

Course Syllabus: Minority Groups

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 Sociology 5 (20530) Office Hours in Rm. 557: Mon. 4:20-5:20 pm; Wed. 12:20-1:20 pm; Tues 4:50-5:50 pm; Digital/Online Office Hour: Thurs 11-12 pm; & 1 hour by appointment.
 Spring 2019 3 Credits Email address: mswiencicki@peralta.edu

Satisfies: IGETC & CSU-GE breadth requirements for transfer to UCs/CSUs; UC Berkeley's American Cultures Requirement, and the major requirements for BCC Sociology AA-T to CSU.

Meeting Time/Place: Mon. and Weds: 3 - 4:15 pm, BCC 015 .

Why take "Minority Groups"?

Aside from the English, every group of U.S. immigrants has experienced some degree of exclusion or discrimination that temporarily (or permanently) transformed them into "minorities". This course examines the ethnic experiences of those groups (and various religious, racial, gender and sexual minorities) to see how their experiences have shaped and changed U.S. society. Students who take this course should gain a much better understanding of why various minority groups act as they do, allowing you to live and work more effectively in a multicultural environment.

Course Description:

This course analyzes the social histories, socio-economic conditions, and current challenges confronting various racial, ethnic, sexual, gender, and other minority groups in the U.S.. Various competing theoretical frameworks are utilized, and the general principles of dominant-minority group relations are examined. The politics and social construction of "race" in the U.S. is also studied, focusing on how the Jews and the Irish became "white" over time, and why some social groups adopt a racial identity, while others adopt an ethnic identity. Numerous video documentaries and movie clips are shown to demonstrate how the course material applies to actual minorities, and most lectures are delivered in PowerPoint slides that can be downloaded online.

Student Learning Outcomes:

1. Correctly apply the sociological concepts and theories learned in the course to written text or multi-media content.
2. Analyze how the life experiences and outcomes of a minority group (or an American who is a member of a minority group) have been impacted by their minority status.

Course Objectives: At the end of the course students will be able to:

- 1) Evaluate and assess the strengths and weaknesses of each of the 3 major theoretical perspectives used to study dominant-minority group relations;
- 2) Compare and contrast the social histories, structural conditions, socio-political dynamics, demographics, and the current challenges confronting various minority groups in the U.S;
- 3) Explain how race and ethnicity differ, and how race has been socially & politically constructed in the U.S.;
- 4) Examine how race, ethnicity, gender, sexual orientation and able-ism stratify American society; and assess how various minorities are negatively affected by these systems of stratification;
- 5) Apply sociological theories, terms & concepts to documentaries, films, TV shows, literature, advertisements and written text.

Course Requirements: The ability to use a computer-based word processor or a type writer.

1) Required Texts and Class Reading Materials:

a) *Strangers to these Shores: Race and Ethnic Relations in the United States* (11th edition 2013) by Vincent Parrillo, Boston: Allyn & Bacon. Rent 11th ed. from bookstore for \$80, or get 10th ed. Census Update version used for \$3 & up (+ shipping) at www.ebay.com, www.alibris.com, or www.amazon.com. Also at the BCC library reserve. Note, if you get the older edition your only penalty will be missing a few of the extra credit quiz questions.

b) **Library Reserve Readings:** the articles that are part of the class reading assignments will be available either online at Canvas, or for photocopying at the BCC library reserve desk. To check these out for 3 hours bring your BCC ID, and give them both my last name and the exact title of the reading as it appears below:

- Brodtkin, Karen. 2014. "How Jews Became White Folks: And What That Says About Race in America", in P. Rothenberg & K. Mayhew (eds), *Race, Class & Gender in the United States* (pp. 39-53). **(On Canvas)**
- Brown, P., Jr. (2001). "Biology and the social construction of the "race" concept". In J. Ferrate & P. Brown Jr. (Eds.), *The social construction of race and ethnicity in the United States* (pp. 144-150). Upper Saddle River, N.J.: Prentice Hall.
- Churchill, Ward. 1995. "Crime Against Humanity", pp. 91-95 in *Annual Editions: Race and Ethnic Relations 95/96*, Guilford, Ct: Duskhin Publishing. **(On Canvas)**
- El Badry, Samia. 1995. "The Arab American Market", pp. 209-213 *Annual Editions: Race and Ethnic Relations 95/96*, Guilford, Ct: Duskhin Publishing. **(On Canvas)**
- Ignatiev, Noel. 1995. *How the Irish Became White*. New York: Routledge. **(On Canvas)**
- Parillo, Vincent. 2014. *Strangers to these Shores: Race and Ethnic Relations in the United States* (11 ed.). Boston: Pearson.
- Thrupkaew, Noy. 2014. "The Myth of the Model Minority" in P. Rothenberg & K. Mayhew (eds), *Race, Class, and Gender in the United States* (pp. 25-39). **(On Canvas)**

c) **Class Slides:** the PowerPoint slides shown in class can be downloaded from the course Canvas site at <http://portal.peralta.edu> for free (about a 43 pg. pdf document). About 5 cents a copy (B&W) at Krishna Copy Center, 2001 University Ave @ Milvia. Print on only 1 side so you can add extra notes on the back of each page. Note, these slides are **just as important** as the text book, so if you don't print these up and take notes on them in class it will hurt you at exam time.

2) Course Assignments & Grading Policy:

a) **Exams (100 pts):** 3 multiple-choice exams will be given (and I'll drop the lowest exam **if** you take and complete all 3 exams, and **if** you miss no more than 20% of classes). Questions come from the lectures, readings, class slides, discussions, and the videos, and review sheets are only provided in class or office hours (I don't email them). Nothing can be brought to the exam besides a #2 pencil and a green, 100-item (50 per side) scantron sheet (buy at bookstore). No retakes allowed.

Exam Makeup Policy: You may make up either of the first 2 exams without a documented hardship (i.e., hospital report, doctor's note, court docket, etc.) during my office hours provided it occurs within 1 week of the exam. However, you'll lose 1.5 letter grades without an officially documented excuse. People with official excuses that can't do the regular makeup will take a different version during finals week.

Extra Credit Assignments:

b) **Extra credit "Ethnic History Paper" (9 pts):** Find a member of a current U.S. ethnic or LGBT minority, interview them about their ethnic (or LGBT) experiences in the US, and write a 5 – 7 page essay about how their life has been affected by being a minority (see assignment instructions on Canvas). Hard copy of the **paper is due 4/29** in class. No late papers without an officially documented excuse (i.e., doctor, court, etc.), and no emailed papers unless you are legally visually impaired.

c) **Extra Credit "Online Reading Quizzes" (6 pts):** In the 2.5 days before the date at which each chapter is first listed for discussion in class, log into the course Canvas shell at <http://portal.peralta.edu> (see page for logon instructions) and take your chapter reading quiz. See Canvas for the official quiz due dates, and quiz dates may be extended if the class gets behind schedule.

You have 7 minutes to answer 10 questions, and there are no retakes or make ups for missed quizzes so be sure to use a reliable web connection, and don't take the quiz at the very last minute because sometimes the Canvas server goes down. Also, individual quizzes that score less than 40% will not count.

Students with documented disabilities requiring extra time on the quizzes can get this if you show me your DSPS documentation; however, anyone exceeding their allotted extra time will get a 0 on the quiz.

If you don't have an internet connection you can take the exams at the BCC computer lab or your local library. Students having trouble using Canvas can get help at the computer lab, or during my office hours. Note: the quizzes work best in IE, Mozilla/Firefox, or Safari, and are not meant to be taken on smart phones.

Attendance Policy: Attendance is mandatory so students get dropped for missing the first week of class (if they don't contact me with an acceptable documented excuse), or for missing **over 4 weeks** of class by Attendance Verification in late April - unless acceptable officially documented excuses are provided for at least half of those absences (i.e., medical notes, hospital forms, court documents, car towing bill, etc.). Please see page 25 of the BCC 2017-19 Catalogue for my authority to do this. However, students who miss over 4 weeks and present valid official documents will be dropped if they continue missing class. Also, students signing up after classes start are marked "absent" for previously missed classes, and students who leave during class without permission get marked absent. Being "present" = clearly letting me know you're present during role call. However, students can be late 3x without being marked absent if they let me know right after class, but after that students who arrive late will be recorded as absent. Finally, students must get copies of any missed lecture notes from another student.

Note: Any changes to the syllabus or class deemed necessary will be announced in class. See me after class or in my office hours if you are having trouble understanding the syllabus.

Grading Scale: A: 90-100 points; B: 80-89; C: 70-79; D: 60-69; F: 0-59.

Classroom Rules:

- 1) If you have a documented disability please register with PSSD office in room 261 (510-981-2812) ASAP to arrange for any special accommodations, and see me after class if you need materials in a different format.
- 2) Students who disrupt the class (i.e., chatting with friends, monopolizing discussions, disrespecting others, using cell phones or digital devices, etc.) will get a warning upon each disturbance. Upon the 3rd warning I will ask the Dean to drop you from the course (per pp. 352-53 of the BCC 2017-19 Catalog).
- 3) No cell phones, laptops or digital devices may be used in class, nor may students place book bags or purses on their desks in front of them. Students caught using cell phones or digital devices will face the penalties in #2 above. If you are expecting an emergency cell phone call place your phone on vibrate and take it outside.
- 4) If you take issue with any classroom rules/policies/assignments you must discuss it with me in private after class or at my office hours. Class rules/policies/assignments will not be debated in the classroom.
- 5) Students caught cheating on an exam will receive a 0 on that exam.

Note: By returning to class you are acknowledging that you consent to the policies in this syllabus.

3) Class Readings, Assignments & Exam Dates:

1/23, 1/28 (Topic 1): Introduction to instructor, course goals, syllabus; what is sociology?, and why society needs to be studied from the perspective of minorities.

1/30, 2/4 (Topic 2): The Sociology of Minorities – Theories, Models, Concepts: sociology; sociological imagination; competing sociological perspectives (i.e., functionalism, conflict perspective, symbolic interactionism); homophily; race vs. ethnicity; the social construction of race; prejudice; discrimination; stratification systems; definition of a minority.

Parrillo Ch.1; Brown "Biology & the Social Construction of the 'Race' Concept", pp. 144-150.

Video: "Geraldo on Trayvon's Hoodie" (discussion).

2/6, 2/11 (Topic 3): Culture & Social Structure: culture, social structure; patterns of immigration; factors affecting immigrant class status; cultural vs. economic determinism; Blau's internal colonialism; theories of minority integration (majority-conformity; amalgamation, pluralism);

Parrillo Ch. 2; Videos: "The Latino Comedy Project's '300' "; "Mad Real World"; "Hebrew League"; "Internal Colonialism in Oakland" (group discussions of videos).

2/13, 2/20 (Topic 4): Prejudice and Discrimination: master status stereotypes; prejudice; discrimination; theories of prejudice & discrimination (i.e., cognitive ordering; sense of group position; economic & political competition theory, scapegoat theory of prejudice; tools of discrimination (i.e., ultimate attribution error, ethophaulisms, stereotyping); case studies of institutional discrimination; solutions to institutional discrimination.

Parrillo Ch. 3; Videos: “Carlos Mencia”, “George Lopez Remark”; discussion.

2/25, 2/27 (Topic 5): Intergroup Relations: ethnic vs. racial identities; avoidance; deviance; defiance; negative self image; theories of minority integration (majority-conformity; amalgamation, pluralism); dominant group responses; the white nationalist movement.

Parrillo Chapter 4; Videos: Dave Chapelle’s “Reparations”; “Larry David Passes for White”, “Skinheads USA”; “Charlottesville Race & Terror” (group discussions).

3/4, 3/6, 3/11 (Topic 6): Europeans as Historical Minorities: social conditions of the Irish & Italians; how the Irish became “white”; problems in Italian American assimilation; 1880-1920 immigration explosion; the eugenics movement; the dominant group’s persecution of the Irish and Italians; Irish and Italian American strategies for escaping their marginalization.

3/4: Exam 1 (on Topics 1-5 material). Bring green, 1/3-page, 100 items total, BCC Scantron Sheet.

3/6-11: Parrillo Chs. 5 & 6 (but you may skip these sections in Ch 5: French, German, and Scandinavian Americans; & these sections in Ch. 6: Russian, Ukrainian, Hungarian, Greek, and Romanian Americans).

3/11: Ignatiev’s *How the Irish Became White* (read selected pages on Moodle). Video: “Cotton & Chick Watts Blackface Minstrel Show”.

3/11, 3/13, 3/18 (Topic 7): Native Americans: effects of European colonization; suppression of Native cultures; Cherokee expulsion; conditions of today’s Native Americans: levels of Native American acculturation; campaigns to win back Native lands; case study of contemporary Native Americans.

Parrillo Ch. 7; Churchill, “Crime Against Humanity”, pp. 91-95; discussion on Atlanta Braves controversy);

Videos: “Indian Boarding Schools”; “Indians of the Southwest” (group discussion of videos).

3/20, 3/25, 3/27 (Topic 8): (Topic 8): East, South & SE Asian Americans (ASAs): socio-economic history of Chinese & Japanese Americans; 4 stages of Chinese acculturation; South & SE ASAs; are ASAs a “model minority”?; ASAs as “perpetual foreigners”; Are ASAs the new Jews at elite Universities?

Parrillo Ch. 8; Thrupkaew “The Myth of the Model Minority” (pp. 25-39);

Videos: “Japanese Relocation”. “Between Two Worlds”. (group discussion of videos).

4/8, 4/10 (Topic 9): Middle Eastern & North African Americans: socio-economic history of Palestinian & Syrian Americans; brain drain; undercounting of Arab Americans; anti-Muslim/Arab stereotypes in the media. Intro to Topic 10.

Parrillo Ch. 9; El Badry, “The Arab American Market”, pp. 209-213; Video: *Aladdin* [clip from the Disney Movie] (group discussion of video).

4/10, 4/15, 4/17 (Topic 10): African Americans (AA): structural impediments to AAs; socio-economic history of AAs (i.e., slavery, reconstruction, Segregation, Civil Rights); causes of & solutions to 1960s & LA riots; de jure vs. de facto segregation; current socio-economic conditions of AAs; growth of AA middle class;

Parrillo Ch. 10; Brodtkin “How Jews Became White Folks” Brodtkin pp. 39-53. Discussion.

Video: “Rodney King/LA Riots”; “Ice T on LA Riots” (group discussion of video).

4/22, 4/24, 4/29 (Topic 11): Latinos: origins & settlement patterns of Latinos; Latino cultural values; socio-economic history of Mexican, Puerto Rican & Cuban Americans; occupational disadvantages of Latino immigrants; Zoot Suit Riot; current socio-economic conditions;

4/22: Exam 2 (Topics 6-10 material). Bring green, 1/3-page, 100 items total, BCC Scantron Sheet.

4/24-29: Parrillo Ch. 11; Videos: “El Norte”; “Oaxacalifornia” (group discussion of video).

4/29, 5/1 (Topic 12): Women as a Minority Group: sexism in US culture, media & religion; male supremacy; socio-economic history of women in the US; the glass ceiling & second shift; race, class & the feminization of poverty;

Parrillo Ch. 13; Video: “Sexism in the Media” (group discussion).

4/29: Term paper due in class (no late papers without officially documented excuse).

5/6, 5/8, 5/13 (Topic 13): Chapter 14: Gay, Disabled, and Elderly Americans: religious proscriptions & medical pathologization of homosexuality; gay and lesbian discrimination; social construction of sexuality; a socio-political history of elderly & disabled Americans; the disability rights movement; solutions to elderly and disability discrimination.

Parillo Ch. 14; group discussion. Video: Uniquely Nasty. group discussions.

5/13, 5/15 (Topic 14): Contemporary & Future Ethnicity in the U.S.: race & U.S. immigration law; current immigration preferences; immigration & declining US birth rates; theoretical problems with predicting the state of “race” and ethnicity in the future; current and future ethnic breakdown of US population.

Parrillo Ch. 15; discussion.

Final Exam: Final: Mon 5/20, 3 -4 pm (on Topics 12-14; bring scantron).

Where to Find each Type of Reading: Each type of reading uses a different type of symbol, which indicates where it is found. Below is a legend for each of these symbols:

- a) TRW: means that this reading comes from the course textbook, *The Real World, 5e*;
- b) “ ”: titles in quotation marks are xeroxed articles (found at Library Reserve or online).
- c) Video: means this is a video documentary or movie clip that will only be shown in class.

See the Sociology Program Web Page at www.berkeleycitycollege.edu/wp/socsci/course-descriptions/sociology/ if interested in other sociology courses, or becoming a sociology major.

4) Important dates:

- 2/3: Last day to drop classes without a “W”;
- 2/8: Last Day to File for PASS/NO PASS;
- 3/15: Last Day to File Petitions for AA/AS Degree;
- 4/26: Last day to withdraw with a “W”.

5) Content Warning: Because this class examines intensely personal things in a critical fashion (i.e., race, ethnicity, gender, sexual orientation and religion, etc.), and because it examines them from the perspective of different social groups and ideologies, you should only take this class if you are emotionally prepared to deal with potentially difficult social topics.