

HONORS SEMINAR - MINORITY GROUP RELATIONS

HONR 303T, 3 Units, Schedule # 13664

(Tues.-Thur. 11:30am-12:45pm, LH 315A)

Satisfies General Education requirement III.C.2., and V. cultural diversity requirement.

CAL STATE FULLERTON

Honors Program

Fall 2004

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COURSE DESCRIPTION

Welcome! This seminar explores the realities and conditions of minority-majority relations in terms of social, political, cultural and economic causes and consequences of prejudice, discrimination, racism, classism and sexism. This course examines the social, cultural, historical, political and economic processes of minority-majority relations with emphasis on race and ethnicity in the United States. However, we will also address issues of social class, gender, and sexuality; as simultaneous dimensions of inequality that function as organizing principles of minority group relations. Future prospects for minority group relations, resistance and social change are also discussed.

The course is divided up into six parts: 1) basic concepts and foundations of minority group relations, 2) theoretical perspectives on minority group relations, 3) the historical foundation of minority group relations in the United States, 4) major U.S. ethnic and racial minority groups, 5) "invisible" minorities, , and 5) the future of race and ethnicity, resistance and social change.

Part I. Basic Concepts & Foundations. Before delving into the social causes and consequences of minority-majority relations, Part One of the seminar establishes the general terminology, social and historical context of minority-majority relations. In doing so, fundamental concepts and issues are discussed to facilitate a general understanding of minority group relations. For instance, students will become familiar with the concepts of micro processes versus macro structures, social stratification, social inequality, minority, race, ethnicity, gender, social class, prejudice, discrimination and racism. Students will also be introduced to the idea of race, class, gender, and sexuality as simultaneous, intersecting and interlocking dimensions of social inequality.

Part II. Theoretical Perspectives. Part Two examines general causes and consequences of social inequality and minority group relations by presenting prevailing theoretical schools of thought that ground the study of minority group relations. First, general theoretical orientations in sociology are reviewed (i.e. structural-functionalism, conflict, and interactionism). Second, schools of thought in the sociology of race and ethnicity and ethnic studies are presented and critiqued (order/ethnicity/acculturation theories, class-based, neo-Marxist, and colonialism perspectives). In doing so, we contrast the experiences of ethnic minorities and racial minorities. Third, in light of the critiques of classic perspectives, some contemporary theoretical developments in ethnic studies, postcolonial studies and radical feminism are introduced.

Part III. Historical Context. Part three takes an in-depth look at the history of minority group relations, from the "discovery" of the "New World" to the current "War on Terrorism."

Part IV. Major Ethnic and Racial Groups. Part four, analyzes the historical and contemporary experiences of major racial and ethnic minority groups in the United States – including Irish Americans, Italian Americans, Jewish Americans, American Indians, African Americans, Chicanos/as, Puerto Ricans, Cubans, Japanese Americans, Chinese Americans, and Korean Americans.

Part V. Invisible Minorities. In part five, we explore the idea of “invisible” racial and ethnic minority groups in the United States. In other words, in addition to the more socially “visible” minority groups in the United States, there are less socially visible racial and ethnic groups that tend to be smaller in population size, and lumped under or assumed to be part of the larger more socially recognizable minority groups. We will discuss this idea, and the experiences of a few minority groups that I consider to be “invisible minorities.” We will specifically analyze the experience of Pacific Islanders as a case in point of an invisible minority.

Part VI. Future Prospects. We conclude the course by discussing and debating future prospects of racial and ethnic relations in the United States, in terms of social change, multicultural democracy, race-specific policies, and changing of media images.

PREREQUISITE

Honors student status. Students will be generally expected to write in an organized grammatically correct manner, and engage in critical thinking to be successful in this course.

STUDENT LEARNING OBJECTIVES

In addition to fulfilling the goals for student learning under the General Education category III.C.2. (Disciplinary Learning-Social Sciences-Implications and Explorations in the Social Sciences, and V Cultural Diversity; CSUF 2003-2005 Catalog), this course will accomplish the following learning objectives:

- Relay a social scientific and historical understanding of various concepts, theories, issues and topics that ground the study of minority group relations from interdisciplinary and multidisciplinary perspectives.
- Shed light on the social, cultural, historical, institutional, and social psychological causes and consequences of social stratification and inequality.
- Enhance understanding of the role of cultural diversity in one’s social location and life experience.
- Spark insights to critically understand the dynamics of minority-majority relations, and social and cultural change.
- Generate knowledge that is relevant to all walks of life (i.e. personal and professional) regardless of academic major.

REQUIRED READINGS

Books: (Available in Titan Shops Bookstore.)

Aguirre, Adalberto, Jr. and Jonathan H. Turner. 2004. *American Ethnicity: The Dynamics and Consequences of Discrimination*. Fourth Edition. McGraw-Hill. (Aguirre & Turner)

Perez, Michael (compiled by). 2004. *Intersections: Readings in Sociology. A Customized Sociology Reader*. Pearson Custom Publishing. (*Intersections*)

Zinn, Howard. 2003. *A People’s History of the United States: 1492 to the Present*. HarperCollins. (Zinn)

Additional Readings: (Availability to be announced.)

Aguirre, Adalberto Jr. and David V. Baker. (1995). “Introduction: Studying Race and Ethnic Relations.” *Sources: Notable Selections in Race and Ethnicity*. Guilford, CT: The Dushkin Publishing Group, Inc.

Perez, Michael P. 2002. "Pacific Identities Beyond U.S. Racial Formations: The Case of Chamorro Ambivalence and Flux." *Social Identities*. 8(3): 457-479.

Tatum, Beverly Daniel. 1994. "Talking About Race, Learning About Racism." In Fred L. Pincus and Howard J. Ehrlich (eds.), *Race and Ethnic Conflict*. Boulder, Colorado: Westview Press.

MODES OF LEARNING

Class meetings consist of groplectures, visual aids, group discussions and activities, and video analyses.

AMERICANS WITH DISABILITIES ACT (ADA):

Persons with disabilities requiring special accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor as soon as possible. Written documentation of the disability should be submitted during the first week of the semester along with the request for special accommodation.

GENERAL COURSE REQUIREMENTS AND GRADING POLICIES

Add/Drop Policy: As specified on page 509 of the CSUF 2003-2005 catalog, students "*should attend all class meeting in the first week. If a student decides not to continue enrollment in a class, either before or after instruction begins, it is the student's responsibility to follow appropriate procedures for dropping the class; however, if a student is absent without notifying the instructor or departmental office within 24 hours after any meeting missed during the first week, the student may be dropped administratively by the instructor. Students should not assume that this will be done for them and should take responsibility to ensure that they have been dropped by following the appropriate procedures for dropping classes. An instructor may also administratively drop a student who does not meet prerequisites for the course*"

You may be dropped for excessive absences during the course of the semester. To reiterate, if you decide to drop the class, do not assume that I will automatically drop you. Be sure to formally drop the class.

For detailed information on registration, adding and dropping classes, refer to the "blue pages" of the CSU Fullerton Fall 2004 Class Schedule.

Attendance: Attendance in all lectures, discussions, presentations, and videos is mandatory. Students are also expected to be on time and be present for the entire duration of each class meeting. Arriving to class late or leaving early is disruptive and discourteous. Attendance will be taken randomly. "Excessive" unexcused absences and tardies will significantly impact your course grade. I consider two or more unexcused absences excessive.

Preparation and Participation: Reading of and familiarity with all assigned readings before class meetings are required. Participation in class discussions is also vital to the quality of this course. Students are required to complete assignments. Lack of preparedness is unacceptable and will result in poor performance in this course.

Classroom Rules: Students are expected to be attentive during class. Do not fall asleep, read or study outside material, converse or pass notes with classmates, and pack up notebooks and backpacks before class is dismissed. Be sure cell phones are turned off or on vibrate mode during class. Always be respectful and courteous to others.

Examinations: Examinations consist of two midterm examinations and one final examination. The format of the examinations will be specified later. No make-up exams, with the exception of documented extenuating circumstances.

Assignments: Students are required to write four papers and conduct three presentations. Papers consist of an ethnographic observation paper, an article review, a video analysis, and an autobiographical essay. Details are forthcoming.

In any event, late assignments will be penalized an entire grade for each business day after the due date. You may turn in projects early if need be. No shows for presentations will receive zero points for the presentations, with no opportunity to make it up.

No extra credit. No audio recording of lectures and discussions.

STUDENT PERFORMANCE REQUIREMENTS

Writing: The ability to express and articulate one's ideas, comprehension, and analytical thinking is central to quality higher education. Therefore, writing is one of the central activities in which students are expected to demonstrate their performance, accumulation and communication of learning. Every examination and assignment has a writing requirement. Poor performance on writing will hurt your grade significantly since writing is so central to this course. All writing requirements from in-class essay questions to assignments, will be evaluated based on:

- **Analysis** - The creativity and effectiveness of analytical thinking based on the understanding, application, and integration of relevant course content.
- **Organization and Flow** – Thematic organization and logical flow of writing.
- **Delivery** – Clarity and precision of articulation based on Standard American English grammar, choice of words, spelling and punctuation.

Performance Criteria: Standard letter grades represent distinct levels of effort, learning, and performance, as described:

- **“A”** – Represents high level of effort, outstanding performance, excellence and mastery of course content, concepts, and learning objectives. To earn an “A”, students must demonstrate a high level of intellectual understanding, creativity, analytical ability, and critical thinking; by integrating theory, research, policy implications, and experiences.
- **“B”** – Represents higher than average performance, analytical ability and mastery of course content, concepts and learning objectives. A “B” student is expected to demonstrate a solid intellectual understanding, analytical ability, and application of course content.
- **“C”** – Represents satisfactory/average performance, analytical ability, and comprehension of course content and concepts. A “C” indicates that the student followed directions, stayed on schedule, completed assignments, and demonstrated a fundamental understanding of course content, concepts, and analytical ability.
- **“D”** – Represent below average performance by not fully accomplishing assignments to completion, missing portions of required work, lack of preparation, and weak understanding and comprehension of course content, concepts, and superficial analytical ability.
- **“F”** – Represents failure to: come to class, do assigned readings, turn in and complete significant portions of required work, turn in a significant number of assignments, and to demonstrate a basic understanding of course content and concepts (that result in less than 60% accumulation of points).

APPROXIMATE GRADE DISTRIBUTION

Mid-Term Examination 1	25%	(100 points)
Mid-Term Examination 2	25%	(100 points)
Final Examination	25%	(100 points)
Ethnographic Observation Paper	5%	(20 points)
Article Review & Presentation	7.5%	(30 points =25 pts./paper + 5 pts./presentation)
Video Analysis Paper	5%	(20 points)
Autobiographical Essay & Presentation	7.5%	(30 points =25 pts./paper + 5 pts./presentation)

Total Points: 400

Grade Scale: (Based on percentage of accumulated points out of 400 total points.)

A	(95%-100%)	C+	(78%-79%)
A-	(90%-94%)	C	(75%-78%)
B+	(88%-89%)	C-	(70%-74%)
B	(85%-87%)	D	(60%-69%)
B-	(80%-84%)	F	(≤59%)

COURSE SCHEDULE

<u>Week/Dates:</u>	<u>Topics:</u>	<u>Readings/Assignments:</u>
1 (8/24-8/26)	Introduction to Course <u>Basic Concepts and Foundations:</u> Remarks on the Study of Race and Ethnicity Key Concepts and Terms	Syllabus Tatum reading Aguirre & Baker reading <i>Aguirre & Turner</i> Ch. 1
2 (8/31-9/2)	<u>Theoretical Perspectives:</u> Overview of Schools of Thought In Sociology and Ethnic Studies Order Theories	<i>Aguirre & Turner</i> Ch. 2 Ethnographic Observ. Hours No class Thur 9/2
3 (9/7-9/9)	<u>Theoretical Perspectives:</u> Power Conflict Theories	<i>Aguirre & Baker</i> Ch.2
4 (9/14-9/16)	<u>Discussion Issues:</u> Black and White Languages of Race Assimilation and Immigration	<i>Intersections:</i> Blauner <i>Intersections:</i> Portes & Zhou Assn 1: Papers Due on Blauner and Portes & Zhou due.

MIDTERM EXAMINATION 1 September 16, 2004

5 (9/21-9/23)	<u>Guest Speaker:</u> Adam Keller <u>Historical Context</u> <u>Video:</u> <i>Violence: An American Tradition</i>	<i>Zinn</i> Ch.1-12 Ethnographic Observ. Paper due
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6 (9/28-9/30)	<u>Historical Context</u> <u>Video:</u> <i>In Search of America: Race</i>	Zinn Ch.13-25 Video analysis on <i>Violence</i> due.
7 (10/5-10/7)	<u>Major Racial and Ethnic Groups:</u> Anglo-Saxon Core, and White Ethnic Americans <u>Video:</u> <i>The Irish in America</i>	<i>Aguirre & Turner</i> Ch.3,8 Video analysis on <i>Race</i> due.
8 (10/12-10/14)	<u>Major Racial and Ethnic Groups:</u> American Indians <u>Discussion Issues:</u> Radioactive Colonialism	<i>Aguirre & Turner</i> Ch.5 <i>Intersections:</i> Churchill & LaDuke Analytical Paper on Churchill & La Duke due. Video Analysis on <i>The Irish</i> due.
9 (10/19-10/21)	<u>Video:</u> <i>Matters of Race</i>	
MIDTERM EXAMINATION 2 October 21, 2004		
10 (10/26-10./28)	<u>Major Racial and Ethnic Groups:</u> African Americans <u>Discussion Issues:</u> African Americans and Higher Education	<i>Aguirre & Turner</i> Ch.4 <i>Intersections:</i> Du Bois; Feagin et al Analytical Papers on Du Bois, and Feagin et al. due. Video Analysis on <i>Matters</i> due.
11 (11/2-11/4)	<u>Major Racial and Ethnic Groups:</u> Latinos/as <u>Discussions Issues:</u> Baiting Immigrants <u>Video:</u> <i>In Search of America: "Mexican Immigration"</i>	<i>Aguirre & Turner</i> Ch.6 <i>Intersections:</i> De Uriate Analytical Papers on De Uriate due.
12 (11/9-11/11)	<u>Major Racial and Ethnic Groups:</u> Asian Americans <u>Discussion Issues:</u> The Model Minority <u>Video:</u> <i>Japanese Internment</i>	<i>Aguirre & Turner</i> Ch.7 <i>Intersections</i> Cheng & Yang Analytical Paper on Cheng & Yang due. Video Analysis on <i>Mexican</i> due.

ETHNOGRAPHIC OBSERVATION

Overview:

The ethnographic observation paper is intended for you to directly observe some manifestation of racial and ethnic diversity in a natural setting. In so doing, you are to apply relevant course concepts, terms, perspectives and foundations, in your interpretation of some observed behavior in a natural setting. In other words, apply what you have learned in the real world.

Specific Tasks:

- For one hour, keenly observe behavior in a diverse natural social setting of interaction (i.e. shopping mall, classroom setting other than our class, workplace environment, restaurant, in automobile traffic, nightclub social environment, etc.)
- Interpret and analyze your observations by applying relevant course content and perspectives you have learned.
- Take notes on your observations as they occur, or immediately after. Do not video or audio record your observations.
- Write a two- to three-page double-spaced paper that describes and articulates your analysis.
- In you paper, be sure to cite and provide at least three quotations from any of the required course readings.

Organization of Paper:

The organization of your paper is up to you, as long as you organize your work thematically according to course themes and ideas. Use subheadings.

Grading Criteria:

Your grade for this assignment (worth up to 20 points) is based on:

- Analysis (most important) - the understanding, application, and integration of relevant concepts, themes, and course readings. In other words, how well do you apply relevant concepts from the course and readings?
- Organization and Flow of your paper; and
- Delivery – the clarity of articulation and grammar of your paper.

Citations:

Always provide citations of work utilized, and a reference section of works cited, including course readings. You may use any standard citation format, however APA format is commonly used in the social sciences. Most of our course reading materials provide examples of APA format. Points will be deducted if academic and media sources are not cited.

ARTICLE REVIEW

Overview:

The article review consists of a written critique of ONE of the *Intersections* readings. The purpose of this assignment is to: a) spark analytical thinking among students, and b) apply and integrate key concepts and themes from the course and readings, with at least ONE additional *academic* source (i.e. journal articles, books, and web-based literature), in analyzing a piece or segment of news coverage.

Specific Tasks:

- Provide a brief introduction of the key contribution of one of the *Intersections* chapters.
- Outline THREE major themes from the reading in bullet form, based on the “Questions” posed at the end of each chapter of the *Intersections* reader.
- Observe, analyze ONE news outlet (i.e. major network television news coverage, radio news, newspaper, news magazine, public access television, public radio, etc. external to the class material) as relevant to the at least ONE of the themes from the reading. Your description and analysis should be written in a thematically organized, coherent and grammatically correct manner.
- Base your analysis on sound scholarly literature from the course readings and ONE additional academic source. In other words, your analysis should be scientifically and academically sound, as opposed to uninformed opinions. Support your opinions and positions with academic sources.
- Derive an analytical question based on your description and analysis. Analytical questions will form the basis of class discussions.
- Conduct a brief presentation on your article review to spark class discussion.
- Papers are due in class according to the “discussion issues” schedule.

General Organization of Paper:

Your written analysis should be organized as follows (3 pages, typed, double-spaced. Use the following subheadings in your paper):

- Introduction – brief description of key contribution.
- Themes - In bullet form, write three statements identifying three themes from the reading.
- News Analysis - Write a descriptive and analytical paper, which should apply the reading, any relevant course content, at least one additional academic source, and your media news observation.
- Concluding Analytical Question - Write one analytical question relevant to the themes and your observations.

Grading Criteria:

Your grade for your written article review (worth up to 25 points) is based on:

- Analysis (most important) - the understanding, application, and integration of relevant concepts, themes, course materials, and additional sources. In other words, how well do you apply relevant concepts from the course and readings? How well do you support your position and opinions with scholarly sources?
- Organization and Flow of your written critique; and
- Delivery – the clarity of articulation and grammar of your written critique.

You will be awarded 5 points for your presentation, as long as you give it your best effort.

Citations:

Always provide citations of work utilized, and a reference section of works cited, including course readings. You may use any standard citation format, however APA format is commonly used in the social sciences. Most of our course reading materials provide examples of APA format. Points will be deducted if academic and media sources are not cited.

VIDEO ANALYSIS

Overview:

This assignment involves the analysis of one of the videos to be viewed in class. You are required to analyze a video of your choice, by applying relevant concepts and theories. The video analysis should be approximately 2-3 double-spaced pages, based on the following format. Subtitle each section accordingly. Each video analysis is due in class the week after the video is viewed in class, as noted on the schedule. You are required to view each video when it is shown in class. Videos will not be placed on reserve and loaned to students for viewing in lieu of an absence.

Organization and Format of Video Analysis Papers:

- Summary. Briefly describe and summarize *the social and historical significance* of the video in relation to minority group relations and experiences.
- Relevant Concepts and/or Theories. Briefly discuss the relevance and major assumptions of at least one concept and/or theory *to be applied* in your interpretation of the video.
- Application of Relevant Concepts and/or Theories. *Explain* the video content in terms of the social, economic, cultural and/or political significance of the issues discussed and portrayed in the video; by applying relevant course concepts and/or theories.

Grading Criteria:

Your grade for this assignment (worth up to 20 points) is based on:

- Analysis (most important) - the understanding and application of relevant concepts and theories listed. Again, how well do you apply relevant concepts and theories from the course and readings? How well do you support your explanations and interpretations with course content and sources?
- Organization and Flow
- Delivery – the clarity of articulation and grammar of your analysis.

Citations:

Again, always provide citations of work utilized, and a reference section of works cited, including course readings. Once again, you may use any standard citation format, however APA format is commonly used in the social sciences. Most of our course reading materials provide examples of APA format. Points will be deducted if academic and media sources are not cited.

AUTOBIOGRAPHICAL ESSAY

Overview:

This assignment encourages self-awareness about one's own history and biography in U.S. society as affected by the social constructs and consequences of race and ethnicity. The primary objectives of this assignment are to promote appreciation of our diverse society, and create a reflexive understanding of how race and ethnicity as social phenomena, shape our familial and personal experiences. You are to link your familial and personal experiences with larger historical and structural forces, which is one of the central bases of this course. In other words, explore your familial and personal racial and ethnic history based on interviews and review of literature, and write an essay based on your findings.

Specific Tasks:

- Identify your ethnic background(s).
- Interview at least one elder family member from a different generation from you.
- Review and cite academic sources including course sources and at least one external academic source (external to required class readings, which may be a journal article, book, web-based academic source, etc.). You are required to cite and provide at least three quotations from course readings, and at least three quotations from the external academic source.
- Write a three-page essay that describes and articulates your historical and contemporary ethnic familial experience, based on the application and integration of relevant course concepts and perspectives.
- Conduct a brief presentation to share your findings with the class.

Possible Interview Questions:

This is merely a sample of questions to consider, not an exhaustive list of questions I want you to ask. Therefore, this is intended to give you an idea of the types of questions to ask of interviewees, in order to uncover expressions and manifestations of ethnic familial history.

- What is your ethnic background?
- What is the origin of your family's existence in the United States? How did we come to be residents of the United States?
- How many generations has your family been in the United States?
- Do you have many relatives in the United States? Why or why not?
- Do you have many relatives in other countries? If so where? Do you communicate with them?
- Why did our family migrate to the United States (in the case of immigrant families)?
- What do you remember most about your childhood and early adulthood, regarding diversity?
- Are there any historical events that have affected you in the past and/or present?
- How were you treated by other ethnic and racial groups in the past? How are you treated now, in general?
- What are the major cultural practices you remember from childhood? If any, are they still practiced today? Why, or why not?
- What are your hopes for the future of your family, in terms of success and well-being in a diverse?

Larger Thematic Questions to Consider:

- Why do people identify themselves ethnically or racially? What is the meaning of the categories and terms people use to self-identify?
- What are the larger historical contexts and events that shaped the patterns of your family's existence in the United States?
- What are the political and economic factors connected to your family's ethnic history and contemporary experiences in the United States?
- What is the connection between your family ethnic history and their contemporary experiences?

- How has your family changed over time, and why?
- How are you similar and different to your elders, in terms of ethnicity?
- Has race played a role in the experiences of your family in the past, and your contemporary experiences?
- How and why have some of these experiences changed?

Organization of Essay:

Again, I encourage you to be creative in terms of how you organize your essay. Be sure to organize your essay around key academic themes from course materials.

Grading Criteria:

Your grade for the autobiographical essay (worth up to 25 points) is based on:

- Analysis (most important) - the understanding, application, and integration of relevant concepts, themes, course materials, and additional sources. In other words, how well do you apply relevant concepts from the course and readings? How well do you support your interpretations with scholarly sources?
- Organization and Flow of your written critique; and
- Delivery – the clarity of articulation and grammar of your written critique.

You will be awarded 5 points for your presentation, as long as you give it your best effort.

Citations:

Always provide citations of work utilized, and a reference section of works cited, including course readings. You may use any standard citation format, however APA format is commonly used in the social sciences. Most of our course reading materials provide examples of APA format. Points will be deducted if academic and media sources are not cited.