SOCIOLOGY 108 – MINORITY GROUPS IN AMERICAN SOCIETY
PROFESSOR CATHERINE LEE
FALL 2013: MON & WED 3:55 – 5:15 P.M.
CDL 109

Please read this syllabus carefully. You are responsible for everything stated below.

CONTACT INFORMATION
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Office: Sociology – Davison Hall, Room 141 (Douglass)
Office Hours: Wednesdays 2:00 – 3:00 p.m. and by appointment

The best way to reach me is by email. Please write "Soc 108" in the subject line so that I can recognize your email quickly. Also, please remember to sign your name in the email.

COURSE DESCRIPTION AND OBJECTIVES
This course will introduce you to sociological concepts and tools that will enable you to critically evaluate the term "minority group." This course is NOT a survey course of different racial or ethnic groups in the United States, although we will spend a significant amount of time reading and discussing works related to racial and ethnic minorities. Instead you will learn the political basis for the term "minority" and how a construction that extends back in time to the founding of the nation continues to frame much of our political, economic, and social debates. We will explore how minority status is rooted in particular historical moments but persists to affect people's life chances today. You will also learn that the term "minority" is contested and that its meaning is shaped by people both inside and outside a particular "minority group."

This course counts toward a minor in Comparative and Critical Race and Ethnic Studies. For more information: http://amerstudies.rutgers.edu/students/ccres-minor

DEPARTMENT OF SOCIOLOGY'S DIVERSITY STATEMENT AND RULE OF CONDUCT IN CLASSROOM
The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

I strive to provide a classroom environment that supports the free exchange of ideas. We are all responsible for facilitating this. Behavior that distracts students and faculty is not acceptable. Such behavior includes but is NOT limited to the following: talking without permission, cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, tardiness, leaving and returning, leaving early without permission, and discourteous remarks. If a student engages in disruptive behavior, following the University Code of Student Conduct, I will direct the student to leave class for the remainder of the class period. After three

warnings, one half of a letter grade will be deducted from the final grade. Serious verbal assaults, harassment, or defamation of the instructor or other students can lead to university disciplinary proceedings. The University Code of Student Conduct is available at http://studentconduct.rutgers.edu/university-code-of-student-conduct

Use of laptops in class is limited to note-taking only. In addition, cell phones must be put away. No surfing or texting allowed in class.

COURSE ANNOUNCEMENTS – EMAIL AND SAKAI

I will periodically email announcements in addition to posting them online at our course website on Sakai (https://sakai.rutgers.edu - once logging in with your Rutgers ID, click on this course). The default email address I have for you is your official Rutgers address. It is your responsibility to update your address with the university should you wish to use a different email address. You are responsible for all information I announce via email and Sakai.

REQUIREMENTS AND EVALUATION

Readings

This will be a challenging course. I do not employ an introductory textbook. You will read journal articles and book chapters written by leading scholars whose intended audience included graduate students and professors. This means that you may have to go over the materials more than once. I will provide weekly questions to help guide you. (These guides will be useful in preparing for the quizzes and exams). Please remember that I am available to assist you. You - MUST do all of the week's readings PRIOR to class. Some weeks require more readings than others. Pace yourself and plan accordingly. I have assigned an average of 40 pages of reading per week. ***Expect to devote a minimum of two to three hours each week for reading and preparing for class lectures.***

All readings are available online on the course website through Sakai.

Evaluation

I do not grade on a curve. Everyone can earn an A if everyone earns an A. However, the entire class may also fail. Course expectations are clearly specified here. You will be evaluated by how well you do on quizzes and exams and by your attendance and engagement in class.

Quizzes	40%
Midterm	30%
Final Exam	30%

Grade Scale	
90-100	A
85-89	B+
80-84	B
75-79	C+
70-74	C
60-69	D
59 or lower	F

Attendance

I expect you to attend class and to be on time. You are responsible for all materials discussed in lecture. Attending class regularly will help maximize your chances of doing well in the course.

Periodically, I will take attendance. If you are absent more than three times without an approved excuse (see below), I will deduct half a letter grade from your final grade.

Tardiness
Please arrive on time for class. Tardiness is disruptive to me and to your fellow students. If you are repeatedly late to class, I will deduct half of a letter grade from your final grade.

Quizzes
There will be four quizzes (worth 40%): 9/25, 10/14, 11/13, and 12/04. They may be administered at the beginning of class so please be on time. There will be NO make-up quizzes. The only exceptions are medical excuses and family emergencies that can be properly documented (e.g., doctor's note, police report, funeral program). University athletes with prior approval for events are also excused. Regardless of your situation or reason, you MUST see me if you miss a quiz or exam.

Exams
There will be a midterm on October 23 (worth 30%) and a final exam on December 20 (12:00 – 3:00 p.m.) (worth 30%). Again, only valid excuses (with proper documentation) will be considered. Please be on time and bring a #2 pencil. Any student who enters the exam room after the first student completes the exam and exits the room will NOT be permitted to take the final exam. Instead, the student—at my discretion—will be permitted to take the make-up exam.

Approved Excuses
Approved excuses include a medical excuse or family emergency that can be properly documented (e.g., doctor's note, police report, funeral program). If you have a religious observation that conflicts with a scheduled quiz or exam, in keeping with the university policy, you must notify me no less than one week prior to quizzes and no less than two weeks prior to exams. University athletes with prior approval for events are also excused.

Final Grade and Extra Credit
Your final grade is non-negotiable. There is NO extra credit for this class.

Seek Help Early
If you are having difficulties keeping up with the class, please come see me as soon as possible. I can help you to read more effectively, take better class notes, and comprehend the materials more fully. Please do not wait until the end of the semester to come talk to me.

Letter of Recommendation
Many of you are interested in applying to graduate or professional school and will require a letter of recommendation for your application. If you are interested in garnering a letter from me, please see me early in the semester.

COURSE SCHEDULE

Week 1 (Wed 9/04)
Introduction: What is a minority group?

Federalist Paper 10

Week 2 (Mon 9/09, Wed 9/11)
Are minority groups racial and ethnic groups? What are race or ethnicity and group-making?

Cornell, Stephen and Douglas Hartmann. 1998. *Ethnicity and Race: Making Identities in a Changing World*. Thousand Oaks: Pine Forge Press (pp. 15-38).

Wade, Peter. *Race and Ethnicity in Latin America* (pp. 5-24).

Week 3 (Mon 9/16, Wed 9/18)
Race and group-making continued: Social closure and the historical roots of race-making in the U.S.

Davis, F. James. 2001. *Who is Black? One Nation's Definition* (pp. 1-18 and 31-58).

Film (9/18): "Race: the Power of an Illusion (Episode 2 – The Story We Tell)"

Week 4 (Mon 9/23, Wed 9/25 – Quiz 1)
Race and group-making continued: How do categorization and political action "create" race?

Lee, Jennifer and Frank Bean. 2010. "Chapter 3: What is this Person's Race? The Census and the Construction of Racial Categories" in *The Diversity Paradox* (pp. 35-54).

Nagel, Joane. 1995. "American Indian Ethnic Revival: Politics and the resurgence of Identity." *American Sociological Review* 60:947-65.

*** QUIZ 1: WEDNESDAY 9/25 ***

Week 5 (Mon 9/30, Wed 10/02)
How did the massive wave of immigration from Europe to the U.S. in the late nineteenth and early twentieth centuries challenge or affirm the meaning of minority, race, or ethnicity?

Dinnerstein, Leonard and David Reimers. 1999. *Ethnic Americans: A History of Immigration* (pp. 49-72: SKIM).

Ignatiev, Noel. 1995. *How the Irish Became White* (pp. 92-121).

Film (9/30): "Race: the Power of an Illusion (Episode 3 – The House We Live In)" – 1st Half

Week 6 (Mon 10/07, Wed 10/09)

How did immigration from Asia to the U.S. in the late nineteenth and early twentieth centuries challenge or affirm the meaning of minority, race, or ethnicity? Was it different from European immigration?

Almaguer, Tomás. 1994. *Racial Fault Lines: the Historical Origins of White Supremacy in California* (pp. 153-182).

Hing, Bill Ong. 1994. *Making and Remaking Asian America* (pp. 43-78).

Film (10/07-10/09): "Rabbit in the Moon"

Week 7 (Mon 10/14 – Quiz 2, Wed 10/16)

Are today's immigrants different? How is this new immigration changing "minority" group relations?

Foner, Nancy. 2005. *In a New Land: A Comparative View of Immigration* (pp. 11-42).

Lee, Jennifer, Frank D. Bean and Gillian Stevens. 2003. "Immigration and Race-Ethnicity in the United States" in *America's Newcomers and the Dynamics of Diversity* (pp. 224-49).

*** QUIZ 2: MONDAY 10/14 ***

Week 8 (Mon 10/21, Wed 10/23 – Midterm)

Does minority group status change? Are there ethnic options? What will a multi-racial identity mean?

Waters, Mary. 2005. "Optional Ethnicities: For Whites Only?" in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality* (2nd edition) (pp. 29-41).

Lee, Jennifer and Frank Bean. 2010. "Chapter 8: From Racial to Ethnic Status: Claiming Ethnicity through Culture" in *The Diversity Paradox* (pp. 137-154).

*** MIDTERM EXAM: WEDNESDAY 10/23 ***

Week 9 (Mon 10/28, Wed 10/30)

What happens when there is enduring minority group status? Labor participation and wealth accumulation.

Kirschenman, Joleen and Kathryn Neckerman. 2005. "'We'd Love to Hire Them But …': The Meaning of Race for Employers" in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality* (2nd edition) (pp. 340-49).

Wilson, William Julius. 2005. "Jobless Ghettos: The Social Implications of the Disappearance of Work in Segregated Neighborhoods" in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality* (2nd edition) (pp. 329-39).

Oliver, Melvin and Thomas Shapiro. 2005. "Race, Wealth, and Equality" in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality* (2nd edition) (pp. 76-88).

Film (10/30): "Race: the Power of an Illusion (Episode 3 – The House We Live In)" – 2nd Half

Week 10 (Mon 11/04, Wed 11/06)

What happens when there is enduring minority group status? Education.

Farkas, George. 2004. "Black/White Test Score Gap," *Contexts* 3(2):12-19.

Selections from *Contexts* and *The New York Time*.

Film (11/06): Clips from "Spellbound"

Week 11 (Mon 11/11, Wed 11/13 – Quiz 3)

What happens when there is enduring minority group status? Health.

Williams, David R. and Pamela B. Jackson. 2005. "Social Sources of Racial Disparities in Health," *Health Affairs* 24:325-34.

Johnson, Carolyn. 2004. "Should Medicine be Colorblind? Debate Erupts Over Drug that Works for Blacks," *Boston Globe*.

Lee, Sandra Soo-Jin. 2005. "Racializing Drug Design: Implications of Pharmacogenomics for Health Disparities." *American Journal of Public Health* 95(12):2133-38.

Film (11/11-11/13): "Unnatural Causes"

*** QUIZ 3: WEDNESDAY 11/13 ***

Week 12 (Mon 11/18, Wed 11/20)
How do people create and redefine minority group status? Interpersonal relations and youth culture.

Maira, Sunaina. 2002. *Desis in the House: Indian American Youth Culture in New York City*. Philadelphia: Temple University Press (pp. 29-38 and 65-82).

Warikoo, Natasha. 2005. "Gender and Ethnic Identity Among Second-Generation Indo-Caribbeans." *Ethnic and Racial Studies* 28(5):803-31.

Film (11/20): "Merchants of Cool"

Week 13 (Mon 11/25, Thanksgiving Recess)
Who else constitutes a "minority"? Can half the population be a "minority"? What are women?

Lorber, Judith. 2005. "The Social Construction of Gender," in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality* (2nd edition), edited by Tracey E. Ore. New York: McGraw-Hill (pp. 112-9).

Jackson, Robert Max. 2006. "Opposing Forces: How, Why, and When Will Gender Inequality Disappear" in *The Declining Significance of Gender,* edited by Francine Blau, Mary Binton, and David Grusky (pp. 215-244).

Week 14 (Mon 12/02, Wed 12/04– Quiz 4)
What does this all mean in a "post-racial" society?

Bobo, Lawrence D. and Michael C. Dawson. 2009. "A Change Has Come: Race, Politics, and the Path to the Obama Presidency." *Du Bois Review* 6(1):1-14.

Hsu, Hua. 2009. "The End of White America?" *The Atlantic* (January/February).

Thompson, Krissah Williams. 2008. "I'm Not Post-Racial," *The Washington Post*, November 30.

*** QUIZ 4: WEDNESDAY 12/04 ***

Week 15 (Mon 12/09)
"Post-racial" continued and conclusion

***** FINAL EXAM: FRIDAY DECEMBER 20TH 12:00 – 3:00 P.M. *****