

SOC/ETHNC 3365-001

Ethnic Minorities in America

SPRING 2013 – T/H 2:00-3:20pm

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There is a physical difference between the white and black races which I believe will forever forbid the two races living together on terms of social and political equality. And inasmuch as they cannot so live, while they do remain together there must be the position of superior and inferior, and I as much as any other man am in favor of having the superior position assigned to the white race.
--Abraham Lincoln

Course Description



It seems fitting to begin this course with a quote from a legendary American statesman the roots of whose thinking will become apparent as the course progresses. This course is an historical, theoretical, and ultimately, sociological exploration of American diversity through an examination of racial/ethnic divisions in the United States.

I would like you to leave this course with 1) an understanding of sociological theory as it pertains to diverse racial/ethnic groups in the United States; 2) an expanded knowledge of diverse racial/ethnic groups in American society through an exploration of the past, present, and possible future of American Indians, African Americans, Chicanas/os, etc....; and finally 3) a basis for critical thinking about the matrix of racial/ethnic relations in our country largely in terms of its future ramifications. I will add that while race/ethnicity is the salient feature of the class, it converges and interacts with elements of class and gender in American society.

Canvas

This course requires use of **Canvas**. You will be expected to retrieve and upload assignments and readings through Canvas throughout the course of the semester. It would be wise to sign into Canvas through the Campus Information System (CIS) as soon as you can so that you can see all required assignments and readings for the class.

Grading

Your grade will be based on at least two exams and a paper with bonus reading assignments as potential extra credit. In addition, **attendance and class participation** are also considered significant to your grade. Taking **notes** is a **must** in this class and will be considered part of participation. Due dates and exam dates will be "written in stone" unless you have been informed otherwise by me. If I don't hear from you **before** these dates you will be out of

luck. In the interest of clarity, let us further break down the components of the grade.

Exams

There will be **two types of exams** in this class. The first exam will include both **multiple choice and essay questions**—no less than 40 and up to 100 multiple choice questions and a choice of one essay question out of four. The second exam will be a **take home essay exam** to be typed, double-spaced which will entail a choice of one question out of four. This may sound fairly easy on its face. However, you will need to incorporate in this one essay quite a bit of material from lectures, readings, and theory, and you will only have 2 pages in which to accomplish this. The final is NOT cumulative. There will be no review for either exam. Your exam grades will stand or fall based on your notes and your reading; therefore, thorough notes are a must. If you cannot attend class, get to know one of the other students. TAs do not give out notes except in emergencies or for students with special circumstances. **The final exam may or may not be optional** and will depend on class performance during the semester. This means a student can opt to keep the grade they are getting so far in the class or choose to take the final to better their grade. If they take the final, it will count toward their final grade.

If an optional final is offered, and there is no guarantee that it will be, it will be announced near the end of the semester and the criteria used to determine whether or not a student has an option will include the student's attendance and the student's grade standing going into the final exam period. This means that even a student with an "A" grade going into the final might have no option if their attendance is poor. All students should, of course, prepare to take a final exam in any case.

Critical Analysis Paper (4-5 pages, TYPED Double-spaced)

The critical analysis paper will focus on one book: *Bury My Heart At Wounded Knee: An Indian History of the American West* by Dee Brown. The paper should cover three things:

1. a **thesis section** [no more than a page and a half]--this is an introduction to the paper and must include the name of the book you are using and a clearly stated thesis or list of the theory(ies) you will be using in the paper (this section can be as dramatic as you choose to make it)
2. an **analysis section** [four to five pages]--this entails a one-to-one correspondence between the theory(ies) and the book, starting with a brief definition of the theory in your own words, followed by your choice of a corresponding aspect, character, or scene from the book that serves as a clear illustration of the theory (you may find more than one). You may use quotes to enhance your point but make them very brief, indented, and single-spaced. Make no mistake, you **must** use at least one **sociological** theory covered in class; while outside theory must be cited and included in a bibliography—no bibliography is needed unless you use outside material. You should use no more than two theories in your entire paper. With too many theories your theoretical arguments become brief and lacking in intellectual depth or thoroughness. The theory section should look something like this sequence and should happen at least twice or more in the short space of 4 pages:

Definition (of the theory in your own words)

Proof (illustration from the book/article)

Optional tie back (it often helps to refer back to the theory you are using at the end of the proof, coming full circle on your analysis)

3. a **critique or evaluation section** [no more than a paragraph]--this section can also be as dramatic as you choose to make it and must entail a personal opinion of the book, the task, or both--it is not meant to be a summary of what you have already written.

In the interests of the **TREES**, please **DO NOT use a cover page or bibliography** (unless you use sources outside the class material) or any type of folder. Simply type your name and class information in the upper left hand corner of the first page. **PROOFREAD!!** Poor grammar, spelling, etc... will suffer grade reduction. Also watch font and margin space. Keep font to no more than 12pt (as long as it is not Courier New) and margins to 1 inch on each side. Your grade will be reduced for large font and margins.

Bonus Reading Assignments (1-2 pages each)

All readings are required. Each of the required readings will have a bonus assignment associated with it so that students can choose to demonstrate that they completed readings and receive extra credit points. All bonus reading assignments are listed on Canvas, and will include due dates so that you can upload them into Canvas.

Other Assignments and Miscellaneous Information...

I reserve the right to give assignments as needed. For example, students who aren't prepared to discuss readings may be asked to turn in an extra essay assignment. If assignments are given, they will count toward your final grade. One other thing... If laptops are becoming a nuisance in the class, I will ban them, so don't let them become a distraction.

Information about the Center for Disability Services

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD) to make arrangements for accommodations. All printed information for this course can be made available in alternative format with prior notification to the Center for Disability Services.

Dates You Should Know

- 19 Feb: Exam #1 Multiple Choice and Essay
- 19 Mar: Critical Analysis Paper *Bury My Heart At Wounded Knee*
- 11 Apr: Exam #2 Take Home Essay
- 1 May: Final Exam

Course Outline

JAN	8	Introduction Start reading <i>Bury My Heart at Wounded Knee</i>
	10-15	Oppressed/Underserved Groups, People of Color, the Biological vs.

the Sociological Significance of Race

	17-24	Consequences of Oppression, Marginalization, Defining Prejudice and Discrimination, A Typology of Prejudice and Discrimination, The Social Distance Scale, Reducing Prejudice, Defining Racism William Ryan “The Art of Savage Discovery”
	21	Martin Luther King Jr. Holiday
	29-31	Theories in the Sociology of Race/Ethnicity, Class, and Gender, Measuring Discrimination, Measures to Fight Discrimination, Bowen and Bok’s Study Peggy McIntosh “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women’s Studies”
FEB	5	Theories in the Sociology of R, C, and G continued Patricia Hill Collins “Knowledge, Consciousness, and the Politics of Empowerment”
	7-14	European Americans or White Ethnic Americans, Abby L. Ferber. 2001. “What White Supremacists Taught a Jewish Scholar About Identity”
	18	Presidents’ Day Holiday
	19	Exam #1
	21-28	American Indians Bill Bray “Refuse to Kneel”
MAR	5	American Indians continued
	7	Book Discussion <i>Bury My Heart at Wounded Knee</i>
	10-17	Spring Break
	19-26	Asian Americans Deborah Woo “The Gap Between Striving and Achieving: The Case of Asian American Women”
	19	Critical Analysis Paper #1 due on <i>Bury My Heart at Wounded Knee.</i>

	28	Chicana/o Americans Raymond Barrio “From the Plum Pickers”
APR	2-9	Chicana/o Americans continued
	4	Exam #2 Take Home Essay Distributed
	11	Exam #2 Take Home Essay Due
	11-23	African Americans Michael Dyson “The Plight of Black Men”
MAY	1	Final Exam – Tuesday 1:00-3:00pm

Required Reading List

An Introduction

William Ryan. 1976. "The Art of Savage Discovery." Pp. 3-30 in *Blaming the Victim*, by William Ryan. New York: Vintage Books.

Peggy McIntosh. 2001. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies." Pp. 95-105 in *Race, Class and Gender: An Anthology* (2nd edition), edited by Margaret L. Andersen and Patricia Hill Collins. Stamford, CT: Wadsworth.

Theories in the Sociology of Race/Ethnicity, Class, and Gender

Patricia Hill Collins. 1991. "Knowledge, Consciousness, and the Politics of Empowerment." Pp. 221-238 in *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.

European Americans or White Ethnic Americans

Abby L. Ferber. 2001. "What White Supremacists Taught a Jewish Scholar About Identity." Pp. 115-118 in *Race, Class, and Gender: An Anthology* (2nd edition), edited by Margaret L. Andersen and Patricia Hill Collins. Stamford, CT: Wadsworth.

American Indians

Bill Bray. 1997. "Refuse to Kneel." Pp. 23-42 in *First Person, First Peoples: Native American College Graduates Tell Their Life Stories*, edited by Andrew Garrod and Colleen Larimore. Ithaca, NY: Cornell University Press.

Asian Americans

Deborah Woo. 2001. "The Gap Between Striving and Achieving: The Case of Asian American Women." Pp. 243-251 in *Race, Class, and Gender: An Anthology* (2nd edition), edited by Margaret L. Andersen and Patricia Hill Collins. Stamford, CT: Wadsworth.

Chicanas/os

Raymond Barrio. 1974. "From the Plum Pickers." Pp. 160-170 in *Voices of Aztlan*. New York: New American Library.

African Americans

Michael Dyson. 2001. "The Plight of Black Men." Pp. 146-155 in *Race, Class, and Gender: An Anthology* (2nd edition), edited by Margaret L. Andersen and Patricia Hill Collins. Stamford, CT: Wadsworth.