

Sociology of Minority Groups – Fall 2006

Soc 08230 2

Monday at 4:45 – 7:15 p.m. in Rob 306

Dr. John Myers

Office Hours: Monday at 3:00 to 4:30 p.m., Wednesday 11:00 to 12:00 p.m. and by appointment.

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(notice the "j" in myersj)

Course Description

In this course we will use sociology to analyze much of the history of immigrant and/or minority groups. Race and ethnicity will be the focus of the course.

The course will be divided into three parts.

- In the first part we will study basic sociology, some fundamental ideas about the sociology of minority groups, minority groups based on factors other than race or ethnicity, minority groups in other countries, and statistical information about minority groups in the United States.
- In the second part of the course we will construct a theory we can apply to minority groups. The theory will be a blend of assimilation theory and conflict theory.
- In the third part of the course we will apply that theory to racial and ethnic minority groups in the United States. You will be asked to apply the theory to your own family history as well.

Prerequisite

Introduction to Sociology is the prerequisite for this course. If you have not taken it and still want to take this course please talk to me.

General Education

This is a General Education course located in the Social and Behavioral Sciences bank. It satisfies the requirement that all students at Rowan University take one course that is designated as Multicultural/Global Studies.

Rationale

This is a very popular course on campuses across the country. We live in a very heterogeneous society and world. Virtually all of us have to interact with people of different ethnic backgrounds. From both professional and personal viewpoints it is essential to have knowledge in this area.

Goals of the Course

After successfully completing this course you should be able to use the sociological perspective to gain understanding of personal, local, national, and international dominant-minority relations. Specifically, as students you should be able to:

1. Describe the basic sociological concepts and theories applicable to inter-group relationships.
2. Identify and describe the history associated with minority groups in our society.
3. Apply the sociological research process.
4. Analyze social history using the sociological perspective.
5. Use sociology to improve individual decision-making.

Course Requirements

1. **Attend class** – see boxed material on page 9
2. Check you **Rowan email** for assignments and additional readings
3. Read **assignments**
4. Take **midterm exam**
5. Complete “**Family Background Research Project**” which includes:
 - Proposal
 - Research paper
6. Do **oral reports**
 - a. As anchorperson
 - b. On assigned part (s) of Jacobs book
 - c. On assigned chapter (s) of *Minority Voices*
 - d. On your Family Background Project – see “Student Reports” on schedule
7. Take **Final Exam**

Readings

There will be two types of reading in this class.

- First, the three required readings noted below. The assignments from these books are noted on the schedule, which is the last page of this syllabus. However, you need to review the schedule. Please note that the reading assignments are not always evenly paced, so you need to **plan ahead**. Look over the readings for the course and **pace yourself** accordingly.
- The second type of reading will be done on your own for the Family Background Research Project (FBP). Your paper must **use and cite at least three academic sources—beyond the textbook and reader**. The textbook and reader could and should be used as academic sources for you FBP. But, you need three others in addition to the textbook and reader. Other academic sources include journal articles, books, and monographs. You may use as many **Internet sources as you like, but they must be in addition to the academic sources**. We will discuss this further in class, but if you do not understand please talk to me.

Required Readings

1. *Dominant-Minority Relations in America: Linking Personal History with the Convergence in the New World* by John P. Myers
2. *Minority Voices: Linking Personal Ethnic History and the Sociological Imagination* edited by John P. Myers
3. *Incidents in the Life of a Slave Girl* by Harriet Jacobs writing as Linda Brent
4. *Linking Personal Ethnic History with the Convergence in the New World* – Lab Manual – **I will email this to you**
5. “Arab Americans” – *an additional chapter that is not in your textbook, which I will email to you*

Recommend Readings

1. *Assimilation in American Life* by Milton Gordon - On reserve
2. *Racial and Ethnic Relations* (pages 46 – 58) by Joe R. Feagin and Clairece Booher Feagin. Also, on reserve.
3. Other readings as appropriate

Grading

Your final average will be calculated from three equal parts: midterm exam, final exam, and Family Background Project. However, your final average may be raised or lowered based on participation and attendance. Your final average could be increased as much as two points for significantly positive participation. Similarly, if you fail to satisfactorily complete some of the class participation assignments, your final average could be decreased as much as two points.

Your exam and paper grades in this course will be given in numerical form. The equivalencies are noted below:

A	=	100 TO 92
A-	=	91 TO 90
B+	=	88 TO 89
B	=	82 TO 87
B-	=	80 TO 81
C+	=	78 TO 79
C	=	72 TO 77
C-	=	70 TO 71
D+	=	68 TO 69
D	=	62 TO 67
D-	=	60 TO 61
F	=	BELOW 60
P	=	60 OR ABOVE
NC	=	59 OR BELOW

Exams

The midterm exam will be a short answer test based on the readings. The final exam will be more of an essay exam and emphasize theory and topics covered in the last half of the courses. **The final will ask about African Americans, Native Americans and other groups of your choice.**

In order to receive a **makeup exam** you must have a written excuse from a doctor or submit a comparable written excuse. For example, if you have a death in the family see the Dean of Students, present the relevant information to the dean, get something in writing from the dean, and give it to me. You need to do this as soon as possible, before the tests are returned if at all possible.

Class Participation and Discussion

This course is a *natural* for class participation. So, I expect and require much discussion. Basically, there are two types of class participation. First, I hope we have the typical kind of participation. I invite and welcome spontaneous questions and comments based on the lecture, readings or experience as it relates to the topic under discussion. Second, we will have more formalized kinds of input. And, as noted above, there are four types of required oral presentations. Perhaps “oral presentation” is too formal a term. While ***everyone is required to read all the reading assignments***, I would like designated individuals to prepare comments and give the first reaction to some of the readings. You will stay in your seat and give us some comments as outlined below. There are four such oral presentations:

1. As anchorperson
2. On assigned part (s) of Jacobs book
3. On assigned chapter (s) of *Minority Voices*
4. On your Family Background Project – “Minority Group Expert”

Let’s look at what is needed for each:

1. Anchorperson for a Day - Each Monday starting **September 18th** I would like one, two, or three students--see Anchorperson Schedule below--to bring in newspaper or magazine or two and do two things. Briefly summarize the article and tell how it relates to class. I will also bring in articles. I would hope to keep the discussions to five to ten minutes. The idea behind this exercise is to **show the relevance of the theoretical points we will be covering in class and in our readings to what is happening around us**. If you fail to do your assignment it will negatively impact your class participation grade.

2. Oral report on section of Jacobs book – Again, every student is responsible for reading all of *Incidents in the Life of a Slave Girl*, but designated students will be responsible for taking the first shot at updating us on the unfolding life of Ms. Jacobs. In your oral report you should

- Tell us what happened to Ms. Jacobs in your section of the book.
- Explain how it relates to our study of minority group in general and African Americans specifically.
- Indicate what you liked best about your section.
- Perhaps share other personal reactions.

3. *Minority Voices* oral article report – Every student is responsible for reading each chapter or article in *Minority Voices*, but I would like designated individuals to give their opinions on each article first, before me. This should be very brief. Questions you might think about answering:

- What did you get out of the article?
- Does it give us anything new about this group?
- Does it illustrate any points we have already discussed?
- Did it help you understand dominant-minority relations any better?
- What other personal reactions would you like to share?

4. *Minority Group Expert* – This is basically a report on your Family Background Research Project. After the midterm exam, when we cover the groups in some detail, I will ask you as a particular “Minority Group Expert”—because of the group you are researching—to add to what I have said and what is in the readings. I would hope that you could share something about your personal family history **or** something about the larger group in general or both. In other words, in most cases you will be going into more detail on your specific group than the text authors do. This oral report is very informal and very short. You may do this from your seat as well. However, if we have a large number of students focusing on one particular group, such as the German Americans or Italian Americans, then we might want to have them form a “panel of experts” that could answer questions based on individual research findings. **Please understand that you need not reveal anything about your family background that makes you uncomfortable. Share only the personal you would like to share. You are not required to share any personal information at all.**

Individual oral presentation assignment will be given using the schedule below:

Oral Presentation Schedule

Anchor Date -	Student	Jacobs Pages	Student	Minority Voices Chapter	Student	Family Background Project Group	Student
18-Sep							
25-Sep							
2-Oct							
9-Oct							
16-Oct		1 to 25				Native American African American	
23-Oct		26/47					
		74/104					
		105/127					
		128/141					
		142/165					
30-Oct		166/188		2			
		189/204		3			
		205/end		4			
6-Nov							
13-Nov				6		First Stream	
				7			
				8			
20-Nov				10		Second Stream	
				11			
				12			
27-Nov				14		Third Stream	
				5			
				13			
				15			
				16			

4-Dec	17
	18
11-Dec	19

Use of Class Time

We will use class time for several purposes. I will discuss some of the reading assignments, introduce additional material, entertain your questions, discuss the research project, discuss related current events, review and prepare for exams, administer exams, and discuss the results of exams.

You should prepare for class by reading the assignments that will be discussed that day. And, you should anticipate and prepare for your individual reports.

I envision class time as a dialogue where students play an active role as described above. This class is very important to me and I think it should be important to you as well. **I want you to be in class and I want you to participate.** Your final grade may be enhanced by participation and lowered by excessive class cuts.

For this night class, we will divide the time up into two periods each night. We will have a break of a few minutes between each of the classes. I will take roll before each of the two periods. So, **if you miss an entire evening you will miss two classes and be credited with two “cuts.”**

If you have excessive class cuts, you will miss an immeasurable part of the course. Therefore, **if you miss four or more classes the highest grade you will be eligible to receive will be a C. If you miss ten or more classes you will not be able to pass the course.**

Family Background Research Project - Preparation

A research project focusing on dominant-minority interaction is required. It is hoped that everyone will be able to use his or her extended family background. I will email you a copy of the lab manual, *Linking Personal Ethnic History with the Convergence in the New World*, which describes this research project in full detail. You should use this lab manual to guide your research. However, the research paper is also described throughout the textbook but especially:

- Pages 145 – 156
- At the ends of chapters 7 through 15
- Pages 543 – 550

You should read the lab manual as soon as possible as well as scan the reader for ideas.

You should be able to actually start the project after reading and understanding the theory presented in chapter 6. What you should do at the beginning of the course is

- Review the lab manual
- Think about whether you are going to take the minority or dominant point of view
- Think about which minority group you want to focus on
- Talk to the members of your family and see if they are willing to cooperate in the project
- Look for sources of data on your family background
- Talk to the instructor if you see a problem

Family Background Research Project - Paper Workshop

On **October 23, 2006** part of the class period will be devoted to an in-class workshop on the Family Background Research Project. Please note the date of the workshop and plan for it. If for some reason I should not be in class that day, the workshop will be the following class period. The proposal will be due on **October 25th**.

Family Background Research Project – Proposal

A proposal on the project is due on **October 25, 2006**. **I will give out a form for the proposal during the workshop on the 23rd.**

Overview of the Family Research Background Project

Your paper should be typed, double-spaced, be in 12 point font, have the pages numbered, and contain:

1. Introduction
 - Are you taking the dominant or minority point of view?
 - Which larger minority group are you focusing on?
 - Plan of Paper?
2. Description of the theory we are using - You can make some choices. Your theory could be more functional or more conflict, but you need elements of both. We will go over this much more in class.
3. Your specific minority group history (i.e. Italian Americans, African Americans, Vietnamese Americans) employing the theory, concepts, and terms we are using.
4. Your hypothesis - what you expect to find when you study your family background based on **theory** and **larger minority group social history**.
5. Your methodology - how you will gather the information about your family. Give me, for example, interview guides, questionnaires, etc. Tell me who you interviewed and why. Describe the family document you used if any. Detail any other method you used in obtaining your family background information.
6. Your family history in terms of the theory we are using. I would recommend you do this by generation and by theoretical variable.
7. Application of theory to your family background. **This is most important.**
8. Comparison of your family history to the larger group experience as seen in the literature.
9. Conclusions.
10. Reference - see style in syllabus.
11. Appendices if any.

Please note: Your paper must **use and cite** at least three academic sources other than the text or reader in at least steps 2 and 3 above. Please use one of the articles from *Minority Voices* if at all possible. If you do not understand this please ask me. **Please note: you must document your sources. No documentation = no grade. See "...a final word on footnoting, citing..." in this syllabus. Again, if you do not understand this please talk to me. We will talk about this in class. It is essential that you understand this point.**

Academic Honesty

If after due process you are found guilty of plagiarism or other act of academic dishonesty related to the requirements of this course, you will receive an “F” for the course. I reserve the right to define plagiarism or academic dishonesty but, in general, academic honesty includes:

1. Submitting the same piece of work in more than one course without the permission of all instructors involved.
2. Falsifying research data.
3. Submitting part or all of another’s work as if you had written it.
4. Obtaining outside information by any means during a testing situation without permission of the instructor.

The University has a policy on academic honesty. I will follow the University Policy that includes the notification of University administrators in the event of cheating and meeting with you before the grade of “F” is assigned.

If you do not understand the “References,” “Documentation,” or “Footnoting and Citing” sections below, it is imperative that you let me know so that we can meet to be certain that you understand the requirements of the course in these areas. Although we will talk about in class I would be happy to meet with you as well.

References

List all items used in your review of the literature in a section called “References.” If you use an article from a book of readings include in your references both the book of readings by the author (editor), and the article you used by author. List all items **alphabetically by last name of the author** and, within author (when you use more than one item from a single author), by year of publication. No Italics or underlining are needed. Do not use abbreviations. Use the format below:

Davis, K.

1963a “The theory of change and response in modern demographic history.” *Population Index* 29 (October): 344-356.

1963b “Social demography.” Pp. 204-221 in Bernard Berelson (ed.), *The Behavior Sciences Today*. New York: Basic Books.

Goode, W. J.

1967 “The protection of the inept.” *American Sociological Review* 32 (February): 5-19.

Moore, Wilbert E., and Arnold S. Feldman

1960 *Labor Commitment and Social Change in Developing Areas*. New York: Social Science Research Council.

Stanford, Nevitt (ed.)

1962 *The American College*. New York. Wiley.

Documentation

PLEASE NOTE: you must document your sources. No documentation = no grade. See “...a final word on footnoting, citing...” below. Again, if you do not understand talk to me. We will talk about this in class. It is essential that you understand.

Footnoting and Citing

As a general rule, no more than 1/3 of the paper should consist of the ideas of others. The majority of the writing should reflect the student's own understanding and analysis. **However, the summary of readings or review of the literature should be made up largely of what others have said.**

All references to monographs, articles, and statistical sources are to be identified at an appropriate point in the text by **last name of the author, year of publication, and pagination where appropriate, all within parentheses**. Footnotes are to be used only for substantive observations, and not for purpose of citation. There is no need for "Ibid.," "op. cit.," or "loc. Cit." Specify citations of the same source in the same way as the first citation. Examples follow:

1. If the author's name is in your statement, follow it with year in parentheses. [...Duncan (1959) has proven that...]

If author's name is not in your statement, insert it at an appropriate point, the last name and year, separated by a comma. [...some have claimed (cf. Gouldner, 1963) that...]
2. Pagination (without "p." or "pp.") follows year of publication, separated by a colon. [...it has been noted (Lipset, 1996:61-64) that...]

Incorporate within parentheses any brief phrase associated with reference. [...have claimed that this is so (but see Jones, 1952:99 for a conflicting view.)]
3. With dual authorship, give both last names; for more than two use "et al." For institutional authorship, supply minimum identification from the beginning of the complete citation. [...occupational data (U.S.. Bureau of the Census, 1963:117) reveal]
4. If there is more than one reference to the same author and year, distinguish them by use of letters (a, b) attached to the year of publication, in your statement and in the references list. [...as was previously suggested (Levy, 1965a:331)...]
4. Enclose a series of references within a single pair of parentheses and separate by semicolons. [...as many have noted (Johnson, 1942; Perry, 1947; Lindquist, 1948)...]

Schedule

Please review the schedule on the next page carefully. Changes are possible. Also, try to envision the three parts of the course synchronizing:

- Topics
- Readings
- Family Background Project
- Individual Oral Reports

Date	Topic	D-M Rel.	M Voices	Jacobs	FPB
M 11 Sep	Syllabus, FBP Lab Manual, Sociology				Lab Manual
	FBP, Intro, Theory & Streams	Ch 1			
	Intro	Ch 1			
M 18	Race, MG, DG	Ch 2			
	Prej., Discrim., Insti. Discrim.	Ch 2			
M 25	Other Minorities & Countries	Ch 3 & 4			
	US Numbers & Assim.	Ch 5 & 6	Ch 9		
M 2 Oct	Assimilation	Ch 6			
	Assimilation, Conflict Theory	Ch 6			
M 9	Conflict Theory	Ch 6			
	Combined Theory, Review	Ch 6			
M 16	Midterm Exam				
	Exams Returned & FBP Workshop				Workshop Proposal
M 23	Native Americans	Ch 7	Ch 2		
M 30	Native & African Americans	Ch 8	Ch 3	Jacobs	
	African Americans	Ch 8	Ch 4	Jacobs	Student reports
M Nov 6	African Americans	Ch 8		Jacobs	Student reports
	African Americans	Ch 8		Jacobs	Student reports
M 13	First Stream Immigrants	Ch 9	Ch 6		Student reports
		Ch 10	Ch 7 & 8		Student reports
M 20	Second Stream Immigrants	Ch 11	Ch 10 & 11		Student reports
		Ch 12	Ch 12		Student reports
M 27		Ch 13	Ch 14		Student reports
	Third Stream Immigrants	Ch 14	Ch 5		Student reports
M Dec 4			Ch 13 & 15		Student reports
		Ch 16 hand out	Ch 16		Student reports
M 11			Ch 17		FBP Due
			Ch 18 & 19		Student reports
Friday Dec 22	"Mixed Groups" & Review for Final				
	Final Exam @ 5:00				