

Sociology/Asian American Studies 220: Ethnic Movements in the U.S.

Fall 2024

INSTRUCTOR

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Classes: Monday and Wednesday, SOC SCI 5106, 11 am - 11.50 am

Office Hours: 12.30 p.m.- 2 p.m. on Monday and by appointment. Please let me know at least 24 hours in advance if you want to come to the office hours to avoid overlaps.

Office: 3452 Sewell Social Science.

COURSE DESCRIPTION

This course sociologically analyzes historical and recent ethnic/racial conflicts and movements in the U.S., including the relations between European Americans, African Americans, Mexican Americans, Native Americans, and Asian Americans. The class introduces fundamental theories of social movements and prepares students to think critically about the resources, opportunities, and constraints faced by the ethnic movements covered in the course.

COURSE OBJECTIVES

This course meets both the Ethnic Studies and Communication B (Comm B) requirements and may be counted as a lower division course for the sociology major.

This course meets the requirement for extensive writing and revision as well as oral presentations for the Comm B requirement. By the end of the semester, students are expected to develop advanced skills in:

- Critical reading, logical thinking, and the use of evidence;
- The use of appropriate conventions in writing and speaking in a social scientific academic style;
- The productive use of core library resources specific to sociology.

Each student should leave this course more confident in their ability to present ideas in both oral and written form.

The Ethnic Studies requirement is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the United States, and to equip students to respond constructively to issues connected with our pluralistic society and global community. The objectives are:

- Increase students' understanding of and capacity to value the unique cultural and ethnic backgrounds and contributions of groups not integrated into the mainstream.
- Facilitate an understanding of what it means to live in a society that may display hostility to the individual on the basis of stereotypes of fundamental, frequently unalterable, characteristics of race, religion, sex, and/or national origin.

- Equip students to respond constructively to problems of our increasingly pluralistic American society.

Beyond the specific content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as prioritized by the Department of Sociology:

- Critically Evaluate Published Research;
- Communicate Skillfully;
- Critical Thinking about Society and Social Processes;
- See Things from a Global Perspective;
- Improve project management skills.

The course will be divided into four broad units, each concerning a different racial/ethnic minority group and lasting approximately three weeks. They will include:

1. Native Americans
2. African Americans
3. Latino Americans
4. Asian Americans

Other topics that will be addressed if there is time and will be spread out throughout the semester may include religious minorities, “white-ethnic” minorities, white majoritarian movements, and others.

COURSE REQUIREMENTS AND POLICIES

Lectures

All lectures will be in person, unless notified otherwise. Lectures WILL NOT be recorded. Lecture slides will be posted to Canvas before each lecture. ***Material presented in lectures will not duplicate the readings.*** You are expected to come to lectures after having completed your reading assignments.

Readings

Every week there will be a reading assignment that provides more context and background to the issues we discuss in class. Because this is a class about many different communities, these readings are often your best chance to hear directly from members of these communities.

All required readings will be provided in digital format through Canvas.

Attendance and Participation: Participation includes reading. You are expected to complete all required reading assignments before the lectures and discussion section in meetings in which they are discussed. To pass this course, you must be prepared to do the reading assignments consistently and thoroughly throughout the semester. Please bring assigned readings to the section with you. You are also required to attend the lectures and participate actively in your section meetings. Repeated problems with attendance or participation, including distracting behavior during lectures or discussions, will reduce your grade.

Weekly Quizzes

Open-book quizzes will be based on all reading assignments for that week (but not lectures). You will take them in Canvas and have only one attempt to complete each quiz. Each quiz will have up to 10 questions (matching, multiple choice, short answers, etc.). You can take the quizzes anytime between midnight on Monday and 11 p.m. on Wednesday (***before the lecture on Wednesday***). Penalty for late submissions: 1 point/day. *You won't be able to submit a quiz later than a week after the deadline.*

Midterm and Final Tests

The two open-book tests will take place on October 14 and December 16. Each test will consist of about 35 questions. The questions will cover material presented in lectures and weekly materials (readings and movies). The midterm covers blocks 1 and 2 of the course, the final test – blocks 3, 4, and 5. You will have 50 minutes to complete the test. The tests will be posted on Canvas at midnight on March 3 and May 5, and you will have next 24 hours and one attempt to complete them.

Writing Assignments and Research Project

Because this is a Comm-B Class, writing assignments will be the bulk of your grade and the thing that takes up the majority of your time in this class. These assignments will be done in a section through your TA, so look for more information from them.

Here is a general outline of the assignments:

General Education Requirements for communication are intended to help you develop skills in critical reading, logical thinking, and the use of evidence, as well as the use of appropriate style and disciplinary conventions in writing. To achieve these objectives, you will be required to produce a sociological research paper, due at the end of the semester. Within a few parameters, you will be able to select a topic of your own choosing.

- The topic of your paper requires approval from your section instructor.
- The research project is divided into a series of assignments due at different points in the semester. You will receive greater detail about this in section.
- The writing for all assignments must be original to this class. Papers written for other courses will not be accepted except at the discretion of the Instructor and Section Instructor.

Pro-tip: I would suggest that you start thinking about research topics now and begin talking to your TA about it. Look through the syllabus and the course readings for topics of interest. Choose something that you want to learn more about, since you will be spending considerable time working on this. The topic does not need to be something that will be directly discussed in class, but will need to demonstrate understanding of course concepts.

You will have to complete four writing assignments, each by the end of block 1, 2, 3, and 4, which should help your work on the research project.

GRADING

Grading: Your section instructor will provide you with a more detailed breakdown of the grade allocation. Final grades will be based on:

- Best Three of Four Short Writing Assignments: 21% (7% each)
- Research Project (36% overall, but divided into the following assignments):
 - Topic statement (1%)
 - Annotated bibliography (3%)
 - Outline (5%)
 - First draft (12%)
 - Peer review workshop (2%)
 - Research project presentation (5%)
 - Final draft (8%)
- Attendance and Participation: 19%
 - Section attendance (5%)
 - Section participation (5%)
 - Presentation – discussion leader of a day (5%)
 - Lecture attendance (4%)
- Tests and quizzes: 24%
 - Weekly quizzes 4% total
 - Midterm test 10%
 - Final test 10%

GRADE SCALE

92.5-100: A

87.5-92.4: AB

82.5-87.4: B

77.5-82.4: BC

70-77.4: C

60-69: D

<60: F

Electronics

I do not allow audio or video recordings of lectures without my written permission, and students may not post such recordings on the Internet.

The use of computers or tablets in class is permitted only for making notes and accessing course materials. Your phones should be ON SILENT (not vibrate) and PUT AWAY during the class.

ACADEMIC POLICIES

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to

<https://conduct.students.wisc.edu/academic-integrity/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>

WEEKLY TOPICS AND READINGS

Block 1. Race and Social Movements Studies

Week 1. Introduction.

Jan. 22. Read the syllabi closely.

Week 2. Race & Racialization

Jan. 27. Desmond, Matthew and Mustafa Emirbayer. 2009. "What is Racial Domination?" Du Bois Review 6(2):335-355.

Jan. 29. Ethnic Notions, directed by Marlon Riggs. Signifyin' Works, 1986.

Week 3. Sociology of Social Movements

Feb. 3. Christensen (2014) "Four Stages of Social Movements"

Feb. 5. Manekin, Devorah, and Tamar Mitts (2022) Effective for Whom? Ethnic Identity and Nonviolent Resistance

Block 2. Black Communities and Movements

Week 4. The Origins of the Civil Rights Movement

Feb. 10. *Watch*: Eyes on the Prize – Awakenings (1954-1956)

Feb. 12. Morris, Aldon. (1986) The Origins of the Civil Rights Movement: Black Communities Organizing For Change. Ch. 1

Week 5. The Heyday of Black Insurgency

Feb. 17. Robnett, Belinda (1996). African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization

Feb. 19. Morris, Aldon. (1986) The Origins of the Civil Rights Movement: Black Communities Organizing For Change. Ch. 9, 10.

Week 6. The Decline of Civil Rights Movement and Contemporary Black Movements

Feb. 24. Hall, Jacquelyn Dowd. (2005) "The Long Civil Rights Movement and the Political Uses of the Past." The Journal of American History 91, no. 4: 1233–63.

Feb. 26. Oliver, Pamela E. (2008) "Repression and Crime Control: Why Social Movement Scholars Should Pay Attention to Mass Incarceration as a Form of Repression"

Block 3. Native and Indigenous Communities and Movements

Week 7. Indigenous History and the Foundations of Resistance

Mar. 3. Midterm Test (no class!)

Mar. 5. Ness, Immanuel, ed. (2004) Struggle for the West: U.S. Indian Policy from Sand Creek to Wounded Knee. Encyclopedia of American social movements, pp. 748-753.

Week 8. Rise and Repression of the American Indian Movement

Mar. 10. Voigt, Matthias André (2021) “Between powerlessness and protest: Indigenous men and masculinities in the Twin Cities of Minneapolis/St. Paul and the emergence of the American Indian Movement”, *Settler Colonial Studies*.

Mar. 12. *Watch*: The Spirit of the Crazy Horse (1984)

Week 9. Decolonization and Indigenous Resistance

Mar. 17. Steinman (2016) “Decolonization Not Inclusion: Indigenous Resistance to American Settler Colonialism”

Mar. 19. *Watch*: AWAKE – A Dream From Standing Rock (2016) and read: <https://www.npr.org/sections/thetwo-way/2017/02/22/514988040/key-moments-in-the-dakota-access-pipeline-fight>

Block 4. Asian American Communities and Movements

Week 11. Exploring the Asian American Movement

Mar. 31. Beth Lew-Williams (2018) *The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America*. Epilogue.

Apr. 2. Min Zhou, Anthony C. Ocampo, and J. V. Gatewood (2016) *Contemporary Asian America*, Ch. 3.

Week 12. Mobilization and Advocacy in Asian American communities

Apr. 7. *Watch*: Vincent Who? (2009)

Apr. 9. Maeda, D. J. (2011). *Rethinking the Asian-American movement*, Ch. 3

Week 13.

Apr. 14. TBA

Block 5. LatinX Communities and Movements

Apr. 16. García (2014) “Introduction: The Chicano Movement and Chicano Historiography” in *The Chicano Movement: Perspectives from the Twenty-First Century*

Week 14. The Chicano Movement and the United Farm Workers of America

Apr. 21. 28. García, M. (2012). *From the jaws of victory*, Ch. 1

Apr. 23. Bauman (2007) *The Black Power and Chicano Movements in the Poverty Wars in Los Angeles*

Week 15. Immigrant Rights Movements

Apr. 28. Nevins, J. (2010). Operation gatekeeper and beyond, Ch. 5

Apr. 30. Gonzales, Roberto G. (2015) Lives in Limbo, Ch. 2

Week 16.

May 5: Final test (access from 12 AM to 11:59 PM)