

Sociology 220: Ethnic Movements in the US
Spring 2014
4:00-5:15 Tuesday & Thursday
5206 Sewell Social Sciences Building
Course Web Page: <http://www.ssc.wisc.edu/~oliver/soc220/SOC220.HTM>
Lecture notes and links to resources are posted on the web page
Other resources are on the course learn@uw page
Prof. Pamela Oliver
8143 Social Science 262-6829 or 8128 Social Science 262-1498

Office hours & Contacting Me:

Email: ***Oliver@ssc.wisc.edu*** I am easy to reach by email and will check email every evening, if not more often. This is an excellent way to get a quick question answered or to tell me about a problem or to ask for more detailed help finding sources for a paper topic, as it lets me do a little research and then get back to you.

Office hours: I am the Sociology Department chair and will generally be in either my office or the Chair's office after 11 most days. The Chair's job involves a lot of meetings and my schedule is very irregular, so I suggest making an appointment if you need to see me about something important. I will almost always be available to talk to students immediately after class at 5:15, but I need to keep the last 30 minutes before lecture available for class preparation.

NOTE: There are make-up procedures for illness as explained below. Do not come to class if you are ill.

This course will use a social movement perspective to discuss ethnic movements and conflict in the United States. Questions we will discuss include: (1) When do groups adopt collective rather than individual strategies for improving their status? (2) When and how are ethnic identities constructed? How and when do people come to see a common identity despite differences within the group? (3) How do economic and political conditions affect life conditions and shape the possibilities for collective action? (4) What are the interests and issues involved in inter-group conflict? (5) How does the history of inter-group relations affect the present? Substantively, most of our emphasis will be on African Americans, Mexican Americans, Native Americans, and Asian Americans. Lectures and supplementary articles will give information about other Hispanic groups, Jews, European immigrant groups, and nativist/racist movements among European Americans. We seek to understand current issues and conflicts by locating them in their historical and political/economic context. We will pay close attention to the resource mobilization and political opportunity questions: who controls the situation, what resources and capacities do aggrieved groups have to affect the situation? We will also give explicit attention to the ways in which different groups have different perspectives and interests. Some of the time we will be focusing on giving the facts about a particular group, and other times we will be discussing topics that cut across groups. There will be at least four films shown and at least two guest speakers, possibly more.

Discussion sections are required and are an integral part of this course. They have two purposes. First, they provide an opportunity to discuss class issues in a smaller group. Second, they will be the site of the writing instruction which meets the communications-b requirement. Your TA is a sociology graduate student who has special training in teaching writing as well as advanced knowledge in sociology. Your TA will be grading your papers, but the whole instructional team is working together to establish common assignments and grading standards.

Class Format and Classroom Policies

- Class sessions include lecture, discussion, films and guest lectures.
- I try to create a relaxed atmosphere. Food and drink are OK as long as they are unobtrusive and do not create problems for others.
- There are no tests. Attendance at lecture is an end in itself.

- Your mind as well as your body must be present. You must be “at risk of learning something.” **You are required to be in a mental state that puts you at risk of learning something.**
 - You may not read, do homework for another class, study for a test, work crossword puzzles, play video games, answer email, surf the Internet, send text messages, or engage in any other activity that occupies your mind or distracts the people around you. If you are caught doing any of these activities, you will receive a zero for that day’s class attendance.
 - If you unintentionally fall asleep occasionally or are distracted due to a personal problem, apologize in your lecture comment. If your lifestyle or a health problem makes falling asleep in class a regular problem, or if you have some special circumstance regarding the “no distracting activities” policy, please speak privately to me or your TA. In particular, if you are using a translation device that looks like a cell phone, show the device to me and your TA so that we will know what you are doing. If you have a personal need to be available for emergency messages, you must explain the issue to a TA and step out of the room if you need to respond to a message.
- Respect others' rights and needs. Do not carry on private conversations or engage in other behavior which distracts others. University policy prohibits the disruption of classes, and students who are persistently disruptive will be asked to leave. Let us know if you have any concerns about these issues.
- Do your best to contribute to an environment in which people can express real opinions that others disagree with and can learn from hearing the opinions of others, even when you disagree. Do not expect to end class agreeing on one right opinion on controversial topics. Instead, expect to learn more about why different people have different opinions.
 - **Never** intentionally insult another person or group in this class. This includes insults meant as jokes.
 - If you are offended at or bothered by what someone else has said, please explain why so the person can learn from your view, but make the assumption that the other person did not mean to be offensive.
 - If someone else says they are offended by something you said, listen respectfully and try to understand their concern. It is always OK to ask for more information before deciding what you think and OK to say you need time to think about things. Apologize for hurting someone’s feelings if you mean it. It is OK to end up disagreeing, but do your best to use the experience to learn about other people's opinions.
 - The only cure for ignorance is education. Some people enter this class with no prior background in ethnic studies and little or no experience with other cultural groups. Please do not make noises or gestures to make people feel bad if they ask a "naïve" question that you already know the answer to or think implies an opinion you disagree with.
- Please be honest in your lecture reactions to help me know whether we have class process issues I need to deal with. Also please let me know if I say something that offends you, either in class when it happens, or in the lecture comment. Your lecture comments are not graded precisely so that you know you do not gain points for agreeing with the instructor or lose points for disagreeing. Effort points are based on engagement: writing why you disagree counts as engagement, as does writing reflections on how the material affects your thinking. You will lose points for disengagement when go through the motions without actually engaging the issues.
- You are invited to treat this class as an open forum.
 - You may announce any event which you believe may be of interest to others in the class.
 - You may arrange to address the class or to bring a speaker or film to the class, to raise issues which you feel are being ignored or distorted in lectures, to give voice to your own feelings and experiences, or to enrich the learning experience of yourself and others. Speak to me in advance to make arrangements for anything "big" (i.e. more than 5 minutes long). Short impromptu speeches or reactions (not longer than 2-3 minutes) are welcome any time.
 - It is not appropriate for one or a few people to dominate class interaction; we do need to leave room for many voices. If I am concerned that you are talking too much, I will speak to you. Otherwise, you can assume your talking is OK. Students who feel that someone else is dominating should let me know in the daily reactions.

Assignments and Grading

NOTE: We have made some changes in how parts of the course work this semester, and some of the specific details may have to be modified as we work out the bugs of our new systems, but what you have to do and how things are weighted will be as explained in this syllabus. If we find mistakes in the syllabus regarding grading or realize we need to make adjustments, we will announce corrections in class and on the web site and learn@uw.

Your grade will be a weighted average of five elements: several graded papers and an oral presentation that are assigned in the discussion sections (50%), attending and commenting on lectures plus a few other activities (29%), quizzes and writing critical questions about four books (16%), and attending and participating in discussion section (5%). Each element is graded on a 4-point A-F scale (A=4, AB=3.5, B=3, BC=2.5, C=2, D=1, F=0), and these grades are averaged with the weights indicated. Letter grade ranges are: A = 3.75 and up, AB = 3.25 to 3.75, B = 2.75 to 3.25, BC = 2.25 to 2.75, C = 1.5 to 2.25, D = .5 to 1.5, F= below .5. All grades that are within +/- .05 of a cutting point will be examined by a human to determine which is the most fair and just grade, considering the overall pattern of your work and trajectory of your work.

Because this course meets two graduation requirements, there are two additional criteria for passing the course. Regardless of how your average works out otherwise, you cannot pass this course with a C unless you do all the required graded work with at least a C- average and attend at least 70% of the lectures and 70% of the discussion section meetings; you cannot pass this course with a D unless you have done all the required graded work with at least a D average and attend at least 50% of the lectures and 50% of the discussion section meetings. The required graded work that must be done to pass the course includes the oral presentation and individual paper for project 1, and the first polished draft and final revised draft of project 2. If you fall behind through your own choices and are unable to fulfill these requirements, you will need to drop the course or take a failing grade. If you fall behind in meeting these requirements due to circumstances beyond your control, you need to communicate immediately with your TA and a Dean about possible accommodations. You should know that regardless of personal circumstances, an accommodation can only adjust deadlines or provide alternate means of satisfying requirements; it cannot eliminate the requirement that you do the work.

Grading Standards: There are two kinds of grading in this class. The lecture and book comments and the grades for discussion participation and effort are all focused entirely on effort: the expectation is that everyone who is willing to do all the work at a serious effort level will get an A. The papers are NOT graded this way: they are graded according to quality standards, and it is possible to put a lot of effort into a paper and still not make an A (although more effort is certainly likely to produce better results). Mathematically, to earn an A in the course, you will need to have at least A- level work on both the papers and the effort components or A+ level work on one and AB+ level work on the other. We grade to absolute scales and do not "curve" papers. If you do the basics and make no big mistakes, you get a B. Errors in writing or understanding of concepts or argumentation will lead to lower grades. "A" papers indicate a high level of achievement and mastery of research, writing and thinking, while "AB" papers are well above average. We expect that in a typical large class, about 10-15% of the students will receive A's on the papers. We will not force this expectation, however: if an unusually high proportion of people do really well, the grades will be high, and if this class happens to have a small proportion of people who do really well, the grades will be low. The TAs will collaborate to ensure that comparable standards are applied across sections, but this may not lead to comparable grade distributions. Small classes like sections often vary markedly and it is possible that one section might have an unusually high or unusually low number of top grades.

We will also take improvement on written work into account. If you are coming to class regularly, working hard and meeting all deadlines, showing improvement in the final draft of project 2 may be used to compensate for a lower grade on project 1.

Assignment and Grading Summary

Item	Weight	Components	Grading Comments
Papers & Presentations	50%	<p>Research and analyze both sides of two different controversial issues.</p> <ol style="list-style-type: none"> 1. Oral presentation in groups with individual writing; assigned topics 2. Analytic research paper about both sides of a controversial issue; you choose the topic. <p>Smaller assignments build toward the final papers.</p>	<p>Focused on communications-b + ethnic studies requirements. Assigned and explained in section and graded by your TA. Graded on a 4.0 A-F scale; the total grade for papers is a weighted average of these grades. Substantial grade penalty for not doing outline & draft for project 2; otherwise the interim grades are for your information only and do not count. Trajectory of improvement will be considered.</p>
<p>Participation. Focused on the ethnic studies requirement and reflection on issues. Pedagogy of learning by writing and open-ended thinking about new ideas.</p>			
Lectures & activities	29%	<p>Attend classes & write engaged comments of at least 5-10 sentences about different parts of the lecture (or do make-ups if you are ill). Half credit for attending but writing too little or showing evidence of inattention. Submitted through paper "journal folders" explained in class. Also additional activities and writing, each requiring a time investment approximately equal to one class.</p>	<p>You need at least 60% of the attendance points to pass with a D and 70% to pass with a C. Effort points distinguish between doing the minimum for credit and showing a higher level of attention and engagement. Attending all classes & doing the minimum (5 sentences a class) earns an AB. Attending all classes, regularly writing more than the minimum and showing awareness of lecture content earns an A. Effort is implemented as a multiplier on the total number of things done.</p>
Participate in section	5%	<p>Attend and participate in bi-weekly discussion section (or do alternate work if you are ill)</p>	<p>Heavily weighted by attendance. If you miss more than half the section meetings, this grade will be an F. If you attend all section meetings but have low participation, this grade will be a B. AB and A grades require active participation as well as regular attendance.</p>
Readings	16%	<p>Read 4 books follow instructions for taking open book quizzes and writing notes and critical questions and submitting to learn@UW. The goal is to experience and think about the books, not a close textual read or analysis, nor memorizing specific facts. The books are part of the conversation but do not dominate it.</p>	<p>You read at least 1/3 a book a week and follow instructions for quizzes and critical questions. IT IS OK TO GET AHEAD ON THIS but you can submit no more than 1 book's worth a week. The quizzes are open book and the scoring is meant to make it easy to get credit if you have read the book.</p>

Lecture reactions

After every lecture session, turn in 5-10 sentences of "reaction." As explained in lecture, you will turn these into folders, retrieve them at the beginning of class, re-use a page until it is full and then **leave it in the folder**. I will read and respond to your reactions after every class, but they do not get posted into the computer until later. Periodically I will remove the reaction sheets from the folder and give them to an assistant who will do the computer data entry. Everything that is part of the "lecture" grade is submitted the same way: on paper in the folder, leave there to be removed by me for grading.

If you arrive late to class or leave early, you are required to put the time of your arrival or departure on the reaction sheet. TAs may monitor the doors to be sure you are complying with this requirement. If you occasionally miss a few minutes of class, it will not matter, but if you miss more than 10 minutes of a class, your attendance will be adjusted accordingly. If your reason for missing part of a class is circumstances beyond your control, you may arrange to do a make up for the missed material. If you wish to do this, you should explain in the appropriate lecture reaction. **See below for make-up instructions and policies if you have to miss all or part of a class.**

The expected level of daily effort is: (a) 5-10 sentences of writing, (b) notes or comments that made it clear you were listening to lecture, (c) evidence of personal engagement with or thinking about the lecture, (d) answering the specific questions I may ask you to put into your reaction page as a check on whether you are paying attention. As appropriate, please use the lecture reactions to tell me about problems or concerns or disagreements you have with the lecture content, or the way lecture content made you think about other issues, or other personal reactions to course materials. Because there are many students in this class I cannot make a lot of comments on these reactions, but I read all of them and respond at more length when I can. I will put the date after your entry (to indicate it was written in that class). If you are to lose credit for inattention or not writing enough, I will write "half credit." I may also add notes that I will use later in deciding on effort points. I am NOT generally sitting near a computer when I am reading these reactions, so please do NOT use them to ask me to respond by email. If you want an email from me, send an email to me.

These lecture reactions are important to me. I read them and I take them seriously. It is my way of being in connection with the students in lecture despite the large class size. It is your opportunity to be in dialog with me. When I can, I often pull questions/comments from these reactions to let students in the class know what other people were thinking, without using names, of course.

Missing Lecture

If you have to miss class for circumstances beyond your control (illness or accident, bereavement, religious observance), you may get credit for attendance for an excused absence by following the make-up procedure described below. Notice that you must do a make-up to get credit; it is not enough simply to have had a good reason for the absence. If you need to claim more than four excused absences, you may be asked to provide additional documentation of the circumstances. Communicate with your TA if you will need to miss more than three classes in a row (i.e. more than one week of class).

In addition to excused absences, any student may receive full credit for up to two unexcused or voluntary absences by following the make-up procedure and may receive half credit for an additional two unexcused absences by following the make-up procedure. A voluntary circumstance is anything that is under your control. This includes difficult choices you may have to make such as studying or attending review sessions for other classes, job interviews, or work hours, not just pleasurable choices such as vacations.

Lecture make-up procedure

If you miss a class, put an entry in the reaction page with the date and the statement "missed class." You may put the reason for absence if it is excused. If you do not provide a reason, it will be treated as unexcused. When you do

a make-up, clearly label it as “make up for DATE” and do not blend it in with the surrounding entries. It is ok if the make-up entry is on a separate page. Remember to repeat the reason for absence if it should be counted as excused. Submit lecture make-ups to the paper folders and leave them there for posting.

Before doing the make-up, **talk to people** to be sure you know what actually happened in the class. Sometimes the web site has not been properly updated. (1) **Spend a minimum of 30 minutes doing things to learn what you missed.** Read on-line lecture notes, watch the video, talk to four other students in the class to learn what you missed. (2) write a **200 word** make up lecture comment saying (a) the names of the students you talked to, (b) HOW you did the make up (how you spent the 30 minutes) and (c) a summary of WHAT you missed in class. You are responsible for finding students who can tell you what happened in class, so if the first person you ask can't tell you much, you will have to ask other people. Make ups should be completed as soon as possible but there is no explicit deadline except that they must be completed before the last class May 9. **YOU MUST DO THE MAKE UP ACTIVITY TO GET CREDIT FOR THE MISSED CLASS.** Religious accommodation counts as an excused absence.

Other Activities that are part of the “lecture reactions” grade

In addition to attending lecture and writing reactions, several other activities will generate required attendance and/or effort credits to factor into your grade. These include:

- Doing two on-line surveys, one in the first week and the other in the last week of class
- Doing the “syllabus quiz”
- Attending a diversity dialog during the first half of the term and writing 200+ words about the experience. A diversity dialog is a 90 minute discussion designed 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. In past semesters, over 90% of the students who participated found it to be a positive experience. You will get an email explaining this in the second or third week of the term, after the class roll has stabilized. You will get the equivalent of one lecture credit for attending (as reported by the DD staff) and a second credit for writing about the experience, for a total of two.
- Spending 150 minutes writing about your identity and your position in history (both past and future) during the last two or three weeks of the term.

Books

As I will explain in class, I have chosen books which have explicit points of view because they are ultimately more interesting and instructive than books written from the standpoint of unconcerned observers. I will discuss why there are no “unbiased” books, and give you explicit information about how to locate each book in the larger debates within and around each group. The books are read in the following order, 1/3 of a book a week with the first due date in week 2 of the class.

1. **1. American Indians.** Stephen Cornell. The Return of the Native: American Indian Political Resurgence. (An analytic treatment of the 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 like this book, while others often find it difficult. Cornell is a European-American who now works closely with the tribes on economic development issues.) The three units are: 1) Chapters 1-4; 2) Chapters 5-8 3) Chapters 9-13.

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 theories of social movements in light of the Black movement.) 1) Chapters 1-4; week 2) Chapters 5-8 week 3) Chapters 9-11

3. Mexican Americans. Rodolfo Acuña *Occupied America*. 7th edition. This history text is long and has a distinctive point of view. I have prepared a “reading guide” for this book telling you which sections to focus on that will be handed out later by your TA and is also available on learn@uw. The units are divided this way: 1) Chapters 1-7 2) Chapters 8-12, 3) Chapters 13-16 + Epilog. Quiz questions come only from the sections that are assigned.

4. Asian Americans. Ronald Takaki. *Strangers from a Different Shore: A History of Asian-Americans*. Get the “updated and revised” edition published in 1998, not the older first edition. (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. It is long but interesting.) Units: 1) Preface & Chapters 1-4, 2) Chapters 5-8, 3) Chapters 9-13

The quizzes are open book and meant to be easy to pass if you have done the reading. You MAY get ahead on passing the quizzes. You can have multiple attempts but your attempts are averaged. In addition to the quizzes, you will write a “critical question” for each book that feeds into your discussion of the book in section. Your TA will explain critical question procedures and deadlines. Readings need to be done on time for full credit. Critical questions will not be accepted late except in cases of circumstances beyond your control. Taking the a quiz late will reduce your quiz grade by 10% for each week or portion thereof it is late.

Paper assignments

You will receive details on paper assignments from your TA in section. This is just an outline of what you will be required to do:

1. Preliminary ungraded but required writing due at the first section meeting. Write 1-2 pages about your own ethnic/racial background and experiences. There are three purposes to this assignment: to get you thinking about the issues of this course, to introduce you to your TA, and to give your TA an early sample of your writing for purposes of planning the com-b writing instruction component of the course.
2. Project 1 (34% total of paper grade, 17% of course grade): Group presentation on controversial issue. Based on your issue preferences, you will be assigned to work with three other students on one of these issues: American Indian casinos, Mexican immigration, bilingual instruction, racial profiling in crime control. We have already done the library research to find the sources on these issues. You will read this research and prepare a group oral presentation to your section that analyzes the debate around these issues using the concepts of factual claims, values, interests, rhetoric/framing, power and resources. Each student will complete a confidential individual report about the group process.
 - a. Concepts check 3% of paper grade (1.5% of course grade). Identifying key concepts in research articles.
 - b. Oral presentation 15% of paper grade (7.5% of course grade). Composite of group and individual grades
 - c. Debate brief 3% of paper grade (1.5% of course grade). Written handout for the section outlining your issue. Group product.
 - d. Individual project 1 paper 13% of paper grade (6.5% of course grade). You write a short essay about a different group’s topic demonstrating your understanding of concepts.
3. Project 2 (61% total of paper grade, 30.5% of course grade). You select your own topic on a controversial issue relevant to ethnic/racial conflict and politics in the US, you do library and Internet research on both sides of this issue, and you write an individual paper analyzing this issue using the concepts of factual claims, values, interests, rhetoric/framing, power and resources. As part of the com-b requirement, you must do both a first draft and a revision of this paper. Improvement on the final version will overwrite lower grades on the preliminary steps if you have actually done those steps on time and seriously. If you do not do the preliminary steps seriously and on time, you must have your low grades (i.e. Fs) on them factored into your final grade, regardless of the quality of the final paper.

- a. Outline and annotated bibliography. 10% of paper grade (5% of course grade)
 - b. First polished draft. 15% of paper grade (7.5% of course grade) This is a complete polished draft that is graded as if it were the final paper. There is no “this is just a draft” grade discounting.
 - c. Final paper. 36% of paper grade (18% of course grade).
4. Peer review of others’ papers. 5% of paper grade (2.5% of course grade). You will read and comment on two other students’ papers and be graded on the quality of your review.

Participation in Section

Attendance at section meetings is required. 5% of your course grade is based on your attendance and participation in section meetings. Attendance is heavily weighted. The standard is that if you show up for all section meetings but never participate, your participation grade will be a B. Actively participating earn a higher grade; missing class earns a lower grade.

Academic Honesty/Dishonesty Statement

There will be zero tolerance for academic dishonesty in any aspect of this course. All acts of intentional dishonesty, no matter how small, will lead to a letter describing the incident being sent to the Dean of Students and an academic penalty that is triple the value of the academic harm caused by the dishonesty. This policy applies to BOTH graded exercises and ungraded activities such as lecture comments or book critical questions.

Semester-specific deadlines:

NOTE: You must sign up for a diversity dialog by March 7 and complete the activity by April 11. Your write-up should be submitted as soon as possible but no later than the first week in May. Book quizzes are due by 11:59pm on Sunday to be “on time” for the preceding week. Due dates/times for book critical questions will be announced by your TA and may vary by section.