

Course Syllabus SOCIOLOGY 359 001C (Class# 91854)
Minority Groups- Fall 2008
Class Meetings: Mon and Wed 1:50–3:20 pm
Classroom: Swart 326
Instructor: Juyeon Son Ph.D.
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Office Hours: Mon & Wed, 1:00-1:50 pm & 3:30-4:30pm

Course Content and Structure

This course provides a sociological overview of issues pertaining to race/ethnicity in contemporary United States. We will acknowledge the roles played by historical events, but the primary objective of the course is to question contemporary racial assumptions and relations. The objective is to think critically about how race, ethnicity, and diversity are constantly being constructed around and through ourselves.

Historically, racial and ethnic minorities, women and other types of minorities have been excluded from centers of power and privilege. We examine how such unequal social, cultural and political conditions have persistently and systematically been institutionalized and are currently being perpetuated. This examination will start with us visiting sociohistoric construction of race followed by examinations of important aspects of prejudice and discrimination, the institutionalization of racialized ideologies and opportunities, and finally addressing contemporary issues and strategies facing the changing demographics of the U.S. By examining the processes by which these groups have been marginalized and analyzing the forces at work that affect people's everyday lives, we will raise important questions on how different social locations are associated with various social oppressions and privileges and how they are interconnected forming the basis of social relations.

At the core of our readings is the understanding that race is always in operation within our inter-relations, social institutions, and state power. We will examine the inseparable and sometimes indistinguishable factors of economic, global, and political forces that shape racial discourse, popular assumptions, and social policy. Inherent within this process will be our constant interrogation of the intersecting dynamics of gender and class that influence social position in our stratified society.

The class will include lectures, films, and discussions. Discussion will be one of the most important aspects of the class. You should think about this class as interactive rather than a traditional lecture format as the major purpose of the class is not simply for me to provide you with information to memorize, but for you to critically think about issues raised in the readings, in lectures and films, and by other students in class.

Required Course Textbook

There is a required textbook for this class.

Gallagher, Charles. 2005. *Rethinking the Color Line: Readings in Race and Ethnicity*. 3rd edition. McGraw Hill.

Additional required readings are available on E-RESERVE for you to download. You can access to the posted readings for class by logging on to your E-RESERVE account at <http://eres.uwosh.edu/eres/>. Please refer to the university library Web site for more detailed information and instruction on how you can access them.

Course Requirements and Evaluation

- 1. Attendance and participation (200 points):** You are expected to attend the lectures, to **READ THE ASSIGNED READINGS BEFORE CLASS** and fully participate in discussions and other course activities. We will have attendance checked for every class as it will be a critical component for you to pass this class. If students are late (not present when the attendance is checked), (s)he will receive a half of the full attendance point for the class meeting. Material covered in lecture will not always be the same as the material presented in the text. Besides, you will find it exceedingly difficult to understand the course material and pass the course if you don't come to class and fully participate in discussions. A grade scale based on the record of attendance and participation will be developed at the end of the semester.
- 2. Three Exams (200 points for each):** There will be two exams for this class. The questions will consist of short identifications and short answer/essay questions. Missed exams can not be made up unless under special circumstances such as medical emergencies. Should such situations occur, you **must** provide official documentation in order to arrange a makeup exam.
- 3. Course Journal (100 points):** Students are required to write four journal entries throughout the course. Journals must be typed and proofread for submission and each entry must be at least two pages long. Due days are as indicated in the course syllabus.

Students must submit a hard copy of the journal. Late journal entries will receive 10% point deduction for each day that it is late.

Journal entries should demonstrate your understanding of the readings and other class materials, how you find the issues discussed in class (ir) relevant to your own life experiences, your reaction to any films and/or discussions in class, or any other types of reflections on the class materials. It is strongly encouraged that you cite from and use the reading for the week AND any past readings that may be relevant.

Please keep in mind the themes, the goals of the course and the purpose of this journal. I am not expecting this to be a “Dear-Diary” sort of experience for you (though discussing events and happenings in your personal life is perfectly acceptable). Rather, the journal is designed to help you further your sociological and analytic abilities and as such, writing up the day’s entry to focus on class materials will help you retain and understand the content and give you an opportunity to see how it relates to your everyday existence. You can be assured that the content of your journal will be strictly confidential.

4. Race Talking in Private-Final Paper (100 points) and Presentation (100 points):

Each student will conduct a participant observation research project and write an individual paper. (S)he will also be assigned to a group in order to prepare a group presentation of their findings and analyses for the entire class. Please note that while the presentation is a joint effort, the papers are to be written independently. The paper is due on the last day of the class (**December 10th**). Further details on the presentation schedules and on the paper will be provided in class.

Grading

Grades will be based on the typical academic criteria of demonstrating your understanding of the material through application and communication. Grades will be determined as follows:

Attendance and Participation	200
Three Exams	600
Final Paper	100
Presentation	100
Journals	100

Total

1100

Grades will be based on the following standard scale:

100-93% = A	77.9-73% = C
92.9-88% = AB	72.9-68% = CD
87.9-83% = B	67.9-63% = D
82.9-78% = BC	62.9% and below = F

Grade Interpretation

- A – Indicates truly superior work and active participation in the learning environment. Students at this level demonstrate an ability to think critically in oral and written form, integrate concepts and theories, level of knowledge relevant to the course that is beyond expectations and far above average, and has the ability to use this knowledge in unfamiliar situations.
- B -- Demonstrate a level of knowledge relevant to the course that is beyond expectations and above average. Will be able to use and extend this knowledge in some situations.
- C -- Demonstrate an acceptable and average level of knowledge relevant to the course in terms of familiarity with readings, integration of concepts and theories, level of critical thinking, and active participation. Students at this level should be able to continue learning in this field of study.
- D -- Demonstrate less than satisfactory performance in the course requirements and barely adequate level of knowledge relevant to the course. Unlikely to be able to apply knowledge, nor successfully continue studies in this direction.
- F -- Demonstrates insufficient knowledge to be given credit for this course, and/or dismal performance and no class participation.

General Classroom Etiquette

In general, appropriate attention and respect are to be given to all participants in the class at all times. You show respect by not chatting during class, passing notes, sleeping during class, making fun of others, going to the restroom, getting a drink, being late or leaving early, listening to ipod/mp3, text messaging, nor surfing the Internet during

class. Active disruption of class will not be tolerated and you will be removed from the class if noise, or any other form of disruption, becomes a problem.

Arrive in time: If you know in advance that you will be either late for class or that you will have to leave early, do let me know.

Turn your cell phone off during class.

Laptop: You are not allowed to use a laptop during class except under special circumstances. Please come see me if you need to use a laptop during class.

Email: When communicating via emails with me, make sure you write your message with basic courtesy. Please inform me who you are and what class you are enrolled with me before you convey the questions/comments you have for me.

“Students must take responsibility for their own education.” If you are absent, you must get all the notes, assignments and announcements, including possible adjustments to the course calendar from your classmates. Be smart and get them before the next class in case the next class is affected (e.g. assignments, change of class location, reading or due dates and etc). If you are not here; you simply forfeit the points unless you have a reasonable situation. Serious, personal emergencies which interfere with your participation in this class and its requirements should be documented and brought to my attention immediately. I will attempt to work with you to craft a mutually acceptable resolution for the situation. I can not do so if you inform me of your situation after the fact, or if it can not be documented.

Discussion Etiquette: Don't interrupt. Listen before speaking.

For the next 14 weeks we are an intentional community of sorts, representing diverse experiences, opinions and identities. The challenge facing any diverse community is always that of respecting and honoring difference (as opposed to stamping it out) as well as affirming what is common between its members. How successful this class will be largely depends on how successful we are in honoring both the commonalities and differences among us.

Academic Dishonesty

I tolerate no academic dishonesty. It includes academic cheating, plagiarism (submission of the work of others for academic credit without indicating the source), or

knowingly furnishing false information to University officers of instruction or administration. **All work submitted in this course must be your own and produced exclusively for this course.** The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Plagiarism is an act of intellectual theft. If you are found to be guilty of such, appropriate disciplinary actions will follow, and will be reported to the Dean of Students Office. You are responsible to know the rules and they could be found at <http://www.uwosh.edu/dean/conduct.htm>.

Special Needs

If you have a physical or learning disability that has been documented by the University, please bring it to my attention immediately. I will make every effort to provide the necessary environment to make your academic experience as rewarding as possible.

Office Hours

I will be available during office hours and by appointment. If you have difficulties with any of the course content or requirements, please come see me. Remember that I am here to assist you so that your academic experience can be as rewarding as possible.

Lecture and Reading Schedule

(While we will try to keep to the following schedule as closely as possible, you should anticipate that there will be some adjustments over the course of the semester. **It is your responsibility to stay current in terms of the schedule of readings and assignments.** Any changes in this schedule will be announced in class.)

WEEK 1: September 3 – September 8

: Introduction(course expectations and ground rules) and learning about Race

- Rethinking the Color Line: Understanding How Boundaries Shift” RCL p.1-3.
- “Sorting by Color: Why We Attach Meaning to Race” RCL p. 5-6.
- “Drawing the Color Line,” by Howard Zinn, RCL p. 9-20.

Film: Skin Deep or What’s Race Got to Do With It?

WEEK2: September 10 – September 15

: The Colorblind Dream

- “Color Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America,” by Charles Gallagher, RCL p. 130-142.
- “The Ideology of Colorblindness,” by Lani Guinier and GERALD Torres, RCL 143-149.
- “Theoretical Perspectives in Race and Ethnic Relations,” by Feagin & Feagin, RCL p. 29-45

Film: Ethnic Notions

WEEK 3: September 17 – September 22

: Race Theories

- “Racial Formations,” by Michael Omi and Howard Winant, RCL p. 21-29.
- “Racialized Social System Approach to Racism,” by Eduardo Bonilla-Silva, RCL p. 46-55.
- (E) Wood, Brennon. 1998. “Stuart Hall's Cultural Studies and the Problem of Hegemony” *The British Journal of Sociology* 49(3):399-414 (*optional*)

Film: Stuart Hall: Race the Floating Signifier

Journal #1 (Color Line/Colorblindness) Due on Sep 22nd

WEEK 4: September 24 – September 29

: Racial Prejudice, Systematic Discrimination and Privilege

- “Prejudice, Discrimination, and Racism” RCL p. 167-8.
- “Race Prejudice as a Sense of Group Position” by Herbert Blumer RCL p.169-175.
- “Discrimination and the American Creed” by Robert Merton, RCL p. 176-184.

Film: The Color of Fear

WEEK 5: October 1 – October 6

: Racial Prejudice, Systematic Discrimination and Privilege

- “The Continuing Significance of Race: AntiBlack Discrimination in Public Places” by Joe Feagin, RCL p. 214-213
- “Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising Brands” by Debra Merskin, RCL p. 446-455.

- “Race and Civil Rights Pre-September 11, 2001: The Targeting of Arabs and Muslims” by Susan Akram and Kevin Johnson, RCL p. 185-200.

Oct 6th: Exam #1

WEEK 6: October 8 – October 13

: Immigrant Experiences and Incorporation

- “The Melting Pot and the Color Line” by Stephen Steinberg, RCL p.469-476.
- “The Changing Face of America: Immigration, Race/Ethnicity, and Social Mobility” by Min Zhou, RCL p.477-498.
- “The Arab Immigrant Experience” by Michael Suleiman, RCL p. 498-517.

Film: Displaced in the New South

Oct 13th: Journal #2 (Prejudice and Discrimination) Due

WEEK 7: October 15 – October 20

: The Invisibility of Whiteness

- (E) “The Ethnic Scarring of American Whiteness” by Patricia Williams
- (E) “Problematic White Identities and a Search for Racial Justice” by Jennifer Eichstedt
- (E) “White privilege: unpacking the invisible knapsack” by McIntosh

Film: What does it mean to be white?

WEEK 8: October 22 – October 27

: Structural Inequalities

- “The Possessive Investment in Whiteness: Racialized Social Democracy” by George Lipsitz RCL p. 201-213.
- “An Overview of Trends in Social and Economic Well-Being, by Race” by Rebecca Blank, RCL p. 56-68.
- “Transformative Assets, The Racial Wealth Gap and the American Dream” by Thomas Shapiro, RCL p. 80-85.

- “The Color of Health in the United States” by David Williams and Chiquita Collins, RCL p. 69-77.

- “Savage Inequalities” by Jonathan Kozol, RCL p. 280-290.

Film: Children in America’s Schools

WEEK 9: October 29 – November 3

Race, Representation, and Media

- (E) “Student Voices on Race, Unraveling the “Model Minority” Stereotype” by Stacey Lee

- “Broadcast News Portrayal of Minorities: Accuracy in Reporting” by Roger Klein and Stacy Naccarato, RCL p. 415-419.

- “Television and the Politics of Representation” by Justin Lewis and Sut Jhally, RCL p. 420-432.

Film: In Whose Honor

Oct 29th: Field Notes Due

Nov 3rd: Exam #2

WEEK 10: November 5 – November 10

: Racial Profiling and Racialized Location

- “The Code on the Streets” by Elijah Anderson, RCL p. 251-261

- “No Equal Justice: The Color of Punishment” by David Cole, RCL, p. 304-313.

- “Residential Segregation and Neighborhood Conditions in U.S., Metropolitan Areas” by Douglas Massey, RCL p. 224-250.

- “Why are there no Supermarkets in my Neighborhood?: The Long Search for Fresh Fruit, Produce, and Healthy Food” by Shannon Zenk et al., RCL p. 290-303.

- “Environmental Justice in the 21st Century: Race Still Matters” by Robert Bullard, RCL p. 262-279

Nov 10th: Journal #3 (The Societal Impact on Race Relations in the U.S.)

WEEK 11: November 12 – November 17

: Racial conditions and Post 9/11 and Katrina

- (E) “Learning from New Orleans: The Social Warrant of Hostile Privatism and Competitive Consumer Citizenship” by George Lipsitz

Film: When the Levees Broke

WEEK 12: November 19 – November 24

: Women as Minority and the Complex Nature of Race, Class, and Gender

- (E) “Their Logic against Them’: Contradictions in Sex, Race, and Class in Silicon Valley,” by Karen Hossfeld
- (E) “Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection” by Patricia Hill Collins

Film: Killing Us Softly 3

WEEK 13: December 1- December 5

Group Presentations on Race Talk

Dec 1st: Exam #3

WEEK 14: December 8 – December 12

- “Ten Simple Things You can do to Improve Race Relations” by Charles Gallagher, RCL p. 582-585.

Film: Crash

Dec 8th: Journal #4 (Matrix of Domination and a thought for the future)

Dec 10th: Final Paper in D2L Dropbox by 3:00pm