

**Sociology 220: Ethnic Movements in the US**  
**Fall 2017**  
**4:00-5:15 Tuesday & Thursday**  
**5206 Sewell Social Sciences Building**  
**Prof. Pamela Oliver**  
**8143 Social Science 262-6829**

**Lecture notes and lecture capture will be posted on Canvas course site, as will other course details, including a set of “syllabus quiz” questions that count toward your grade.**

**Office hours & Contacting Me:**

Email: [pamela.oliver@wisc.edu](mailto:pamela.oliver@wisc.edu) I will answer emails within 24 hours, possibly sooner, but I do not promise instant responses. Please read the on-line syllabus before asking a question about course procedures or grading. Note: You may address emails to “Professor Oliver.”

Office hours: After class, 5:30-6:30, Wednesdays 2:30-4 and by appointment. I am NOT available between 3:00 and 4 on Tuesday & Thursday before lecture, as I need to do final lecture preparations in that time slot. I prefer advance appointments and email communication when possible.

**NOTE: There are make-up procedures for illness as explained in the detailed instructions in Canvas. Do not come to class if you are ill. Also, see Canvas about how to get help if “life” is a problem, including money or homelessness or food insecurity, family responsibilities, work, stress, etc.**

This course will use a social movement perspective to discuss ethnic movements and conflict in the United States. We have seen a recent resurgence in ethnic/racial movements in the US and will be trying to put these events into context. Most of our emphasis will be on American Indian, African American, Mexican American, and Asian American movements and politics, with some brief discussion of other groups including Muslim or Middle Eastern Americans. We will also consider White nationalist movements. Questions we will discuss include:

- (1) When do groups adopt collective rather than individual strategies for improving their position?
- (2) How does the history of inter-group relations affect the present?
- (3) When and how are ethnic & racial identities constructed? How and when do people come to see a common identity despite differences?
- (4) How do economic and political conditions affect life conditions and shape the possibilities for collective action? Who has power over the situation? What resources and capacities do aggrieved groups have?
- (5) What are the interests and issues involved in inter-group conflict?

The past few years have seen a resurgence of public protest around racial/ethnic issues. I plan to shake up the order of my lectures to increase the flexibility to respond to current events. As a result, the lectures will NOT line up well with the books you are reading, but I think that most people will find the increased emphasis on current events to be worth it. The general plan of topics to be covered is:

1. Introductory concepts: social construction of race, a social movements approach, concepts for analyzing controversial issues.
2. Historical context: The construction of the US as a racial state and how the racial origins of the US still shape social issues today. This will include conquest/genocide of Native Americans; slavery & Jim Crow segregation of African Americans; the conquest/annexation of Northern Mexico and suppression of Mexicans in the Southwest; imperialism and immigration incorporating Puerto Ricans, Filipinos, Hawaiians, Alaskans, and Asian Americans.
3. Current issues to discuss include: American Indian reservations, identities, resurgence; the Idle No More movement; tribal politics; Casinos; names. Affirmative action, employment discrimination. Segregation.

Criminal justice issues including racial profiling. Immigration. "New" minorities including Muslims & Middle Eastern people, African immigrants; Asian immigrants. White nationalist movements. Campus issues.

### Learning Goals

This course meets both the ethnic studies and communication b requirements and may be counted as a lower division course for the sociology major. The "essential learnings: for the ethnic studies requirement are: (1) Awareness of History's Impact on the Present; (2) Ability to Recognize and Question Assumptions; (3) A Consciousness of Self and Other; (4) Effective Participation in a Multicultural Society. For more details on these goals see [http://www.ls.wisc.edu/gened/documents/Criteria\\_and\\_Learning\\_Outcomes\\_2015.3.15.pdf](http://www.ls.wisc.edu/gened/documents/Criteria_and_Learning_Outcomes_2015.3.15.pdf) This course meets the requirement for extensive writing and revision as well as oral presentations for the Communication B requirement documented <http://www.ls.wisc.edu/gened/documents/CommBCriteria.pdf>

This course also helps to develop the following **learning objectives for the sociology major**: (1) *Communicate Skillfully*: write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner. (2) *Critical Thinking about Society and Social Processes*: look beyond the surface of issues to discover the "why" and "how" of social order and structure. (3) *See Things from a Global Perspective*: be aware of the diversity of backgrounds and experiences among residents of the United States and understand the ways events and processes in one country are linked to those in other countries. (4) *Work effectively in groups* (5) *Improve project management skills*: ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

### Books and other materials (See Canvas for specific dated assignments for the current semester)

I have chosen books and videos which have are factual but take the point of view of minorities because they are more interesting and instructive than books written from the standpoint of the apparently-unconcerned observer. We will talk how to locate each book in the larger debates within and around each group. There will also be shorter readings and videos assigned about recent movements and issues.

- 1. American Indians.** Roxanne Dunbar-Ortiz *An Indigenous People's History of the United States*. As the title says, this book is a historically-accurate account of the history of the United States told from the point of view of American Indians and focuses on the history of the US as a settler-colonial society that was created by the violence of the European settlers. It can be upsetting to some students, but is very useful for understanding the importance of point of view and interests and how current structures are shaped by the past.
- 2. African-Americans.** Aldon Morris. *The Origins of the Civil Rights Movement: Black Communities Organizing For Change*. Written in the early 1980s, emphasizes how Black communities organized locally to fight segregation in the south in the 1950s and 1960s. You may see parallels with recent Black Lives Matter mobilizations.
- 3. Latinos.** Episodes of the 6-part film series Latino Americans (from PBS) plus the older 4-part series Chicano! on the Chicano movement of the 1960s, plus materials on current movements.
- 4. Asian Americans.** Films on history of Asian Americans plus "Who Killed Vincent Chin?", "Vincent Who?", "A Village Called Versailles", and other materials to be determined.

There will be an opportunity to watch additional films for extra credit in the book/video grade. See Canvas for details.

**GRADING SUMMARY**

**Note:** We are transitioning to new course software and making some adjustments in the grading scheme. We reserve the right to correct errors or make small adjustments in the grading as the course progresses, but the items on the syllabus and explained in Canvas will very closely describe the work you will do. See Canvas for details on the assignments.

**Preliminary ungraded but required writing** due at section on Monday September 11. Write 1 or 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.

**Papers and presentations.** 45%. Assigned in section, meet the com-b requirement. Both major projects involve researching and analyzing both sides of a controversial issue relevant to US racial/ethnic relations. The concepts of factual claims, values, interests, use of language, power, resources are the basis for the analysis. The point is to understand what each side really thinks from its point of view, to understand why there is a disagreement. (1) 15% A group oral report and joint brief about one of four assigned topics. (2) 30% a 10-15 page paper using the same framework and concepts on a topic of your choice. Your TA will grade your papers but the whole team designs assignments and sets standards. Details will be distributed in section and posted on Canvas.

**Lecture attendance, comments & participation.** 33%. You are required to attend every class or do a make-up, plus several other participation activities. The attendance grade is steeply scaled so that missing more than two days or activities will hurt your grade significantly. You can get full credit for an involuntary absence for religious observance, illness, or circumstances beyond your control by doing a make-up. You can get credit for up to two voluntary absences by doing a make-up. See Canvas for details.

**Book & video comments** 16% You read two books and watch about 20 hours of videos and write ungraded comments that demonstrate you read/watched the material.

**Section participation.** 6% Section attendance is required. This grade is based on attendance plus engagement.

**Grading:** (More details are in Canvas) There are 4 components to your grade: lecture comments & activities (33%), book & video comments (16%), two major projects with sub-components (45%), and section participation (6%). Each of these components is graded differently, but will ultimately get a numerical grade on the 4-point GPA scale. In this scale 4.0=A, 3.5=AB, 3.0=B, 2.5=BC, 2=C, 1=D, 0=F. You CAN get intermediate numerical grades such as 3.68 and in some cases you can earn an A+ which has a maximum value of 4.25 (usually lower).

1) Your course\_grade\_average (CGA)= .45\*project\_grade\_average + .33\*lecture\_comment\_grade + .16\*book\_video\_grade + .06\*section\_participation\_grade

2) You must have a minimum level of performance in both the participation elements and the graded projects. The chart below shows these elements.

Grade	Lecture	% participation minimum	Books & Videos	% Book & Video minimum	Papers	Section	Overall Class Grade Average
A	3.25+	92%	3.25+	91%	3.25+	3.25+	3.75 +
AB	2.75+	87%	2.75+	84%	2.75+	2.75+	3.25+
B	2.25+	83%	2.25+	79%	2.25+	2.25+	2.75+
BC	1.5+	76%	1.5+	69%	1.5+	1.5+	2.25+
C	0.5+	70%	0.5+	56%	1.5+	1.5+	1.5+
D	0.5+	70%	0.5+	56%	0.5+	0.5+	.5+

The cutting points between grades are A/AB 3.75, AB/B 3.25, B/BC 2.75, BC/C 2.25, C/D 1.5. At the end of the term, all grades that are within +/- .05 of a cutting point are checked by a human to determine the fairest grade at the end of the term. Factors in deciding on borderline grades include improvement in graded work, consistency of performance, overall effort and engagement. The maximum possible grade is 4.25, a high A+

Discussion sections are required and are an integral part of this course. They provide an opportunity to discuss class issues in a smaller group and are the site of the writing instruction which meets the communications-b

requirement. Your TA will be grading your papers, but the whole instructional team is working together to establish common assignments and grading standards.

### **Lecture comments/reactions**

After every lecture session, turn in 5-10 sentences of "reaction." The paper reaction sheets will come and go through alphabetical folders as explained in class. If it works, you may have the option of submitting your comments via TopHat instead. What to write: (1) Your row/seat number. (2) A few jotted notes about things that interested you from different parts of the lecture. (3) Your thoughts or criticisms of things said in lecture. (4) Your feelings about how the content or pacing of the course is going. It is ESPECIALLY helpful if you explain anything that you find upsetting. ALSO there will sometimes be special writing as part of class interaction and I will use TopHat to take class polls, which will also count toward that day's participation. If you arrive after the beginning of class or leave early, you must write your arrival or departure time on the sheet. It is academic dishonesty to learn the word of the day or last word of the day from someone else. Just put your arrival/departure time on the sheet. These lecture reactions are important to me. I read them and I take them seriously. It is my way of connecting 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 miss class for circumstances beyond your control (illness or accident, bereavement, religious observance), you may get credit for attendance for an excused absence by doing a lecture make up. **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. ALSO 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. See Canvas for make-up instructions. Speak to your TA about make-up procedures if you miss discussion section.

**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:

- Answering the "syllabus quiz" questions during the first two weeks of class.
- Doing two on-line surveys, one in the first week (which has already been sent out) and the other in the last week of class
- 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. (two points) You submit the writing either to the lecture comment folder or by uploading to Canvas
- Attending at least one campus or community event that addresses issues of racial/ethnic diversity and write 150+ words about the experience. RULES: (1) Event lasts at least an hour (2) Event is either about or for a US ethnic/racial minority group that you are not a member of OR is about an issue in ethnic/racial inequality, history, or politics in the US; (3) The event is NOT a group that you have already been a member of before the beginning of this semester, NOT something you are getting credit for another class; NOT an event that does not stretch your own personal diversity of experience. ONE such event is built into the point system and is included in the points needed to get the maximum grade of A+ (4.15). Up to two additional events may be used for extra credit to make up for points missed elsewhere or to help bring your lecture grade up to a maximum of 4.15.

**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.

Examples of academic dishonesty relevant to this class: falsifying attendance records, using other's work in graded or ungraded papers without proper citation; "recycling" a paper you wrote in another class, impeding the work of others, or assisting other students in academic dishonesty. See <http://www.students.wisc.edu/doso/academic-integrity/> for university policies.

**Accommodations and Other Difficulties.** We know students have many issues in their lives that may affect classroom performance, including hunger, homelessness, money problems, family responsibilities or crises, death of a family member or close friend, illness, or disability. If you are having difficulty securing food or housing or are facing financial, family, crime victimization, or life stresses, you can get support from the Dean of Students <https://doso.students.wisc.edu/student-assistance/> and are invited, at your option, to inform your professor or TA of your circumstances. If you have life circumstances beyond your control, you have the right to request accommodation. Accommodation adjusts deadlines or the details of assignments to give you a chance to do your work and demonstrate your knowledge. Accommodation does not get you out of work nor does it give you a higher grade. You can receive accommodation for circumstances beyond your control, disabilities, and religious observances. Requests for accommodation for disability, religious observance, or chronic problems beyond your control should be requested during the first two weeks of class. Requests for unexpected or emergent problems should be requested as soon as possible.

This course does NOT have timed exams but it DOES have due dates for a great deal of written work and it DOES have mandatory attendance for participation. If you have a disability that affects your ability to meet these requirements you should have an official accommodation request from the McBurney Center <http://www.mcburney.wisc.edu/> and need to present it by the second week of class.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details: <https://kb.wisc.edu/page.php?id=21698> NOTE: Lectures missed for religious reasons are treated as excused absences when you do make-ups.

TWO NOTES: (1) Accommodations for "the computer ate my homework" in all its variants will NOT be authorized. You have grown up in the computer age. Back up your work often. If you truly don't know how, ask for help. (2) If an unexpected event arises within 24 hours of the due date of a major assignment you should have been working on for several weeks, you should submit whatever you have in the way of partial work as a sign of good faith in asking for a last-minute extension.

**Night Exams:** University policy is that a regularly scheduled class like this one takes precedence over a night exam. If a professor schedules an exam that conflicts with this class, they MUST offer you a non-prejudicial alternative. It is the INSTRUCTOR's job, not the student's job, to solve the problem. Here is a link to the official policy: [https://registrar.wisc.edu/documents/exam\\_policy.pdf](https://registrar.wisc.edu/documents/exam_policy.pdf) Professor Oliver will send an email to any professor who gives you difficulty with the problem, with a CC to the Dean, if necessary.

**Complaints and Concerns:** It is university policy and my personal goal that you feel safe and fairly treated in this class and everywhere on campus. If you are concerned about bias or any other element of process in this class, I invite you to email or speak to me (Prof. Oliver) whether your concern is about me, a TA, or a fellow student. If you feel you have experienced a campus bias incident, [this page lists your options and resources](#) and you are invited to report it at [https://cm.maxient.com/reportingform.php?UnivofWisconsinMadison&layout\\_id=1](https://cm.maxient.com/reportingform.php?UnivofWisconsinMadison&layout_id=1) (Links to an external site.)Links to an external site.

**Departmental notice of grievance and appeal rights.** The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science [jraymo@ssc.wisc.edu](mailto:jraymo@ssc.wisc.edu) or the undergraduate advisor Ellen Jacobson [ejacobso@ssc.wisc.edu](mailto:ejacobso@ssc.wisc.edu)

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature constitute sexual harassment when: submission to such conduct is a condition of employment, academic progress, or participation in a university program; or submission to or rejection of such conduct influences employment, academic or university program decisions; or the conduct interferes with an employee's work or a student's academic career, or creates an intimidating, hostile or offensive work, learning, or program environment. If you believe that you may have been subject to sexual harassment, you have a variety of options ranging from confidential advice to official complaints. See [this web site for more information](#).

If you are concerned about bias or any other element of process in this class, I invite you to speak to me (Prof. Oliver) whether your concern is about me, a TA, or a fellow student. If you feel you have experienced a campus bias incident, you are invited to report it at [https://cm.maxient.com/reportingform.php?UnivofWisconsinMadison&layout\\_id=1](https://cm.maxient.com/reportingform.php?UnivofWisconsinMadison&layout_id=1)

#### **Lecture Format and Classroom Policies (see Canvas for more details)**

- Lectures will provide historical overviews and information about current issues. Class sessions include lecture, discussion, films and guest lectures. Because there are no tests, attendance in lecture is mandatory and your mind as well as your body should be present. See Canvas for more information.
- Respect other students rights and needs. Do not engage in behavior which distracts others.
- Please report other students' violations of classroom policies in your lecture comments. Tell us the student's name if you know it; otherwise describe the student and the part of the room in which you & the other student are sitting.
- 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. See Canvas for advice about dealing with conflict and offense.**
  - **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, or someone else expresses offense at what you said, do your best to assume good will and explain your concerns while also listening to the other person's. Expect that people from different backgrounds will be bothered by different things. Try to understand why other people disagree with you as well as why you disagree with them.
- Please be honest in your lecture reactions to help me know whether we have class process issues I need to deal with. Let me know if you are offended or disagree or have some personal issues that are affecting you.
- 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.