Sociology 337U – MINORITIES* - Fall 2013

Tuesdays/Thursdays 10:00-11:50 in Cramer Hall 171

Jen Loomis, Course Instructor (Ph.D. Candidate, Sociology and Social Inequality, PSU)

Email: Use D2L Mail (Go to class list and click on name) (jloomis@pdx.edu as a backup)

Office Hours: 12:00-12:30, Cramer 263, Tuesdays/Thursdays and by appointment

Heidi Esbensen, Teaching Assistant (M.S. Candidate, Sociology, Portland State University)

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Office Hours: Cramer 217X

Course Description and Goals

This course is an introduction to the study of ethnic and racial “issues.” Ethnic and racial “issues” have been and continue to be significant in many societies. Our goal is to understand when, why, and how ethnicity, and "race", become an important social force in any society. Because we are working within the limitations of a quick 10-week quarter, out of necessity our course focuses almost exclusively on the United States. The US also happens to be the society that most of us in this course are more familiar with, and it is here in the United States that most of us face the practical problems created by ethnic and racial divisions.

The method of this class is historical and comparative.

- **Historical.** One of our main goals is to better understand our society today, and to this end, we will use the rich “laboratory” of 400 years of US history. This rich data source (history) will allow us to develop an in-depth understanding of the conditions that make race and ethnicity powerful forces in human affairs.
- **Comparative.** We accumulate lessons and reach conclusions about the influence of ethnicity and "race" on human affairs by examining and comparing many different cases from the 400-year history of our society.

In this course you will learn:

* The instructor reserves the right to alter this syllabus. Any changes will be announced.
• **Empirical content** (i.e., historical and contemporary facts)
• **Analytical tools** to organize and understand the content.

The goal is to be able to use the analytical tools and empirical content to answer the following questions:

• Are prejudice and discrimination inevitable?
• What are the causes of racial or ethnic prejudice?
• After racial or ethnic prejudice already exist in a society, what factors continue to reinforce them?
• How might one go about reducing racial or ethnic prejudice?
• What is the role of culture? Of power? Of economic interests? Of psychological factors?
• Why do some minorities experience stronger prejudice and discrimination, and others more milder forms?
• How significant is racism today, 45 years after major civil rights laws were passed? How is it different?
• How did American Indian societies survive and make a comeback, after nearly disappearing? How safe is this comeback?
• How large is the “unfinished business” of ‘racial’ inequality passed on to us by our parents’ generations, and the generations before?

**Your Role and Expectations**

• Doing your homework on schedule: **reading assignment before coming to class**, and keeping **good notes on your readings and reviewing those notes and cleaning them up after class.**
• Attending class **regularly**, and **on time**.
• Organizing a steady routine of working on the **study questions**. There are study questions for each class. You want to work on them before we move to the next material.
• Utilizing resources like the teaching assistant when you have questions
• Maintaining the organization and scheduling required to meet all of your obligations and deadlines.
• Flagging difficulties and getting support early (letting them drag only makes them grow).
  • **Bring your imagination**
  • Expect what you get out of the class to be a function of what you put into it.
  • Make a contribution that enhances the quality of the class for others, and you will find others will do the same in ways that make it better for you.

**Your Instructor's Role**

Jen Loomis will:

• Share material through class lectures (much of it not contained in the readings), explain the readings, and help you make the connection between lecture material and readings.
• Lead class discussions
• Be available for in-person meetings with you.
• Post **study questions** every Tuesday and Thursday after class.
• Post **quizzes** that you will complete online once a week.
• Grade your work and be available to discuss it with you.

**Teaching Assistant's Role**

Heidi Esbensen will:

• Be available to meet with you one-on-one to answer your questions. To schedule an appointment, contact her at the end of class, or send her a note through D2L mail.
• Answer questions online through D2L mail.

**Required Course Work (and Grading Distribution)**

• **10% — Weekly Quizzes:** Quizzes open 3PM Thursday, and close 8PM Sunday. There will be 10 quizzes. Quizzes are low cost, high return exercises. Quizzes allow you to assess your knowledge, and to firm up weak points, on an ongoing basis. Each is only worth 1% of your final grade, *but do not skip them!* Two or three points make a difference at the end.

• **90% — Exams (3)**
  - 25% - Midterm 1
  - 30% - Midterm 2
  - 35% - Final

*The final exam is not cumulative in regards to factual content, but is cumulative in regards to analytical tools.*

**Very Highly Recommended Course Work (but optional)**

• **Study Questions.** Jen Loomis will post study questions that review both reading and lecture material for every class. These are all essay questions, and they allow you to self-assess your command of the material. The best way to approach them is to be tough on yourself, so you can honestly flag things that you thought you knew, but you don't, so you can fix that by re-reading or getting help.

**Additional Things I Recommend for Doing Well in this Class**

• Spread your work throughout the week, ideally do some of it every day, and don't let it pile up.
• Organize, schedule, organize!
• Don't skip class, don't skimp of study questions, and don't skip quizzes.

**Required Reading**

Additional readings: Available in the COURSE CONTENT section of our class D2L page.

Schedule of Reading Assignments and Exams

Healey = Our course text, Joseph Healey, *Diversity and Society*

PDF = *Readings posted on D2L*

**MODULE 1: Building Our Basic Analysis Tools**

**Work for Oct 1 (Tuesday): Introduction to the Course and to Basic Concepts**

**Business:** (1) Review the syllabus carefully. (2) Flag anything that you don’t understand, and ask (now is the time). (3) Organize all the course deadlines into your calendar.

**Write:** Complete answers to study questions for today, Oct 1.

**Work for Oct 3 (Thursday): Basic Concepts; Some Initial Theory to Explain Discrimination**

**Read** (before class): Joseph Healey, *Diversity & Society*, CH. 1 (this is your main text, from here on I will just refer to it as Healey)

**Write:** Study questions for today, Oct 3.

**Online Quiz #1:** Opens at 3 pm, closes Sunday, 8 pm

**Work for Oct 8 (Tuesday): Analyzing the Quality of Relationships Between Groups: Assimilation, Pluralism, and Causes of Ethnic Group Inequality**

**Read** (before class): Healey, Ch. 2

**Read** (before class): Outline for today's class lecture

**Write:** Study questions for today, Oct 8
Work for Oct 10 (Thursday)

Read (before class): Re-read Healey, Ch. 2.

Write: Study questions for today, Oct. 10

Online Quiz #2: Opens at 3pm, closes Sunday, 8pm

MODULE 2: Did Race Always Matter in Our History, or, if Not, Can We Really See How this Mess Got Started?

Work for Oct 15 (Tuesday): A Model to Explain the Causes of Ethnic and 'Racial' Group Inequality; Applying the Model to Two early US cases

Read (before class): Healey, pages 93-125

Write: Study questions for today, Oct 15.

Oct 17 (Thursday): MIDTERM #1

Online Quiz #3: Opens 3pm, closes Sunday 8pm

MODULE 3: Why Did it Take An Extra 100 Years After Abolition for Black Americans to Get Civil Rights? What was the United States' "Indian Problem," and why did it set up Reservations?

Work for Oct 22 (Tuesday): The Relationship of 'Whites' and 'Blacks', from Abolition through Jim Crow (1860-1960)

Read (before class)

  o Healey, pp.130-141

  o Dalton Conley, "40 Acres and a Mule..." (PDF, find in D2L Course Content)

Write: Study questions for today, Oct 22.

**Read:** David Masci, "Reparations Movement" ([PDF](#), find in D2L Course Content)

**Write:** Study questions for today, Oct 18

**Online Quiz #4:** Opens at 3pm, closes Sunday 8pm

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Work for Oct 29 (Tuesday): *The Relationship of the US and American Indians, from Coexistence and Mutuality to Subordination (1776-1934)*

**Read** (before class): Healey, pages 228-236

**Write:** Study questions for today, Oct 29.

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Work for Oct 31 (Thursday): *The Relationship of the US and American Indians, from Coexistence and Mutuality to Subordination (1776-1934)*

**View** (before class): *Trail of Tears* (Episode 3, *We Shall Remain* historical dramatization)

**Read** (before class): "*California Indian History*" ([PDF](#), find in D2L Course Content)

**Write:** Study questions for today, Oct 31.

**Online Quiz #5:** Opens at 3pm, closes Sunday at 8pm

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**MODULE #4:** So, How did Black Americans Finally Get Equal Rights? And, Why did American Indians Not Disappear, as the US Census Bureau Once Predicted?

Work for Nov 5 (Tuesday): *How a Social Movement Changed the Relationship of 'Whites' and 'Blacks'*

**Read** (before class): Healey, 175-188

**View Online** (before class): "*Mississippi, is This America*" (1962-64), go to Course Content / Nov 5, and follow that link.

**Write:** Study questions for today, Nov 5.
Work for Nov 7 (Thursday): *How a Social Movement Changed the Relationship of Whites and Indians*

**Read** (before class): Healey, 236-246

**Write**: Study questions for today, Nov. 7

**Online Quiz #6**: Opens at 3 pm, closes Sunday at 8 pm

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Work for Nov 12 (Tuesday): MIDTERM #2

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**MODULE #5**: Latin American and Asian Minorities


**Read** (before class): Healey, 118-122, 281-307

**Write**: Study questions for today, Nov. 14

**Online Quiz #7**: Opens at 3 pm, closes Sunday at 8 pm

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**Read** (before class) Healey, 330-347

**Write**: Study questions for today, Nov 19.

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**MODULE #6**: The New Wave of Immigration

Work for Nov 21 (Thursday): *The New Immigration*

**Read** (before class): Healey, Ch. 9

**Write**: Study questions for today, Nov 21.
Online Quiz #8: Opens at 3 pm, closes Sunday at 8 pm

Work for Nov 26 (Tuesday): The Immigration Debate

Read (before class):

- “Immigration Debate,” Congressional Quarterly Researcher (PDF, in D2L Course Content)
- “America’s Border Fence” Congressional Quarterly Researcher (PDF, in D2L Course Content)

Write: Study questions for today, Nov 20

Online Quiz #9: Opens at 3 pm Wednesday 11/27, closes Sunday at 8 pm

Work for Dec 3 (Tuesday): 'Whites' and 'Blacks' Today—Where the Relationship has Become More Equal & Areas it Continues to be Unequal

Read (before class): Healey, pp. 188-227, and Michelle Alexander “Thinking Outside the Bars” (PDF, in D2L Course Content)

Write: Study questions for today, Dec 3

Work for Dec 5 (Thursday): American Indians and the United States Today—Where the Relationship has Become More Equal & Areas it Continues to be Unequal

Read (before class):

- Healey, 253-274
- "American Indians: Are they Making Meaningful Progress at Last?” Congressional Quarterly Researcher (PDF, in D2L)

Write: Study questions for today, Nov 29

Online Quiz #10: Opens at 3 pm, closes Sunday at 8 pm

December 10 (Tuesday), 10:15 am – 12:05 pm: FINAL EXAM