

Sociology 220 Ethnic Movements in the US: Spring 2009

Instructor:

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Office Hours: 2-4 p.m. (Wed)

Lectures: TR 2:30p.m.-3:45p.m.
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Discussion Section/Office Hours

306 F 8:50 a.m. 307 F 9:55 a.m. /
TBA

304 M 2:25 a.m. 305 M 3:30 a.m. /
Tue 12:15-2:15p.m.

308 F 11:00 a.m. 303 F 1:20 a.m. /
Tue 12-2 p.m.

301 M 9:55 a.m. 302 M 12:05 p.m. /
Mon 11-12 p.m. Tue 1-2 p.m.

Overview:

As the new wave of international immigration since 1960's transforms the United States, Canada and Western Europe, inequality and conflicts among diverse ethnic groups have become a central dimension of cleavage in civil society in many affluent democratic countries. This course will use a social movement perspective to explore the political consequences of racial/ethnic inequality and efforts to overcome it. The course will be divided into three parts. First, we begin by discussing international immigration and its social and political consequences in the United States. Second, we examine historical ethnic social movements in the United States with the theoretical and conceptual tools developed by social movement scholars and political sociologists. While the Civil Rights Movement will be a focal point of discussion, we will also draw on the experiences of other major ethnic groups. In the third part of the course we turn to contemporary issues of racial and ethnic politics. The discussion will include both institutional and non-institutional forms of politics.

Course Goals and Requirements:

This course is designed to expose you to some of the current controversies and established findings on social, economic, and political consequences of racial and ethnic diversity and provide theoretical and conceptual tools to analyze politics of racial and ethnic relationship. To this end, your grade will be based on the following:

- **Two reflection papers on the class readings (20%):**
You will sign up to write reflection papers for two different weeks. For the week you sign up for, I expect you to find a question(s) you want to reflect on from the readings (and maybe the lectures), briefly (and critically) review the relevant facts and/or arguments from the readings and lectures, drawing your own conclusions and interpretations. These papers should not be longer than three double-spaced pages (shorter ones will be fine). Reflection papers are due by 9 p.m. on Thursday (by email to me and your TA). These papers will be counted, but not graded. However, exceptionally well-written papers may get some additional credits.
- **One book review essay (20%):**
You are to select a book from the list below. You should read a book for this class that you have NOT already read for another class. For the book you read, you will write a review paper (5-6 double space pages). Your essay should be analytical and critical, rather than descriptive. This does not mean you shouldn't give any descriptions or that you shouldn't try to give a sense of the book's organization, argument, flavor, or style—these are important parts of any review. But you should include these descriptions and discussions in the course of advancing an argument of your own about the book.
Some guidelines for book review:
 - Your book review should be interesting and informative.
 - Your book review should be simple and clear.
 - Taking notes as you read the book is useful strategy.
 - Direct quotes are not needed in a review unless the use of language or the example described is so interesting that it really adds to it.
 - An outline might be helpful in organizing what it is you are writing about.

Due: 3/12 in class (you will also email the electronic version to your TA and me)

- **A case study of social movement or collective action event by ethnic group(s) (30%):**
You will write a longer report (no longer than 15 double-spaced pages) on a case of collective action by ethnic group(s) in the United States. This could be either contemporary event you read about in newspaper or a local action you take part in. It also could be a historical event. Your report will use the theoretical and conceptual tools we learn in the class to answer some of the basic questions of collective action: when and why does a collective action occurs; who participates and why; who are leaders and what organizations are involved in and what roles do they play; what tactics and strategies do they use; what are the outcome(s) of collective action? Your case study will be based on your library research (e.g. newspaper reports, documents by participants, organizations, or government, internet sources, and academic studies of the event) and/or your own data collection (e.g., interview with activists or participants).

Due: 5/12 (by noon at your TA's office; you will also email the electronic version to your TA and me)

- **Lecture reactions (10%)**

By midnight on Thursday, e-mail me a short reaction (a paragraph or two) to that week's lectures. Reactions may include: a summary of what was discussed, things that you found interesting or upsetting, things you especially liked or found interesting, questions or confusions you would like me to respond to, and any general comments about that week's lectures. Your reactions will be counted, but not graded.

- **Participation in discussion section/Participation in the Diversity Dialogue Program* (20%):**

Discussion sections are required and are an integral part of this course. Your TA is an advanced sociology graduate students. Your TA will be grading your written work, but the whole instructional team is working together to establish assignments and grading standard.

* Campus Climate Initiative: Diversity Dialogues.

This semester you will be involved in a 90 minute diversity dialogue. These dialogues are a new initiative to enhance exposure, inter-relations, and understanding among students from diverse backgrounds. These dialogues occur in small groups (e.g., 8 - 10 students) in which participants are encouraged to talk about personal experiences and express views related to diversity. These dialogues are opportunities to engage in a meaningful dialogue about experiences related to diversity issues in an open manner. PARTICIPATION IN THE DIVERSITY DIALOGUE IS REQUIRED. You will be contacted within 1 - 2 weeks via email regarding the opportunity to schedule your Diversity Dialogue session. Most of the Diversity Dialogue sessions will be before Spring Break. If you have questions about this project please do not contact your instructor, instead contact Mariko Lin at marikolin@wisc.edu.

Statement on Academic Dishonesty

There will be zero tolerance for academic dishonesty. All cases of suspected dishonesty will be investigated with due process. See <http://www.wisc.edu/students/conduct/uws14.htm> for university rules and procedures. If it is determined that any intentional dishonesty occurred, the penalty will be an F on that portion of your course grade PLUS a report sent to your dean describing the incident.

(1) **Writing.** All work you submit in writing is to be your own work written during this semester for this class. Submission of work written by someone other than yourself will be punished by a grade of F on the submission as well as a report to the dean's office. Recycling papers written by you from past semesters or submitting the same paper to two different classes is also academic dishonesty. In general, your paper for this course should be on a new topic you have not previously researched. If there is some good reason to do your paper for this course on a topic you have previously worked on, you must show your previous work to your TA and clearly establish what new work you will be doing this semester.

- (2) **Research.** You are to have actually read the articles and done the research implied by your list of sources. “Faking” references is academic dishonesty. Although one or two erroneous references in a paper in which the rest of the citations are honest may be seen as a mistake resulting in a lower grade without an academic dishonesty charge, a substantial number of false or fabricated references will be assumed to be intentional academic dishonesty and punished as such. If source A cites source B, and you have read source A but not source B, the correct citation is: “B as cited by A” or “A cites B as saying.”
- (3) **Plagiarism.** Clear-cut intentional plagiarism, in which a whole paper or large sections of a paper are someone else’s work passed off as your own, will be punished as intentional dishonesty resulting in an F and a report to the dean’s office. Cases in which you clearly and honestly cite the sources of your work, but rely too closely on another author’s wording or fail to enclose material properly in quotation marks, will be treated as unintentional plagiarism which will result in a substantially lower grade and/or require revision of the paper, but will not be prosecuted as intentional dishonesty. For information on avoiding unintentional plagiarism, see the writing center web page: <http://www.wisc.edu/writing/Handbook/QuotingSources.html>

Books

You are to select one book to write a book review essay. Brief descriptions of each book are given to help you choose. All books are available at the University Bookstore, although you may find less expensive used copies at amazon.com. They are also on reserve at the Helen C. White library.

1. American Indians.

Stephen Cornell. The Return of the Native: American Indian Political Resurgence. (A history of the 19th and 20th centuries with an emphasis on how a Pan-Indian ideology developed as a response to the policies of the American government. A great deal of information and sociological analysis with a broad historical view. Students with social science backgrounds thought this book was great, while others often found it difficult. Cornell is European-American.)

Vine Deloria. Beyond the Trail of Broken Treaties: An Indian Declaration of Independence. (Militant; why Indians say they are nations under international law. Strong rhetoric, point of view. Gives historical background, emphasis on legal issues.)

Mary Crow Dog. Lakota Woman. (Autobiography of a Native American woman who was active in the American Indian Movement of the 1970s. Exciting reading: violence, repression, alcoholism, politics.)

2. African-Americans.

Aldon Morris. The Origins of the Civil Rights Movement: Black Communities Organizing For Change. (Covers the Southern movement 1953-1963 with an emphasis on the roles of the NAACP and the SCLC. Some background on southern repression, and a lot of

exciting stories about how people organized themselves to resist. Sociological discussion of social movements. Most people found it fascinating; a few found it dry.)

Paula Giddings. When and Where I Enter: The Impact of Black Women on Race and Sex in America. (A comprehensive history of the 19th and 20th centuries, with strong emphasis on black women's political associations. Extensive discussion of how both race and gender issues were central to black women. Chapters 15 and 16 cover the same historical period as Morris from a different perspective. Writing is somewhat choppy and disorganized; some students loved the book and found it inspiring and fascinating, others found it too hard to follow.)

3. Mexican Americans.

Rodolfo Acuña. Occupied America: A History of Chicanos. Harper and Row. This is written as a comprehensive text from a militant "Chicano" perspective; in lectures I will explain the significance of this. Some students have found the writing style dry, but it does a good job of giving a real sense of perspective.

Guadalupe San Miguel, Jr. "Let All of Them Take Heed": Mexican Americans and the Campaign for Educational Equality in Texas, 1910-1981. Texas University Press. (Dry prose, but a fascinating case showing the evolution of politics across time.)

Ignacio M. Garcia. United We Win: The Rise and Fall of La Raza Unida Party. MASRC, The University of Arizona. (The organization of this book sometimes makes it hard to follow, but the specific stories of the Chicano activists are very interesting.)

4. Asian Americans.

Your two choices here are both well-written books which stake out different stances on the matter of whether there is or should be an "Asian-American" identity. Insiders to these debates choose sides among these books.

Ronald Takaki. Strangers from a Different Shore: A History of Asian-Americans. (A well-written book which mixes clear overviews of social and economic patterns with personal stories. Clearly distinguishes the separate histories of Chinese, Japanese, Filipino, Korean, Indian, Southeast Asian immigrants and their descendants. Provides some information on recent immigration and settlement patterns through the late 1980s. It is long but very interesting.

Sucheng Chan. Asian Americans: A Interpretive History. (A shorter history with less detail but which provides a good overview. Her stance is on the commonalities of Asian-Americans' experiences, and she blurs the groups more than Takaki does.)

Course Schedule and Outline

- This schedule is subject to change.
- * Required Readings
- All readings will be available from the course website at learn@UW.

Part I. Challenges and Opportunities of Diverse Society

In this part, we examine the challenges faced by racially and ethnically diverse societies. While historically the politics of race and ethnicity in the U.S. has been largely defined by the relationship between blacks and whites and that between different ethnic groups within white, it has changed dramatically due to the massive immigration from Mexico, Latin America, and different parts of Asia. In this part, we briefly review this changing face of racial and ethnic diversity in America and its social and political consequences.

Week 1 Introduction and Overview

January 20 Introduction to the class

January 22 Immigration and Diversity in the US: Overview

*Frank D. Bean and Gillian Stevens. 2003. *American Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation. Chapter 2

Dan Baum. 2006. "The Lottery: Once You Have a Green Card, What Next?" *The New Yorker*

Patrick Radden Keefe. 2006. "The Snakehead" *The New Yorker*

Week 2 From Migration to Integration: Assimilation Old and New?

January 27 Assimilation Theory Old and New?

January 29 Hispanic Challenge? Assimilation of Contemporary Immigrants

*Richard Alba and Victor Nee. 2003 "Assimilation Theory for a New Era of Immigration," *International Migration Review* 31(4)

*Mary Waters and Tomas Jimenez. 2005. "Assessing Immigrant Assimilation: New Empirical and Theoretical Challenges." *Annual Review of Sociology* 31: 105-25

Samuel Huntington. 2004. "The Hispanic Challenge." *Foreign Policy* March/April: 30-45

Week 3 Challenges of Diverse Society

February 3 Social and Economic Inequality in Diverse Society

February 5 Racial Disparities in Criminal Justice

*George Borjas. 2006. "Making it in America: Social Mobility in the Immigrant Population," *The Future of Children*.16: 55-71

*Roger Lowenstein. 2006. "The Immigrant Equation." *The New York Times*

*Bruce Western 2006. *Punishment and Inequality in America*. Russell Sage Foundation. Introduction.

Pamela E. Oliver. 2001. "Racial Disparities in Criminal Justice: Madison and Dane County in Context."

Week 4 Unity in Diversity?

February 10 Social Fabric of Ethnically Diverse Community

February 12 Reinventing American Mainstream?

*Robert D. Putnam, "E Pluribus Unum: Diversity and Community in the 21st Century." Scandinavian Political Studies 30: 137-174

*Samuel Huntington. 2004. "The Hispanic Challenge." Foreign Policy March/April: 30-45

*Louis Menand, 2004. "Patriot Games: The New Nativism of Samuel P. Huntington." The New Yorker Magazine.

Eyal Press. "Do Immigrants Make Us Safer?" The New York Times Magazine.

Part II Contentious Politics of Race and Ethnicity: Social Movement Perspective

Week 5 Racial/Ethnic Conflicts and Social Movements

February 17 Social Movements as a (Contentious) Politics: What is social movement?

February 19 Contact, Threat, Competition, and Racial/Ethnic Mobilization

*Charles Tilly. 2004. Social Movements: 1768-2004. Chapter 1.

*Edna Bonacich, 1972. "A Theory of Ethnic Antagonism," American Sociological Review 37: 547-559

*John Lie. 2004. "The Black-Asian Conflict?" in Not Just Black and White: Historical and Contemporary Perspective on Immigration, Race, and Ethnicity in the United States.

Week 6 When Do Social Movements Occur?

February 24 Constraints and Opportunities for Mobilization

February 26 Organizations and Social Movements

*Doug McAdam. 1999. Political Process and the Development of Black Insurgency. Chicago University Press. Chapter 5.

*Aldon D. Morris. "Black Southern Student Sit-In Movement: An Analysis of Internal Organization." American Sociological Review 46: 744-767.

J. Craig Jenkins and Charles Perrow. 1977. "Insurgency of the Powerless: Farm Worker Movements (1946-1972)." American Sociological Review 42: 249-268.

Week 7 Who Participates in Movement?

March 3 Biographical Availability, Social Networks, and Micro-Mobilization

March 5 Identity, Emotion, and Psychology of Movement Participation

*Doug McAdam and Ronnelle Paulson. 1993. "Specifying the Relationship between Social Ties and Activism." American Journal of Sociology 99: 640-677.

*Francesca Polletta. 2006. It Was Like A Fever: Storytelling in Protest and Politics. Chapter 2. Bert Klandermans, et al. "Embeddedness and Identity: How Immigrants Turn Grievances into Action." American Sociological Review.

Week 8 Movement in Action: Tactics and Strategy

March 10 Repertoires of Social Movements

March 12 Leadership and Strategy: Why David Sometimes Win?

* Charles Tilly. 1978. From Mobilization to Revolution. Pp151-159.

Doug McAdam. 1983. "Tactical Innovation and the Pace of Insurgency." *American Sociological Review* 48: 735-754

* Marshall Ganz. 2000. "Resource and Resourcefulness: Strategic Capacity in the Unionization of California Agriculture, 1959-1966." *American Journal of Sociology*: 1003-1062

Week 9 Spring Recess (no class scheduled)

Week 10 Social Movement Cycles

March 24 Life Cycle of Social Movement

March 26 Inter-movements Dynamics

*Doug McAdam. 1999. *Political Process and the Development of Black Insurgency*. Chicago University Press. Chapter 8.

*Debra Minkoff. 1995. *Organizing for Equality*. Chapter 5.

Debra Minkoff. 1997. "Sequencing of Social Movements." *American Sociological Review* 62: 779-799

Week 11 Consequences of Social Movements

March 31 The Morning After: Biographical Impact of Social Movement

April 2 Consequences of Social Movements

*Doug McAdam 1988. *Freedom Summer*. Chapter 6.

*Kenneth T. Andrews. 2004. *Freedom Is A Constant Struggle: The Mississippi Civil Rights Movement and Its Legacy*. Chapter 9 (chapter 1 is recommended)

Part III. Citizenship and Politics in Multiethnic Society

Week 12 Race and Ethnicity in Electoral Politics

April 7 and April 9

*Fredrick C. Harris et al. 2005 "Macrodynamics of Black Political Participation in the Post-Civil Rights Era." *The Journal of Politics* 67: 1143-1163

*S. Karthick Ramakrishnan and Thomas J. Espenshade. 2001. "Immigrant Incorporation and Political Participation in the United States." *International Migration Review* 35: 870-909

Week 13 Representing Minorities in Power

April 14 Representing Minorities in Power

April 16 Trickle-down Representation? Race and Ethnicity in Interest Group Politics

- *Lani Guinier and Gerald Torres. 2002. *The Miner's Canary: Enlisting Race, Resisting Power, and Transforming Democracy*. Chapter 6
- *Dara Z. Strolovitch. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersection of Race, Class, and Gender." *Journal of Politics* 68: 893-908
- *Theda Skocpol. 2004. "Voice and Inequality: The Transformation of American Civic Democracy," in *Perspective*.

Week 14 Organized Racism as Social Movement

April 21 Structural Conditions of Organized Racism

April 23 Becoming a Racist Activist

- *Rory McVeigh and David Sikkink. 2005 "Organized Racism and Stranger" *Sociological Forum* 20
- *Kathleen Blee. 2002. *Inside Organized Racism*. Chapter 1 *The Racist Self* (Introduction is recommended).

Week 15 Contentious Politics of Diversity in Comparative Perspective

April 28 Immigration and Contentious Politics in Europe

April 30 Transnational Movements by Post-nationalist Citizens?

- *Ruud Koopmans et al. *Contested Citizenship: Immigration and Cultural Diversity in Europe*. Chapter 1
- Jane Kramer. 2005. "Difference" *The New Yorker Magazine*.
- *Ruud Koopmans and Paul Statham. 1999. "Challenging the Liberal Nation-State? Postnationalism, Multiculturalism, and the Collective Claim Making of Migrants and Ethnic Minorities in Britain and Germany." *American Journal of Sociology* 105: 652-696

Week 16 Politics of Race and Ethnicity in 21st Century America

May 5 Bridging Racial/Ethnic Boundaries?

May 7 Miner's Canary? Race, Ethnicity, and Justice in 21st Century America

- *Mark R. Warren. 2001. *Dry Bones Rattling: Community Building to Revitalize American Democracy*. Chapter 9.
- Marshall Ganz. 2002. "Making Democracy Work? A Book Review of Warren, *Dry Bones Rattling*." *Contexts* (Fall 2002): 62-63
- *Lani Guinier and Gerald Torres. 2002. *The Miner's Canary: Enlisting Race, Resisting Power, and Transforming Democracy*. Chapter 8