RUTGERS

SYLLABUS: SOCIOLOGY 108
MINORITY GROUPS IN AMERICAN SOCIETY
SPRING 2018

Course Overview

Instructor

Instructor: PROFESSOR CATHERINE LEE

Email address: clee@sociology.rutgers.edu

Office hours: Mondays 2:00 – 3:00 p.m.

Course Delivery

This course is fully online. To access the course, please visit sakai.rutgers.edu. For more information about course access or support, contact the Sakai Help Desk via email at sakai@rutgers.edu or call 848-445-8721.

Course Description

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, though 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 nation's founding 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; its meaning is shaped by people both inside and outside a particular "minority group."

Prerequisites

None

Important Dates

The course begins on 1/16/2018 and ends on 4/30/2018, and the last day to drop the course without a "W" grade is 1/23/2018.

Core Learning Goals

This course fulfills the following SAS Core Curriculum:

21st Century (21C)

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.
- Analyze issues of social justice across local and global contexts

Areas of Inquiry: Social Analysis (SCL)

- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.
- Apply concepts about human and social behavior to particular questions or situations.

Course Learning Objectives

By the end of this course, students should successfully be able to:

- Explain the political basis for the term “minority” and its relationship to historical development of race and ethnicity.
- Explain how minority status appears to endure due to political, social, and economic development in areas such as education, health, wealth, and crime.
- Explain how minority status along with ideas of race and ethnicity are contested and can change.
- Articulate, defend, and reflect critically on varying points of view held by those from differing positions within society.

Course Materials

All materials are available online on Sakai.

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. This means that you may have to go over the materials more than once. I provide weekly questions to help guide your reading. (These guides will be useful in preparing for the memos and exams). Please remember that I am available to assist you if you’re having difficulties understanding the materials. Some weeks require more reading than others. Pace yourself and plan accordingly. I have assigned an average of 40 pages of reading per week.

Technology Requirements

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills

- Navigating Sakai

Technology skills necessary for this specific course

- Live web conferencing using Adobe Connect

Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7 or newer) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Required Software

- Document editor (Microsoft Word, Google Doc, etc.)
- PDF viewer (Adobe, Preview, etc.)
- Web browser

Assessment

Assignment Summary

Below are the required assignments and the percent value of each assignment for determining your course grade. Please refer to the course schedule (below) for additional details.

Assignment	Percent
Weekly Memos (Due Tuesday 12 p.m.)	**15**
Weekly Quizzes (Due Tuesday 11:55 p.m., before 1st forum post)	**10**
Forum Discussion (1st post due Wednesday 9 a.m.; 2nd or final post by Friday 5 p.m.)	**25**
Midterm (Due 3/9 @ 5 p.m.)	**25**
Final Exam (5/4 @ 5 p.m.)	**25**
Total	**100**

Assignment Overview

Most weeks, you must

1) Do the readings prior to the start of the week (tip: use weekly reading guide)
2) Submit a memo
3) Watch the video lecture (tip: abridged lecture notes available in Resources)
4) Take the quiz
5) Post to Forum twice (minimum)

* Weekly Video Lectures: available on Sakai by Monday morning of each week

Weekly Memos

- Submit weekly memo on Sakai (Assignments) by Tuesday at 12 p.m. No memo is due in weeks 1, 9, and 15. I will not accept late memos. You do not need to watch the week's lecture or any assigned film prior to writing the memo but doing so may be helpful.

- Memos should be about one-half to one page in length. Memos can be brief syntheses of the weekly readings and raise questions for further discussion. Memos can also discuss a current event that is related to the week's topic. Memos should NOT be answers to the weekly reading guide though you may expand on a question.

- Memos are graded pass/fail. To receive full credit, you MUST demonstrate that you did ALL of the readings by citing and discussing them.

Weekly Quizzes

- Before you can post to the Forum Discussion, you must watch the week's lecture video and take a short quiz every week. Quiz will test basic comprehension of week's readings and lectures. You must complete the quiz by Tuesday at 11:55 p.m.

Forum Discussion

- Post at least twice to the forum discussion each week (except weeks 1, 8, and 9). This is the bare minimum. Many of you may want to post several more times. First post is due Wednesday at 9 a.m. Second or final post is due by Friday at 5 p.m.

- I will post questions related to the week's topic. You must provide one substantive post addressing the question and at least one other post responding either to my comment or another student's comment and/or post.

- First (substantive) post should be at least one paragraph long (around 100 words). Second post should be at least 2-3 sentences long.

- You will be graded by how well your posts critically engage the topic and discussion by other students and me. A detailed grading rubric is available on Sakai (Support and Policies).

Midterm and Final Exams

- Midterm and final exams include short answer and essay questions. Midterm exam questions will be available March 7 at 9 a.m. Completed exam is due March 9 at 5 p.m. Final exam questions will be available May 2 at 9 a.m. Completed exam is due May 4 at 5 p.m.

- Exam grades will be determined by how well course materials, including readings, lectures, and films, are incorporated into the answers.

Grading Criteria for Assignments

	Percent
Clear and logical statements; explanation and/or examples provided to support ideas; shows insight; complete references; submitted on time	100
Clear statements with appropriate explanations or examples	90
Clear statements with some explanation or examples	80
Some unclear statements or incorrect explanations or examples	70
Confusing, lacks explanation or reasoning. Not proofed for wording, punctuation, and other grammatical errors	60 or lower

Grading Scale

Grade	Range
A	**90 – 100**
B+	**85 – 89**
B	**80 – 84**
C+	**75 – 79**
C	**70 – 74**
D	**60 – 69**
F	**Below 60**

Student Participation Expectations

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in**: **AT LEAST TWICE PER WEEK**
  Be sure you are logging in to the course on Sakai each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*
- **Time Commitment**

  To be successful in this course, you should plan to dedicate approximately 8-10 hours per week.
- **Office hours**
  Office hours are optional. I encourage you to "see" me during at least one.
- **Participating in Forum Discussions**: **2 OR MORE TIMES PER WEEK**
  As participation, each week you can expect to post at least two times as part of our substantive class discussion on the week's topics.

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Sakai discussion.

DEPARTMENT OF SOCIOLOGY'S DIVERSITY STATEMENT

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 clear and respectful procedures for responding to such grievances.

Support and Policies

Late Work

I will not accept late work without an approved excuse. Approved excuses include a medical excuse or family emergency that can be properly documented (e.g., doctor's note or police report). Please email me ASAP to discuss any missed assignments.

Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can email sakai@rutgers.edu or call 848-445-8721 if you have a technical problem.)

Grading and Feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours** **on school days**. Always put "Soc 108" in the subject line.

Forum Discussion

I will check and reply to messages in the forum discussion every 24 hours mid-day during the week (NOT weekends).

Seek Help Early

If you are having difficulties keeping up with the class, please contact 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 talk to me.

Academic Integrity

The consequences of scholastic dishonesty are very serious. Please review the Rutgers' academic integrity policy.

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Other sources of information to which you can refer include:

- *Rutgers' Academic Integrity website*
- *Code of Student Conduct*
- *Eight Cardinal Rules of Academic Integrity*

Academic Support Services

- Rutgers has a variety of resources for academic support. For more information, check the Academic Support website.
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check the Learning Center website.
- Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more at the Writing Center website.
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the Rutgers Libraries website.

Rutgers Health Services

- Rutgers Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff, and delivers services at a number of locations throughout the New Brunswick-Piscataway area. For more information, check the Rutgers Health Services website.

Accommodations for Accessibility

Requesting accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the Documentation Guidelines section of the Office for Disability Services website.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration Form on the Office for Disability Services website.

Go to the Student section of the Office of Disability Services website for more information.

Accessibility and Privacy Links

Accessibility Statements

Sakai

Privacy Policies

Sakai

Course Schedule and Deadlines

Week 1: January 16-19

Introduction: What is a minority group?

- **Reading**:
  - ✓ Federalist Paper 10

- **Assignments**: Quiz & Forum Discussion Posts

Week 2: January 22-26

Are minority groups racial and ethnic groups? What are race, ethnicity, and group making?

- **Readings**:
  - ✓ 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. 1997. *Race and Ethnicity in Latin America*. Chicago: Pluto Press (pp. 5-24).

- **Assignments**: Quiz, Memo, and Forum Discussion Posts

Week 3: January 29 – February 2

Race and group-making continued: Social closure and the historical roots of race-making in the U.S. What is the relationship between race and the history of slavery?

- **Readings and Film:**
  - ✓ Davis, F. James. 2001. *Who is Black? One Nation's Definition.* University Park, PA: Pennsylvania State University Press (pp. 1-18 and 31-58).

  - ✓ Film: "Race: the Power of an Illusion (Episode 2 - The Story We Tell)"

- **Assignments**: Quiz, Memo, and Forum Discussion Posts

Week 4: February 5-9

Race and group-making continued: How do categorization and political action "create" race?

- **Readings**:
  - ✓ Lee, Jennifer and Frank Bean. 2010. "Chapter 3: What is this Person's Race? The Census and the Construction of Racial Categories." Pp. 35-54 in *The Diversity Paradox: Immigration and the Color Line in Twentieth-First Century America*. New York: Russell Sage Foundation.

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

- **Assignments**: Quiz, Memo, and Forum Discussion Posts

Week 5: February 12-16

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?

- **Readings and Film:**
  - ✓ Dinnerstein, Leonard and David Reimers. 1999. *Ethnic Americans: A History of Immigration*. New York: Columbia University Press (pp. 49-72: SKIM).

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

  - ✓ Film: "Race: the Power of an Illusion (Episode 3 - The House We Live In)" - 1st Half

- **Assignments**: Quiz, Memo, and Forum Discussion Posts

Week 6: February 19-23

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?

- **Readings**:
  - ✓ Almaguer, Tomás. 1994. *Racial Fault Lines: the Historical Origins of White Supremacy in California*. Berkeley: University of California Press (pp. 153-82).

  - ✓ Hing, Bill Ong. 1993. *Making and Remaking Asian America through Immigration Policy, 1850-1990.* Stanford: Stanford University Press (pp. 43-78).

- **Assignments**: Quiz, Memo, and Forum Discussion Posts

Week 7: February 26 – March 2

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

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

  - ✓ Lee, Jennifer, Frank D. Bean, and Gillian Stevens. 2003. "Immigration and Race-Ethnicity in the United States." Pp. 224-49 in *America's Newcomers and the Dynamics of Diversity*, edited by Frank D. Bean and Gillian Stevens. New York: Russell Sage Foundation.

- **Assignments**: Quiz, Memo, and Forum Discussion Posts

Week 8: March 5-9

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

- **Readings**:
  - ✓ Waters, Mary. 2005. "Optional Ethnicities: For Whites Only?" Pp. 29-41 in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality* (2nd edition), edited by Tracy E. Ore. New York: McGraw-Hill.

  - ✓ Lee, Jennifer and Frank Bean. 2010. "Chapter 8: From Racial to Ethnic Status: Claiming Ethnicity through Culture." Pp. 137-54 in *The Diversity Paradox*.

- **Assignments**: Quiz and Memo; NO Forum Discussion Posts
  - Midterm – Due March 9 at 5 p.m.

Week 9: March 12-16

Spring Break!

Week 10: March 19-23

What happens when there is enduring minority group status? Criminal Justice System

- **Readings**:
  - ✓ Hartney Christopher and Linh Vuong. 2009. "Created Equal: Racial and Ethnic Disparities in the U.S. Criminal Justice System." *National Council on Crime and Delinquency*.
  - ✓ Kahn, Andrew and Chris Kirk. 2015. "What It's Like to Be Black in the Criminal Justice System." *Slate, August 9.*
  - ✓ Selections from *The New York Times*
- **Assignments**: Quiz, Memo, and Forum Discussion Posts

Week 11: March 26-30

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

- **Readings and Film:**
  - ✓ Pager, Devah, Bruce Western, and Bart Bonikowski. 2011. "Discrimination in a Low-Wage Labor Market: A Field Experiment." Pp. 364-87 in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality* (5th edition).
  - ✓ Shapiro, Thomas M. 2011. "Chapter 7: Transformative Assets, the Racial Wealth Gap, and the American Dream." Pp. 49-52 in *Rethinking the Color Line: Readings in Race and Ethnicity* (5th edition), edited by Charles A. Gallagher. New York: McGraw-Hill
  - ✓ Selections from *The New York Times*
  - ✓ Film: "Race: the Power of an Illusion (Episode 3 - The House We Live In)" - 2nd Half
  - **Assignments**: Quiz, Memo, and Forum Discussion Posts

Week 12: April 2-6

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

- **Readings:**
  - ✓ Farkas, George. 2004. "Black/White Test Score Gap." *Contexts* 3(2): 12-19.
  - ✓ Magnuson, Katherine and Jane Waldfogel. 2008. "Introduction" in *Steady Gains and Stalled Progress: Inequality and the Black-White Test Gap*. New York: Russell Sage Foundation.
  - ✓ Selections from *The New York Times*.
- **Assignments**: Quiz, Memo, and Forum Discussion Posts

Week 13: April 9-13

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

- **Readings and Film:**
  - ✓ Williams, David R. and Pamela B. Jackson. 2005. "Social Sources of Racial Disparities in Health." *Health Affairs* 24(2): 325-34.
  - ✓ Reuss, Alejandro. 2011. "Cause of Death: Inequality." Pp. 401-05 in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality* (5th edition).
  - ✓ Selections from *The New York Times.*
  - ✓ Film: "Unnatural Causes" (Episode 1)
- **Assignments**: Quiz, Memo, and Forum Discussion Posts

Week 14: April 16-20

How do people redefine or challenge minority group status? Youth culture and social movements

- **Readings**:
  - ✓ Warikoo, Natasha. 2005. "Gender and Ethnic Identity Among Second-Generation Indo-Caribbeans." *Ethnic and Racial Studies* 28(5): 803-31.
  - ✓ Terriquez, Veronica. 2015. "Training Young Activists: Grassroots Organizing and Youths' Civic and Political Trajectories." *Sociological Perspectives* 58(2): 223-242.
  - ✓ King, Jay Caspian. 2015. "'Our Demand is Simple: Stop Killing Us': How a Group of Black Social Media Activists Built the Nation's First 21st Century Civil Rights Movement." *The New York Times Magazine*, May 4.
- **Assignments**: Quiz, Memo, and Forum Discussion Posts

Week 15: April 23-27

Conclusion

- **No Readings**
- **Assignments**: Quiz and Forum Discussion Posts
  - Final Exam Due May 4 at 5 p.m