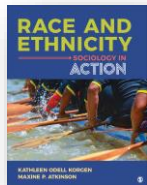


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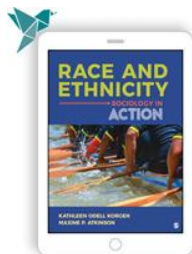
The **Sociology in Action Series** includes everything you need to get students *doing* sociology through real-world activities designed to increase learning, retention, and engagement. Each chapter is contributed by an expert and experienced teacher in that area who uses active learning in their courses.

TRY IT OUT!

We have selected one exercise for each chapter that you may try out and see the difference *in action*. To learn more and evaluate this text for your course, contact your [SAGE representative](#) or [request online](#).

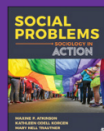
CHAPTER 1. Looking at Race and Ethnicity—and Power	Sarah Becker, Ifeyinwa Davis, Crystal Paul
CHAPTER 2. Identifying Racism Throughout U.S. History	Stacey Blount
CHAPTER 3. Recognizing Systemic Racism as a Global Issue	Katya Salmi
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The **Vantage Digital Option** delivers the content and activities from *Race and Ethnicity* on **SAGE Vantage**, an intuitive digital platform that offers auto-graded assignments and interactive multimedia tools—including assignable video—all carefully designed to ignite student engagement and drive critical thinking. Built with you and your students in mind, it offers easy course set-up and enables students to better prepare for class. [Watch a 90 second demo and see how it works.](#)

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CHAPTER 1: Looking at Race and Ethnicity—and Power

Sarah Becker, Ifeyinwa Davis, Crystal Paul

Learning Outcome 1.4

Approximately 30 Minutes

Setting: Online or Face-to-Face

Doing Sociology 1.4 Reflecting on Colorblind Language and Racism

In this exercise, you will analyze colorblind language. Colorblind racism often manifests itself in specific language styles that generally allow White people to “talk nasty about minorities without sounding racist” (Bonilla-Silva 2010). Have you ever heard a person say or do any of the following?

- “I’m not prejudiced, but . . .” (followed by a prejudiced statement)
- “Some of my best friends are . . .” (after making a prejudiced statement about people in the group the person’s “best friends” belong to)
- “I’m not [Black/Latinx], so I don’t know” (followed by a prejudiced statement)
- “Yes, but couldn’t that just be due to (social class, poverty, or any other factor that isn’t race)?”
- Stutter, take awkward lengthy pauses, repeat themselves, say um or ah a lot, or simply be incoherent when talking about race

Reflect on one of the times you have heard (or heard of) someone saying or doing one of these things. Briefly write down the story and then answer the following questions.

1. Who was part of the interaction?
2. Why do you think the person said what they did?
3. How might these language choices affect the possibility of honest conversation about race?

NOTE TO INSTRUCTORS: This exercise can be done in two stages. First, students can volunteer to share their experiences. This can be done anonymously in an online forum or face-to-face in discussion, depending on the level of trust and rapport students have with one another and with you. Conversation about the potential effects of colorblind rhetorical moves can occur in small groups online or in person—and students can draw on stories their peers shared. After working in small groups, each group can report themes of their discussion to the larger class and it can serve as a basis for introducing additional research on colorblind racism and/or as a way to transition into talking about structural, cultural, and interpersonal manifestations of racism. (

CHAPTER 2. Identifying Racism Throughout U.S. History

Stacye Blount

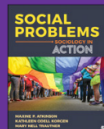
Doing Sociology 2.3 Discrimination Through the Years

- **Learning Outcome:** 2.3
- **Time:** 15 – 30 Minutes
- **Setting:** Face to Face but adaptable to online

This exercise requires you to step outside of the current culture in the United States and recognize discriminatory behavior you may have overlooked. Answer the following questions in writing. Be prepared to share your answers with a partner.

1. In the late 1800s and early 1900s, Du Bois faced systemic racism in the field of sociology, and women sociologists had to deal with systemic sexism. What do you think the chances were for women of color to become successful sociologists during Du Bois’s time in the field?
2. It’s easy to disapprove of the blatant discrimination against women and people of color in the past. Such obviously sexist and racist behavior is outside the norms of today’s culture. But what other marginalized groups of people faced systemic discrimination 100 years ago?
3. What current systemic discriminatory behavior would people of the future be appalled by?
4. Were any of these questions difficult to answer? Why or why not?

NOTE TO INSTRUCTORS: You can use this exercise in face-to-face classes of any size. You may want to give extra credit points to the first group(s) to provide what you judge to be good answers. That will help motivate students to try to answer these difficult questions. In online classes, you could use the questions on a discussion board or as an essay assignment.



CHAPTER 3. Recognizing Systemic Racism as a Global Issue

Katya Salmi

Doing Sociology 3.2 Removing Colonial Symbols

- **Learning Outcome:** 3.2
- **Time:** 5 – 10 Minutes
- **Setting:** Face-to-Face or Online

In this exercise you will consider the merits of getting rid of statues of colonialists on campuses to challenge the dominant view of history and institutional racism in higher education.

The toppling of colonial figures and symbols of slavery in the 2020 Black Lives Matter protests around the world is reminiscent of earlier protests in South Africa. Students in South Africa led the “Rhodes Must Fall” campaign in 2015 to question the perception of colonial history and challenge institutional racism in higher education. It started at the University of Cape Town and quickly spread to other South African universities. The movement called for the removal of the statue in honor of Cecil Rhodes, the British imperialist businessman who was prime minister of the Cape Colony (present-day South Africa) in the 1890s. Rhodes’s imperialism was heavily underpinned by racism:

I contend that we are the finest race in the world and that the more of the world we inhabit the better it is for the human race. Just fancy those parts that are at present inhabited by the most despicable specimens of human beings what an alteration there would be if they were brought under Anglo-Saxon influence. (Rhodes quoted in Flint 1974)

With a partner or individually, answer the following questions in writing:

1. Do you think the presence of statues and buildings in honor of White colonialists is a problem? Why or why not?
2. What do you think is achieved by removing these symbols of colonialism?
3. What additional measures, if any, would support this type of action—considering the goal is to end institutional forms of racism?

NOTE TO INSTRUCTORS: This is a brief exercise (5-10 minutes) that can be assigned as homework or groupwork and discussions in class or online.

CHAPTER 4. Recognizing How Social Institutions Support Racism

Kathleen Odell Korgen

Doing Sociology 4.3 Poor Air Quality: An Example of Racist Policy Making?

- **Learning Outcome:** 4.3
- **Time:** 30-45 minutes
- **Setting:** Online or Face-to-Face

In this exercise, you will examine statistics on pollution and demographics as they relate to clean-air policies.

San Bernardino County had the third worst air quality in the country in 2019. The air quality has deteriorated considerably over the past several years, leading to poorer health outcomes for its residents. According to the Los Angeles Times, smog regulators in Southern California set a goal to raise \$1 billion a year until 2031 to pay for greener vehicles and equipment. So far, though, they have only raised 25% of the necessary funds.

Review the demographics of San Bernardino provided in Table 4.1. Then answer the following questions.

1. How do we know if there is a relationship between the demographics of the area and the air quality?
2. Why do you think the regulators are falling so short of their financial goal?



Table 4.1 Racial, Ethnic, and Immigrant Status of Residents of San Bernardino, California
(Source: Data USA 2019)

Race, Ethnicity, and Place of Birth	Percentage of San Bernardino Population
Born Outside the U.S	24%
Latinx	64%
White Alone	15%
Black or African American	13%
Asian	4%
American Indian or Alaska Native	0.2%
Native Hawaiian or Other Pacific Islander	0.2%
Two or More Races	2.5%
Some Other Race	.17%

NOTE TO INSTRUCTORS: This exercise can be carried out online, in face-to-face classes of all sizes, or as an out of class essay assignment or as an informal writing assignment where students share or hand in their notes. If you conduct it in a large face-to-face in larger classes, you may want students to share their answers in groups and then randomly call on groups when you discuss their answers as a class. We used this url to find the news article: <https://www.latimes.com/local/lanow/la-me-smog-southern-california-20190701-story.html>

CHAPTER 5. Cultural Supports for Systemic Racism in the United States

Nikki Khanna

Doing Sociology 5.1 Who Holds Power in American Media?

- **Learning Outcome:** 5.1
- **Time:** 10 – 15 Minutes
- **Setting:** Online or In-Class, Works as Group Discussion or Writing Assignment

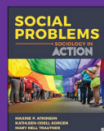
In this exercise you will examine photos of some of the most powerful people in America. Racial-ethnic minorities are underrepresented throughout the media industry. In “The Faces of American Power, Nearly as White as the Oscar Nominees,” the New York Times provides the following statistics regarding the number of people of color in top leadership positions:

- Hollywood executives: 1 out of 20
- Music executives: 1 out of 20
- Book publishing executives: 2 out of 20
- Television executives: 2 out of 29
- News executives: 2 out of 13

Answer the following questions in writing and be prepared to share your answers with the class:

1. Why does a lack of representation of people of color matter?
2. How might American media change if more people of color were in leadership positions in these various parts of the industry?

NOTE TO INSTRUCTORS: This exercise addresses learning question 5.1 by helping students visually understand why American media remains White-centric today (Most of those controlling the media are White). This exercise can be used in any size class; in-person or online. This a good online activity with answers to be shared in groups or as an informal essay. For in-person classes, it is probably best completed outside class. We used this url to access the article: <https://www.nytimes.com/interactive/2016/02/26/us/race-of-american-power.html>Time to complete: 10-15 minutes.



CHAPTER 6. American Indians and Alaska Natives: Surviving Genocide

Kathleen Odell Korgen

Doing Sociology 6.6 Environmental Injustice in Alaska and the Lower 48 States

- **Learning Outcome:** 6.6
- **Time:** 30 Minutes
- **Setting:** Online or In-Class Discussion

In this exercise, you will consider the pros and cons of establishing a mine near a pristine lake in Alaska. Alaska Natives and American Indians on the U.S. mainland often have to decide between jobs and income and the health of their sacred environment (Gilio-Whitaker 2019). In Iliamna, Alaska, the cost of living is high—a half gallon of milk can cost over \$13—and there are few job opportunities. A proposed gold, copper, and molybdenum mine could provide financial means for the community but at the risk of permanently polluting the pristine waters of Iliamna Lake and its watershed, one of the world's last spawning grounds for wild salmon.

Imagine you live near the proposed mine. Then write answers to the following questions using information from the chapter and your perspective as someone who (a) lives in a village downstream and depends on salmon for a living, (b) would gain a job selling food to miners, (c) is a village elder and activist who believes the lake is sacred, and (d) is the regional leader of the mining corporation.

1. What might people from each of the four perspectives say about the mine? Write a paragraph for each perspective that includes your reaction to the proposed mine and information to support your reaction.
2. Which of the perspectives do you agree with most? Why?
3. Tom Collier, a mine executive, claims that a mine can boost the economy without harming Iliamna Lake and its surroundings: "It's really a false choice when people say you've gotta choose between environmental protection and natural resource development. You can in fact do both." Do you think there is any truth to his claim? Why or why not?

NOTE TO INSTRUCTORS: This exercise works in an online discussion or in-person classes. If in an in-person class, show the video to all students and then ask them to answer the questions alone and then in pairs or groups (depending on the size of the class). We accessed the video at <https://www.today.com/video/why-alaska-residents-are-fighting-against-a-billion-dollar-mine-project-71554117505> Relates to LO #6.6 (Approximately 30 minutes)

CHAPTER 7. Defining, Attaining, and Benefitting From Whiteness

Daniel Herda

Doing Sociology 7.4 Examining White Supremacist Extremist Organizations

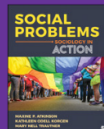
- **Learning Outcome:** 7.4
- **Time:** Approximately 30 minutes
- **Setting:** Best suited for in-class or synchronous online course

In this exercise, you will consider the prevalence and threat of White supremacist activity in the United States.

White supremacist groups are a persistent problem in American society, and they are now more influential than they have been in many years.

Write your answers to the following questions and be prepared to discuss in class:

1. Why is it problematic for people to identify strongly with Whiteness?
2. What are some of the racist myths that White supremacists spread?
3. Why do you think it is necessary for antiracist groups like the ADL to catalog White supremacist activity? How might society benefit from understanding racial hatred?



4. What should be done about these groups? Should they be permitted to hold rallies and distribute propaganda? Should freedom of speech protect hate speech?

NOTE TO INSTRUCTORS: This exercise may be best suited for an in-class activity, or a synchronous online class, where the instructor can direct the conversation and help students find the appropriate resources. Ask students to first work in groups of 2 or 3 and follow up with a larger class discussion. White supremacist groups specialize in disseminating messages of hatred in ways that will be palatable to non-extremists. They often make an effort to appear non-racist on the surface (i.e., it's about loving and defending White people, not about hating others). Guidance from the instructor, including warnings beforehand and debriefing afterward, is strongly recommended. We used this url to access the site: <https://www.adl.org/education-and-resources/resource-knowledge-base/adl-hate-map>. Related to LO 5 7.4 (Approximately 30 minutes)

CHAPTER 8. Black Americans: Facing Slavery and Fighting for Justice

Richard Maurice Smith

Doing Sociology 8.7: The New Jim Crow

- **Learning Objective:** 8.7
- **Time:** 15 – 20 minutes
- **Setting:** In-Class Group Discussion or Writing Assignment

In this exercise, consider Michelle Alexander's assertion that the discriminatory policies described are similar in effect to Jim Crow laws. Write your answers to the following questions:

1. The subtitle of Alexander's book is "Mass Incarceration in the Age of Colorblindness." What does Alexander mean by the "age of colorblindness"? How does Alexander's assertion challenge the idea that we live in a colorblind society?
2. What similarities do you see between the Jim Crow laws of the past and the criminal justice system of the present?
3. Do you think our society uses the criminal justice system as means to justify racial inequality? Why or why not?

CHAPTER 9. Forever Foreigners? Asian American Ethnic Groups

SunAh M Laybourn

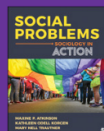
Doing Sociology 9.4 Constance Wu's Reflections on Crazy Rich Asians

- **Learning Outcome:** 9.4
- **Time:** 15 minutes
- **Setting:** Online or on-ground, discussion or writing assignment

In this exercise, you will consider Constance Wu's thoughts on the groundbreaking film Crazy Rich Asians. Wu, who starred as Rachel Chu in the film, was born in Virginia and is the child of Taiwanese immigrants.

Write your answers to the following questions:

1. Two weeks before Crazy Rich Asians was released in 2018, Wu commented on the significance of the film on Twitter. In her post, she points out that Crazy Rich Asians "is the first Hollywood Studio film in over 25 years to center an Asian American's story." What is the difference between a film including an Asian American story and a film centering an Asian American story?
2. Wu explains that she never expected a role like this one: "Before CRA, I hadn't even done a tiny part in a studio film, I never dreamed I would get to star in one . . . because I had never seen that happen to someone who looks like me." Why is it important that people see actors who look like them starring in films? Why does this type of representation matter?
3. At the end of her post, Wu—addressing her Asian American fans—notes that "CRA won't represent every Asian American." Why do you think she includes this acknowledgment?



CHAPTER 10. Understanding Latinxs' Presence in the United States

María Isabel Ayala

Doing Sociology 10.1 Hispanic, Latino/a, and Latinx: Which Should the U.S. Census Use?

- **Learning Outcome:** 10.1
- **Time:** 15 – 20 minutes
- **Setting:** Writing Assignment, In-Class Discussion and Group Work

In this exercise, you will determine the pros and cons of categorizing ethnic groups; explain the different meanings of Hispanic, Latino/a, and Latinx; and explain why you think the census should use one of them over the other two.

Imagine the Office of Management and Budget (OMB) has asked you to explain the difference among the Hispanic, Latino/a, and Latinx categories and why they should use one instead of the other two. Write down answers to the following questions and be prepared to share them with the class. Then, with a classmate, share your answers, and answer the questions again, together.

1. What are the differences among the terms Hispanic, Latino/a, and Latinx?
2. If you could pick just one, which should the census use? Why?
3. What information do you need to make this decision? Why?

NOTE TO INSTRUCTORS: This exercise has students explain the differences among the Hispanic, Latino/a, and Latinx labels. It also helps them understand why the Census collects racial and pan ethnic information. This works well in online classes as a paper or discussion and in face-to-face classes of all sizes. If you have a large class in-person or online class, randomly choose pairs to present and defend their answers. Relates to LO 10.1, Approximately 15-20 minutes

CHAPTER 11. Jewish, Arab, and Muslim Americans: Experiencing Ethnocentrism as Racism

Bradley J. Zopf

Doing Sociology 11.2 Understanding Implicit Bias

- **Learning Outcome :** 11.2
- **Time:** 30 – 45 Minutes
- **Setting:** Reflection Assignment

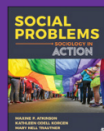
This exercise requires you to examine implicit biases against Muslims.

In Barack Hussein Obama's 2004 Democratic National Convention speech that amplified his political career, he alluded to the prejudice and discrimination he has faced for simply having an Arabic, "Muslim-sounding" name. In his speech, he asserted "that in a tolerant America, your name is no barrier to success."

Reflect on and write responses to the following questions:

1. What social institutions (e.g., media, education, family) influence the development of implicit Islamophobia?
2. What are some of the Islamophobic ideas that these social institutions promote?
3. How does implicit Islamophobia harm Muslims? What barriers to success does it create?
4. What can people do to counteract their own implicit biases against Muslims?

NOTE TO INSTRUCTORS: The exercise is best used as a reflection assignment outside of class because students may be wary of sharing their results in front of peers. For an in-class discussion, rather than asking students to share their answers to the questions, you may ask students to address questions about why institutional and structural reasons implicit biases exist, how they are reinforced, and consequences of biases. For online classes, you might follow up the reflection assignment by asking students to post answers to the same questions in a discussion forum or in small groups. Assure students that implicit biases do not make someone racist, rather awareness of your implicit biases can help you avoid acting on them. We used the following link: <https://implicit.harvard.edu/implicit/> (Addresses LO 11.2. Approximately 30-45 minutes)



CHAPTER 12. Challenging and Changing Racial Categories? Interracial Marriage and Multiracial Americans

Naliyah Kaya

Doing Sociology 12.3 Exploring Cultural Hegemony in Media

- **Learning Outcome:** 12.3
- **Time:** 20 – 30 Minutes
- **Setting:** Online Discussion, Writing Assignment, or In-Class Group Discussion

In this exercise you will consider depictions of biracial or multiracial individuals, interracial relationships, and multiracial families in advertisements. Write answers to the following questions:

1. Consider advertisements you see regularly. How often do they depict biracial or multiracial individuals, interracial couples, or multiracial families? When biracial or multiracial individuals, interracial couples, or multiracial families are shown, what do they tend to look like?
2. If you were in charge of creating a television ad or TV series that challenged stereotypes about biracial or multiracial individuals, interracial couples, or multiracial families, who would you include (e.g., a middle-class Middle Eastern woman with a dark skin tone who is married to a wealthy Native American woman)? Why would you choose these characters? How do they challenge stereotypes? What would be your plot? How would it challenge stereotypes?
3. Do you believe the commercials and advertisements are helpful, harmful, or both helpful and harmful for interracial couples and multiracial families? Why?

NOTE TO INSTRUCTORS: This activity helps students critically analyzing the cultural texts they consume. Tom Nicholas' video Hegemony: WTF? An introduction to Gramsci and cultural hegemony may be helpful to show https://www.youtube.com/watch?v=-LI_2-qsovo (11:30 minutes). This activity can be done online as a paper or a discussion board, and face- to- face individually, in pairs, small groups or as a class. You can have students answer the questions individually, discuss as a group, or upload written or video responses as a homework.

CHAPTER 13. How Racism Hurts and Antiracism Helps Everyone

David J. Luke

Doing Sociology 13.4 Interest Convergence and Antiracism

- **Learning Outcome:** 13.4
- **Time:** 10 – 20 Minutes
- **Setting:** In-Class or Online

In this exercise, you will examine the pros and cons of leveraging interest convergence for antiracism efforts.

Interest convergence seems to be a way of treating the symptoms (e.g., advocating for policies to remedy racial inequality) rather than the cause (racial prejudice and systemic racism). Consider and write answers to the following questions:

1. Is focusing most on the needs of and benefits for White Americans as opposed to people of color problematic?
2. What other tactics would appeal to you more and be as or more effective?

NOTE TO INSTRUCTORS: This activity works well in face- to- face classes of all sizes and online classes. For face-to face classes, you can have students write their answers and form two groups: One that supports using interest convergence and another that opposes using it in antiracist efforts. Have them work together for a few minutes to prepare for a debate. In large classes, you can then select a subset of students for each side to debate—and have the remaining students select the winning side. In online classes, you can use this exercise as discussion board prompts or as a paper assignment. Relates to LO 13.4



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CHAPTER 14. Dismantling Systemic Racism

Michael L. Rosino

Learning Outcome: 14.3

Time: 25 – 30 Minutes

Setting: Small Group Online or In-Class, Also Assignable as Homework

DOING SOCIOLOGY 14.3 PRACTICING ACTIVE INCLUSION

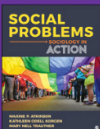
In this exercise you will practice active inclusion.

Individually or with a group, begin by identifying a social problem related to race and ethnicity. Work through the following steps to consider how you could practice active inclusion while trying to solve a social problem through policymaking.

1. Start with some brainstorming. Take your time and make a list of all the groups of people impacted by the issue you want to address.
2. Which of the groups that you listed may be marginalized or often not included in deliberations and initiatives around this issue?
3. Identify the specific barriers to inclusion. What might prevent individuals from these groups from being active participants in events, dialogues, and action planning? For each, is this a passive or an active barrier?
4. Work on developing policies. For each barrier to inclusion, identify at least one policy that you could make to actively counter it and ensure inclusion of that social group. What resources, rules, or relationships would help you in this policymaking practice?

NOTE TO INSTRUCTORS: This exercise can be carried out in many contexts (i.e. homework assignment, online posting, individual assignment in class) but works best as a think-pair-share or small groups for both in-person classes and online classes. This interaction will enable brainstorming, research, and group discussion. You might want to ask students to present their findings on a PowerPoint or other visual means so that other students can see for general themes or patterns in their classmates' answers quickly. Encourage students to look for patterns that help us understand the challenges of democracy in the context of racial inequality. Addresses LO 14.3. (Approximately 25-30 minutes).

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