used you think best explain the interethnic relationship that you are analyzing in your paper and integrate these to provide an integrated, multidimensional analysis of your chosen interethnic relationship. Hence, you may find Malesevic’s discussion in chapter 11 to be of use as a model to follow.

The paper is due by 8 AM on Apr. 9. It is to be submitted under Assignments in Canvas.

**Paper Presentation and Discussions:** Each student will post a presentation on his/her research paper under Discussions by 8 AM on Apr. 9. This should be a power point presentation. The presentation should include: a delineation of the ethic relationship to be analyzed, analysis of this situation using 6 theories of the 8 theories studies in this course, discussion of which of these theories you think best explain the interethnic relationship that you analyzed in your paper and an integrated, multidimensional analysis of your chosen interethnic relationship and bibliography. The number of slides is to be determined by the student. Students may not post their full paper. Students will then facilitate a discussion on their presentations, concluding at 8 AM on Apr. 23. This entails 1) posing questions or comments for classmate consideration when posting the presentation, 2) responding to the comments and questions from classmates on your presentation and 3) responding to your classmates’ presentations. Students are required to comment on a minimum of 8 classmates’ presentations.

This site provides information on APA PowerPoint presentations: [http://owl.english.purdue.edu/owl/resource/560/17/](http://owl.english.purdue.edu/owl/resource/560/17/)

**Extra Credit Assignment:** Where Do We Go From Here?

Go to: [http://www.humboldt.edu/altruism/references.html](http://www.humboldt.edu/altruism/references.html)
Review the site and become familiar with Samuel and Pearl Oliner. Then go to:
http://www.yesmagazine.org/article.asp?ID=482
Read Ordinary Heroes by Samuel Oliner. Then go to:
http://www.altruisticlove.org/docs/s_oliner.html
Read Extraordinary Acts of Ordinary People. Then go to:
http://www.altruisticlove.org/docs/p_oliner.html
Read Ingroup and Outgroup Altruism

Write a 3 to 5 page essay that responds to the following: How does the information from the Oliners further our understanding of ethnic and racial relations? How do the various theories and concepts studied in this course inform the teaching of tolerance and acceptance as a means of reducing prejudice, discrimination, and ethnic antagonism?

This is due by 8 AM on April 16 and is to be submitted under Assignments.

**Course Policies and Procedures:**

**Attendance, Absences and Making up Work**

This course is conducted online. It is assumed that you have a working computer and access to the internet. Should you have problems you’re your own computer or internet, computers are available on the USF S/M campus for student use. Computer problems are not an accepted excuse for late assignments.

**DISCUSSION BOARD RESPONSES AND ASSIGNMENTS NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE ACCEPTED AND WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.**

Voluntary Canvas sessions may be offered throughout the semester. Recordings of these will be available on Canvas for students who are unable to attend.

I also reserve the right to require a meeting with a student should academic progress indicate such would be useful.

**Extra Credit**

There is one extra credit assignment in this course. Instructions for the assignment are presented under Course Assignments. The extra credit assignment is due at 8 AM on April 16. Submissions presented after this date and time will NOT be graded. The assignment is worth 6 points.

**Use of Turnitin (Plagiarism Software):**
I reserve the right to submit student work to Turnitin after the work has been turned in. The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

**Course Requirements and Methods of Instruction:**

**First Day Attendance**

To demonstrate first day attendance, respond to the introduction and questions about the syllabus discussion boards by 9 AM on January 10. If the above discussions are not completed by the due date and time, you will be listed as not attending the first class and will be dropped from the course.

**Canvas use**

Because this course is 100% online, all course assignments and discussions are conducted on Canvas. Information on how to use Canvas is available at: [http://usfsm.edu/e-learning-services/student-resources/](http://usfsm.edu/e-learning-services/student-resources/)

Also, the USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

**USFSM AND USF SYSTEM POLICIES:**

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.
C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714 http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

H. The Counseling and Wellness Center is a confidential resource where students can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help students without their having to report the situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO) unless they wish. Please be aware that professors, administrators, or other staff must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If students disclose any of these situations in class, in papers, instructors are required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Counseling Center and Wellness Center 941-487-4254

Victim Advocate (24/7) 941-504-8599
List of off-campus resources:

Hope of Manatee: 941-755-6805

Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976

USF Sarasota-Manatee Policy Regarding Incomplete Grades

An Incomplete should be given only if an unavoidable and non-academic event prohibits a student, who has been attending and submitting work, from taking a final exam or turning in a final paper on time.

• It is not appropriate to give an incomplete as a way to extend a deadline unless extenuating circumstances can be documented. Students should be given the grade they have earned, according to the policies of your syllabus. They do have 3 opportunities to retake low-grade courses with grade forgiveness.

• And it is also not appropriate to give an incomplete if extenuating circumstances have caused the student to miss substantial instruction. In that case the student may have options, but they should be pursued through their advisor or the dean.

Last Date to Withdraw

The last date to withdraw with no academic penalty and no refund is March 21.

Schedule of Class Assignments:

REMINDER: LATE DISCUSSION BOARD RESPONSES and ASSIGNMENTS WILL NOT BE ACCEPTED AND GRADED UNLESS PRIOR ARRANGEMENTS ARE MADE WITH THE PROFESSOR.

Class 1 Introduction to Race and Ethnic Relations
Jan. 8 Read: Malesevic, Chapter 1
Schaefer, Chapter 1
Watch: Powerpoint Presentation for Schaefer, Chapter 1

Discussion Board : Student Introductions (not graded). Due January 10 at 9 AM.
Discussion Board: Questions about the Syllabus (not graded). Due at January 10 at 9 AM.

Discussion Board Question 1: Differentiate between a sociological definition of ethnicity and a bureaucratized and institutionalized definition of ethnicity. Provide an example of each.
Class 2  Classical Sociological Theory  
Jan. 15  Read: Malesevic, Chapter 2  
Schaefer, Chapter 2  
Watch: Powerpoint Presentation for Schaefer, Chapter 2  

Discussion Board Question 2: Compare and contrast Simmel’s concept of the stranger with Barth’s discussion of ethnic boundaries presented in Chapter 1 of the Malesevic book as these impact in-group and out-group interactions presented. Provide an example of each.

Class 3  Neo-Marxism: Ethnicity, Capitalism, and Class  
Jan. 22  Read: Malesevic, Chapter 3  
Schaefer, Chapters 3 and 10  
Watch: Powerpoint Presentations for Schaefer, Chapters 3 and 10

Discussion Board Question 3:  
Part A) According to classical Marxist theory, why was ethnicity and race expected to decline in significance as societies modernized?  
Part B) Neo-Marxists provide explanations for why ethnicity and “race” have become more potent sources of group solidarity in the contemporary world than class as predicted by classical Marxist theory. Delineate the explanations provided by Bonacich, Hechtet and Gramsci on how capitalism contributes to discriminatory practices and ethnic conflicts. Provide an example of each.

Class 4  Functionalism: Ethnicity, Modernization and Social Integration  
Jan. 29  Read: Malesevic, Chapter 4  
Schaefer, Chapters 4 and 12  
Watch: Powerpoint Presentations for Schaefer, Chapters 4 and 12

Discussion Board Question 4:  
Part A) From a functionalist perspective, what role does culture play in understanding ethnic relations in modern societies?  
Part B) Name, explain and illustrate some of the functions and dysfunctions of immigration.

Class 5  Symbolic Interactionism: The Social Construction of Ethnicity  
Feb. 5  Read: Malesevic, Chapter 5

Discussion Board Question 5:  
Part A) Explain what is meant by the “social construction of ethnic group reality”.  
Part B) Compare and contrast explanations of ethnicity and ethnic relations given by these symbolic interactionist theorists: W.I. Thomas, G.H. Mead, Cooley, Park and Blumer.  
Part C) Explain the following concepts: contact hypothesis, scapegoating theory and the normative approach. Watch the following video: http://topdocumentaryfilms.com/how-racist-are-you/
How are the concepts discussed in Part B illustrated in this video?

Class 6       Sociobiology: Ethnic Groups as Extended Families
Feb. 12       Read: Malesevic, Chapter 6
               Schaefer, Chapters 5 and 13
               Watch: Powerpoint Presentations for Schaefer, Chapters 5 and 13

Discussion Board Question 6:
Part A) What is meant by conceptualizing ethnicity as extended kinship?
Part B) According to Van den Berghe, what roles do reciprocity and coercion play in the
development and maintenance of ethnic groups?
Part C) Explain each of the following concepts and discuss the roles of reciprocity and coercion
in each: civil religion, ethnicity paradox, respectable bigotry, and life chances? Provide an
example of each concept.

Class 7       Rational Choice Theory: Ethnicity as Individual Gain
Feb. 19       Read: Malesevic, Chapter 7

Discussion Board Question 7:
Part A) Delineate the main tenets of rational choice theory (RCT) and how these explain ethnic
group membership
Part B) Go to:
             [http://serendip.brynmawr.edu/playground/pd.html](http://serendip.brynmawr.edu/playground/pd.html)
and play the game a few times with different strategies of competition, cooperation and mixed
strategies. Discuss how this game has further informed your understanding of the application of
RCT to decisions to identify with a specific ethnic group?
Part C: After review chapters 4, 10, 12, and 13 in Schaefer. Provide an example of RCT from
these readings.

Class 8       Elite Theory: Ethnicity as Political Resource
Feb. 26       Read: Malesevic, Chapter 8
               Schaefer, Chapters 6, 9 and 11
               Watch: Powerpoint Presentations for Schaefer, Chapters 6, 9 and 11

Discussion Board Question 8:
Part A) What is meant by ethnicity as political behavior?

Part B) Use concepts in Malesevic, Chapter 8 to explain the growing political power of Latino
Americans today.

Part C) Define each of the following concepts and explain how each is used by the subordinate
or minority group to mobilize* the group for political action: environmental justice/injustice,
pan-Indianism, and internal colonialism?
*By mobilize, I mean motivate the members of the group to organize around a common ethnic
identity to fight for access to resources.
Part D) take a virtual tour of the National Museum of the American Indian found here:

http://www.nmai.si.edu/

How does this site further inform one's understanding of ethnicity as a political resource? Provide examples of or responses to environmental injustice, pan-Indianism and internal colonialism from this site.

Class 9
Spring Break
Mar. 5
No assignments due and no new assignments

Class 10
Neo-Weberian Theory: Ethnicity as a Status Privilege
Mar. 12
Read: Malesevic, Chapter 9
Schaefer, Chapters 7 and 8
Review: Schaefer, Chapter 5
Watch: Powerpoint Presentations for Schaefer, Chapters 7 and 8

Discussion Board Question 9:
Part A) Explain the concepts of pluralism and multiculturalism and provide an example of each.

Part B) Explain the concept of white privilege as discussed in Schaefer, Chapter 5, as it illustrates ethnicity as a status privilege.

Part C) Take a virtual tour of The Jim Crow Museum of Racist Memorabilia at:
http://www.ferris.edu/jimcrow/
Provide examples of pluralism and multiculturalism as illustrated in the exhibits in this museum.

Class 11
Anti-Foundationalist Approaches: Deconstructing Ethnicity
March 19
Read: Malesevic, Chapters 10 and 11
Schaefer, Chapter 15
Watch: Powerpoint Presentation for Schaefer, Chapter 15
Write: Description of ethnic relations/interaction to be explained in your paper
Do: Determine which theories you will use to explain this ethnic relationship/interaction

Last date to withdraw without academic penalty is March 22.

Class 12
Deconstructing Ethnicity (cont’d)
March 26
Write: Begin writing the theoretical analyses for your paper on ethnic relations/interaction.
Discussion Board Question 10:

Part A) On page 147, Malesevic states: “…Bauman sees the Holocaust as the very product of modernity.” Explain what Bauman means. Be certain to deal with ideas that are associated with modernity that derived from the Enlightenment such as rationality and order as well as the main components of modernization being industrialization, bureaucracy and urbanization. Support your answer by referring to material included in Schaeffer, Chapter 16 and, if you choose, additional materials already read in this course.

Part B: Go to: http://kadishman.com/works/shalechet/Articles/
Read one of the articles on shalechet. Then, to see the installation of shalechet, go to: http://www.youtube.com/watch?v=W7sMMPWc4LM

Go to:
Take a virtual tour of Yad Vashem found here:
http://www.yadvashem.org/

How do Kadishman's installation and information presented at the Yad Vashem site illustrate Bauman's argument?

Part C: Take a virtual tour of the Kigali Memorial Museum regarding the Rwandan genocide found here:
http://www.kigalimemorialcentre.org/old/index.html

How does information presented at the Kigali Memorial Museum site further inform Bauman's argument?

Class 13
Apr. 2
Using Sociological Theory to Analyze Ethnic Relations/Interactions
Write: Complete Ethnic Relationship Paper
Write: Ethnic Relationship Presentation

Class 14
Apr. 9
Due: Interethnic Relationship Paper. Submit under Assignments.
Due: Interethnic Relationship Presentation. Submit under Discussions.
Do: Begin Commenting on Classmates’ Presentations under Discussions.

Class 15
April 16
Continue responding to classmates’ presentations
DUE: Extra Credit Assignment

Class 16
Apr. 23
Course Wrap Up.
Responses to Classmates’ Presentations due by 8 AM on April 23.