

LEWIS-CLARK STATE COLLEGE
COURSE SYLLABUS
SOCIAL SCIENCE 351.02: MINORITIES
TUES 4:30-7:00, SGC 32
FALL 2005

Professor: Christopher K. Riggs
Office Location: Spalding 109
Office Hours: 10:30AM-11:45AM Mon & Wed
1:30PM-4:15PM Tues
whenever you catch me in the office
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class)

OVERVIEW

The human world is a diverse place. There exists an array of races, ethnicities, religions, cultures, nationalities, regional identities, sexualities, gender roles, classes, castes, and so forth. One way to examine this diversity is the study of "minorities." "Minorities" is a commonly used word, but its commonality belies an important, complex, and contested concept. This course will seek to address a number of questions... How does one come to be classified as a "minority," and what does it mean to have minority status? Does any group that makes up less than 50% of the population deserve to be called a minority group? Can people have the status of a minority group even if they are a numerical majority? Are classifications of "majority" and "minority" based on organic (that is, natural) phenomena? Or are such classifications a product of "social construction"--that is, a result of human thought and action? To what extent does the "dominant group" define who is or who is not a minority? To what extent have members of some minority groups sought to preserve a status distinct from that of the majority group? Can those whom the dominant society has defined as a "minority" become part of the majority?

Courses with the "351" designation are those which seek to explore values and value conflicts. An exploration of the above questions will provide an opportunity to explore the evolution of values over time and disagreement over which values should predominate.

For example, both supporters and opponents of American slavery in the 19th century appealed to values of freedom and equality to justify their position.

The course will use and draw upon insights from the social scientific disciplines and methodologies, particularly history. This means we will focus on identifying and analyzing broader patterns and trends. An understanding of history should give us insights into how and why things are the way they are today. We will focus mainly upon the United States, but we will examine issues and events in other parts of the world as well.

COURSE FORMAT

The course format will consist primarily of discussion sessions, supplemented by some lecturing and audio-visual presentations (videos, etc.). Therefore, it is very important that you come to class prepared to discuss issues in a substantive fashion.

In addition, the course will examine controversial topics about which many individuals feel strongly and passionately. While it is probably normal for some topics will spark an emotional response, I would urge that we seek to consider issues analytically and discuss them in a polite and civil fashion. Disagreements are certainly allowed and probably to be expected, but should be expressed in terms of critiquing arguments. To that end, I ask that you please do not engage in personal insults or use language that disparages and/or stereotypes entire groups (e.g., racial slurs).

Please note that in preparation for discussions, you may be asked to write answers to a series of questions and to turn in your answers to me at the end of the session.

ATTENDANCE AND CLASSROOM EXPECTATIONS

You are responsible for all material presented and discussed during all class sessions whether or not you are present. Also, attendance will be considered in regard to determining your participation grade (see below).

I request that you arrive to class on time and stay for the entire time; if you anticipate that you might be late or need to leave early, please let me know.

Please turn cell phone and pager ringers off or to vibrate. If

you need to make or take a cell phone call during class, please step outside.

READINGS

Everyone will be asked to read from the following two books. All of these books are on reserve at the LCSC library and are available for purchase at the LCSC bookstore and online.

Raymond D'Angelo and Herbert Douglas, *Taking Sides: Clashing Views on Controversial Issues in Race and Ethnicity*, 5th Edition (2005).

Ronald Takaki, *A Different Mirror: A Multicultural History of America* (1993).

We will be discussing readings frequently. Therefore, it is recommended that you bring one or both books to class, depending on the which one contains the assigned readings.

ASSIGNMENTS AND GRADING

Your grade will be based on how many points you earn out of a possible 460. You earn points by doing the following things.

Participation

Participation is valued at 150 points. Among other things, participation involves reading material to be discussed in class beforehand, active engagement in class discussions (listening and speaking), asking relevant questions, and good faith efforts to grapple with course material. Earning a high participation grade, of course, will require you to attend class regularly.

Actions during class which will cause you to lose participation points include (but are not limited to) sleeping or putting your head down on the desk, reading newspapers or magazines, doing other homework, leaving early without checking with the instructor beforehand, and talking while the instructor or another student or guest speaker is speaking. Such actions can be very disruptive and show disrespect toward other students and the instructor; they are not acceptable.

Paper

You will be asked to write an 8-10 page paper that involves an

analyzing a book of your choosing. Your paper must make an argument. The final paper will be worth 150 points. More details will be given in a separate handout.

You will have the option of turning in a partial draft of your paper for review and suggestions. You will be required to turn in a statement of what book you plan to read (10 points) and a full first draft of your paper. This full first draft will be worth 50 points.

In-Class Assignments

You will be asked to do some various in-class assignments. These assignments will usually involve writing and turning in answers to a series of questions that relate to the assigned readings and/or material presented during class. The total value of these in-class assignments will be 100 points.

Late Penalty

Please also be aware that for every day that an assignment is late, points may be deducted from the grade.

Extra Credit

You will have the option to do a maximum of two extra credit assignments, worth up to ten points total. Students should check with me before proceeding with any extra credit work. The activities listed below are suggestions; other projects would likely be acceptable as well, but just be sure to check with me if you have any questions. Please note that the more complex and difficult the project, the more points you are likely to earn.

Some potential extra credit projects include writing a 1-2 page paper summarizing and analyzing a history-related film; article in a magazine, journal, or newspaper; source on the Internet.

Note that you must cite any source that you use in your extra credit project (author and title of article, title of film, web address, etc.)

GRADING

I will grade using the following scale:

93-100% = A	90-92 = A-	
88-89% = B+	83-87 = B	80-82 = B-
78-79% = C+	73-77 = C	70-72 = C-
68-69% = D+	63-67 = D	60-62 = D-
59% and below = F		

ACADEMIC DISHONESTY

Class policy is the same as that of the college. As explained in the LCSC Student Handbook: Code of Conduct:
<<http://www.lcsc.edu/student-services/SHBcodeofconduct.htm>>

Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding. Academic Dishonesty includes:

- a) Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term "academic exercise" includes all forms of work submitted for credit hours.
- b) Fabrication—intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
- c) Collusion facilitating academic dishonesty—intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
- d) Plagiarism—the deliberate adoption or reproduction of ideas or words or statement of another person as one's own without acknowledgment.

Anyone found in any of the above activities or related activities will be subject to penalty. Such penalty may include failing a particular assignment, failing the course, and/or additional sanctions imposed by the college.

SPECIAL ACCOMMODATIONS

Students with disabilities who need special accommodations must consult with me no later than three weeks after the start of the semester.

TENTATIVE CLASS SCHEDULE

Below is a tentative schedule (with the emphasis on tentative!) of the topics we will address in class. I have included the readings that go with each of our weekly topics, due dates for assignments, and the like. So, for example, the pages listed under the heading of "Sept 6" should be read before our class on that day.

It is very important that you do the assigned readings prior to class, in order to insure that you will be able to fully participate in the discussion.

A Different Mirror: DM
Taking Sides: TS

Aug 30
Introduction
Readings: none

Sept 6
One Identity or Many?
Culture, Race, and "Savagery": English Colonists and Indians
Readings: TS, 2-29; DM: pp. 21-50

Sept 13
Exclusion and Enslavement: Blacks in the 19th Century
Readings: DM: pp. 51-76, pp. 106-138

Sept 20
Exclusion: Indian Removal and Reservations in the 19th Century
Readings: DM: pp. 84-105
TURN IN NOTICE OF WHAT BOOK YOU WILL WRITE YOUR PAPER ON

Sept 27
When Minorities Join the Majority: Irish in America
Readings: DM: pp. 139-165; TS: 32-43

Oct 4
From Majority to Minority: Hispanics in the 19th and 20th Century
Readings: DM: pp. 166-190, pp. 311-339

Oct 11
Assimilation vs. Segregation: Native Americans and African Americans at the Turn of the 20th Century
Readings: DM: pp. 228-245, pp. 340-369; TS: pp. 44-57

Oct 18

Gender and Minority Status: Women's Suffrage in the 19th and 20th Century

Readings: work on papers and readings for Oct 25

PARTIAL FIRST DRAFTS OF PAPERS DUE (OPTIONAL)

Oct 25

"Model Minorities": Jews and Japanese in America at the Turn of the 20th Century

Readings: DM: pp. 246-310; TS: pp. 172-197

Nov 1

Turning Point: World War II and Minorities

Readings: DM: pp. 378-428

NOV 8: TURN IN FIRST DRAFTS OF PAPERS TO MY OFFICE OR MY MAILBOX)
/ NO CLASS

Nov 15

The Minority Rights Revolution, 1945-1975

Readings: none for this class

Nov 22: NO CLASS (THANKSGIVING)

Nov 29

Minorities in the Late 20th and Early 21st Century

Readings: TS: pp. 198-219, pp. 221-251, pp. 302-320

Dec 6

Minorities in the Late 20th and Early 21st Century (con't)

Readings: TS: pp. 321-343, pp. 366-391

Dec 13

Catch Up and Reflect

Readings: none

TURN IN FINAL PAPERS