

Cover Sheet: Request 15612

SYD 3700 – Minorities in American Society

Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Stephen Perz sperz@ufl.edu
Created	12/16/2020 9:18:03 AM
Updated	3/16/2021 1:04:37 PM
Description of request	The Department of Sociology and Criminology & Law requests a change in the title of SYD 3700, from "Minorities in American Society" to "Sociology of Race and Racism in the U.S."

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Sociology 16920500	Barbara Zsembik		12/16/2020
Course-Syllabus minorities fall2020.pdf					12/16/2020
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/19/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/19/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 15612

Info

Request: SYD 3700 – Minorities in American Society

Description of request: The Department of Sociology and Criminology & Law requests a change in the title of SYD 3700, from "Minorities in American Society" to "Sociology of Race and Racism in the U.S."

Submitter: Stephen Perz sperz@ufl.edu

Created: 12/16/2020 8:18:14 AM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

SYD

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

3

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

700

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Minorities in American Society

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this

should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
Yes

Current Course Title

(100 character limit)

Response:
Minorities in American Society

Proposed Course Title

(100 character limit)

Response:
Sociology of Race and Racism in the U.S.

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
Yes

Current Transcript Title

Response:
Minorities in American Society

Proposed Transcript Title (30 char. max)

Response:
Sociology of Race and Racism

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
No

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:

No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:
No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:
Yes

Current Course Description

Response:
This course provides a sociological perspective on the term “minority” in American society. We will focus on how minority status, primarily by race and ethnicity, influences people’s life chances, social position, and opportunities. More specifically, we will discuss the meaning of “minority” and its historical and political basis as well as the consequences of being a minority both at the individual and structural level. Examples of topics we will cover include: the minority experience in daily social interactions; the process by which different waves of immigration has changed the meaning of minority; and the effects of minority status on socioeconomic status, education, political power and participation, health, and interpersonal and social relationships. While we will discuss specific racial and ethnic minority groups, this course does not provide an exhaustive overview of each group. Overall, this course aims to offer students a better understanding of both

how and why life as a member of the minority significantly differs from life as a member of the majority.

Proposed Course Description (500 characters max)

Response:

Sociological analysis of the structure, social processes, and efforts to construct race and racial inequality in the U.S.

Change Prerequisites?

Response:

No

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

The existing course title does not explicitly recognize vital issues concerning racial inequality. Consequently, the existing title does not reference key topics including racism or anti-racism, nor the manners by which they have shaped societal structures and institutions. The revised title retains the focus on race and explicitly acknowledges racism as a sociological topic of study.

Note: this course is 100% remote and will meet synchronously on the regularly scheduled dates and times

Course Syllabus Fall 2020
SYD 3700 Minorities in American Society
Instructor: Harvey L. Nicholson Jr., PhD
Course Location: Zoom
Meeting Times: T (1:55PM-2:45PM) R (1:55PM-3:50PM)
Office: 3333 Turlington Hall
Office Hours: By appointment on Zoom
Email: hnicholson@ufl.edu

Course Communication:

You can communicate with me by posting general questions to the class discussion board on Canvas or sending an email to the address listed above.

Course Description:

This course provides a sociological perspective on the term “minority” in American society. We will focus on how minority status, primarily by race and ethnicity, influences people’s life chances, social position, and opportunities. More specifically, we will discuss the meaning of “minority” and its historical and political basis as well as the consequences of being a minority both at the individual and structural level. Examples of topics we will cover include: the minority experience in daily social interactions; the process by which different waves of immigration has changed the meaning of minority; and the effects of minority status on socioeconomic status, education, political power and participation, health, and interpersonal and social relationships. While we will discuss specific racial and ethnic minority groups, this course does not provide an exhaustive overview of each group. Overall, this course aims to offer students a better understanding of both how and why life as a member of the minority significantly differs from life as a member of the majority.

Required Text:

There is no textbook for this class. Required readings will consist of a variety of articles available online via Canvas.

Course Policies:

VIRTUAL CLASSROOM EXPECTATIONS:

This course is **synchronous** learning; students are expected to attend during the published course times (**class will not be recorded** unless specified). Students are also expected to attend class regularly—this includes being visible on Zoom.

Also, students are expected to follow UF’s Zoom Etiquette Guidelines:

When attending a Zoom class or meeting, you should:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt, use a virtual background.
- If you choose to use one, you should test the background out first to make sure your device can support it. Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

ATTENDANCE

Students are expected to attend class regularly. In the event you are required to quarantine during the semester, you are still expected to attend class (unless you test positive for COVID-19, symptomatic, and have a doctor's note to excuse your absence).

MAKE-UP POLICY:

Late work is only permitted for the following reasons: an emergency, a religious holiday, an acute illness (officially documented), court-imposed legal obligation (officially documented), or to conduct official University business (officially documented) (e.g., attend a conference). Other reasons not listed here will be at the instructor's discretion.

EVALUATION POLICY:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

COURSE TECHNOLOGY:

This course will require the use of a laptop or desktop computer with a high-speed internet connection. You will also need access to UF Library's e-resources. To achieve this access, you will need access to a UF-networked computer or some type of software (such as Cisco Anyconnect Client) that will enable you to establish a Virtual Private Network connection. For more information, see the UF Library's Connecting from Off-Campus website (<http://www.uflib.ufl.edu/ufproxy.html>). UF

POLICIES: UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>.

NETIQUETTE: COMMUNICATION COURTESY:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Failure to follow netiquette may result in a grade reduction. UF netiquette policies may be found at: <http://teach.ufl.edu/wpcontent/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

GETTING HELP:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at: • Learning-support@ufl.edu • (352) 392-HELP -- <https://lss.at.ufl.edu/help.shtml> Other resources are available at <http://www.distance.ufl.edu/getting-help> for: • Counseling and Wellness resources • Disability resources • Resources for handling student concerns and complaints Library Help Desk support Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Academic Ethics:

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating, plagiarism, reuse of essays, improper use of the internet and electronic services, unauthorized collaboration, alteration of graded essays, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

At UF, students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodation for students with disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

UF Campus Resources Services:

1. Writing Studio, help brainstorming, formatting, and writing papers, 302 Tigert Hall, 846-1138, <http://writing.ufl.edu/writing-studio/>.
2. E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu, <https://lss.at.ufl.edu/help.shtml>.
3. Library Support, various ways to receive assistance with respect to using the libraries or finding resources, <http://cms.uflib.ufl.edu/ask>.
4. University Counseling Center, personal and career counseling, 392-1575, www.counsel.ufl.edu.
5. Student Mental Health, Student Health Care Center, personal counseling, 392-1575, www.health.ufl.edu/shcc.
6. Center for Sexual Assault/Abuse, Student Health Care Center, sexual counseling, 392-1161.
7. Career Resource Center, Reitz Union, career development assistance and counseling, 392-1601, www.crc.ufl.edu.

IMPORTANT:

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded.

If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.

As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

ASSESSMENTS:

Final Paper (100 points)

For their final paper, students will write a review of 1 peer-reviewed research article related to a topic in the sociological analysis of racial and ethnic minorities (**at least 3 pages double-spaced**). The purpose of this assignment is to: (1) expose students to peer-reviewed research published in high-quality academic journals, and (2) improve students' ability to evaluate peer-reviewed research. Developing your abilities in these areas is crucial to not only foster greater analytical skills related to this course, but it is also highly important toward enhancing these same skills in your respective fields and future careers. **You are responsible for finding an article for your review.** Student can select to write their article review on research published ONLY in the following journals:

- *Sociology of Race and Ethnicity, Social Problems, American Sociological Review, or American Journal of Sociology*. You must use either the library database or Google Scholar to locate articles published in these journals. **Before starting your final paper, you must verify with your instructor that the article you have selected is appropriate for this course.** As soon as you locate your article, send it to the instructor via email right away. If your article is not verified, you will receive an automatic zero for this assignment.

How this assignment will be graded

In your review, you must address the following points:

- What is the purpose of the study? What are the main goals of the researchers? Why is addressing this question (or questions, if there was more than one) important to the study of minorities? **(20 pts)**
- What methods and sources of data are used to conduct the study? **(20 pts)**
- What are the findings of the study? **(20 pts)**
- What implications do the researchers draw from their study? Why are they important to the study of minorities? **(20 pts)**
- What are your personal critiques of the study? What possible alternative steps could the researchers have taken to improve their study? What recommendations do you have for future studies on similar topics? **(20 pts)**

When discussing the methods of a study using statistics, you may simply state that "the researcher(s) use quantitative methods to conduct their analysis." If you feel confident in your ability to discuss the specific quantitative methods, you may do so. However, you must still discuss the sources of data used for the study.

More information concerning the requirements for this assignment will be discussed in class. **Students in need of writing support may contact the UF Writing Studio.** Absolutely no plagiarism of any kind will be accepted! Be sure to review the UF Academic Integrity and Plagiarism resources if you are unsure of plagiarism guidelines.

- Your review must be at least 3 pages long (no more than 4 pages)
- Text should be double - spaced
- Font must be Times New Roman, 12 pt
- All margins must be 1 inch
- You **must paraphrase ALL direct quotes** taken from class readings or external sources (e.g. no copying and pasting!)

Response Papers (90 points)

Students are required to write **three** brief response papers (**at least 3 pages double-spaced, but no more than 4**) on required readings that interest them the most. Each response paper is worth 30 points. Due dates for the response papers are as follows: **at the start of Week 4 (for students choosing articles assigned before Week 4), Week 8 (for students choosing articles assigned before Week 8), Week 14 for students choosing articles assigned before Week 14).**

To properly complete these assignments, students must (1) select the weeks for which they wish to write their responses, then (2) write their responses on both of the readings. The content of the

response papers should not solely be a summary of the articles. Instead, students must write a brief summary of the readings **AND** offer a *critical analysis* of the readings.

How these assignments will be graded

Use the following questions as a guide to assist in writing your responses:

- What are the main arguments presented in the two articles? How does one article help to further explain the argument made in the other? **(10 pts)**
- Are the arguments and/or points made by the author(s) strong or weak—and why? **(10 pts)**
- What are some possible directions for future research? **(10pts)**

All response papers must be submitted via Canvas by no later than the start of class period for each associated due date.

Discussion Lead (100 points)

Each week, two (group size depends on the number of students enrolled) students will be in-charge of leading class discussion on **one** of the required readings (articles w/ *** only). Separately, both students will develop their own one-page (double-spaced) summary of the key arguments, concepts, and points made in the article. Summaries must be submitted to the instructor via Canvas **one day prior** to their discussion **(20 pts)**. Your individual summary will be graded on the extent to which it accurately explains the main arguments, concepts, and points presented in the article. You will also be graded on the validity of your critiques of the article.

How this will be graded

Consider the following questions while writing your summary:

- Does the summary accurately explain the key arguments, concepts, and points made in the article? **(15 pts)**
- Does this summary offer valid critiques of the article? **(5pts)**

Both students, however, will need to work together to develop a cohesive class discussion that brings together both respective summaries **(80 pts)**. **This will require students to contact one another via email (or other means of communication; that is up to you to decide)**. As discussion leaders, you must create thought-provoking questions to generate conversation with the rest of the class. Another major aspect of your discussion must include any questions you have for the instructor and/or the rest of the class about any confusing sections of the article. Some of the articles may be challenging. As the instructor, I will, of course, fill in the gaps of your discussion and clarify any inaccuracies or points of confusion. With that being said, however, the two students leading the discussion must do their best. Students may use PowerPoint Presentation and/or video clips when leading class discussion. Discussions should take no more than 30 minutes, unless otherwise noted.

How this will be graded

Discussions will be graded on the following:

- Do both leaders make proper usage of their respective summaries (e.g. build off of one another)? **(50pts)**
- Does the discussion include thought-provoking questions that spark discussion? **(20pts)**
- Are the presenters prepared (e.g. are there limited pauses, gaps in their presentation, good flow of discussion)? **(10pts)**

Discussion Posts (70 points)

Each week, students are expected to submit discussion posts via Canvas meant to facilitate thought-provoking and informative conversations during class about the assigned readings and documentary films (if one is assigned for that week). Each post is worth 5 points.

How these assignments will be graded

Discussion posts should contain the following:

- 3 interesting and/or new takeaways (things you did not know) from the readings/film **(2 pts)**
- 3 questions that help stimulate class discussion **(2 pts)**
- Any confusing parts of the readings/film needing clarification **(1 pt)**

Posts should provide responses to **all assigned readings** for that given week. **Posts should be no less than 150 words (250 words max). These posts are to be submitted via Canvas one day before the first class of the week by 12:00pm/est.** In class, some students may be asked to share their discussion questions/comments to help facilitate conversation. Students who fail to share their discussion questions/comments during class when asked will receive an automatic zero for this assignment, even if they uploaded their discussion post prior to class. Therefore, it is crucial to be prepared to discuss before coming to class.

Final Paper Presentation (40 points)

Students will be required to provide a 5-7-minute presentation (subject to change) on their final paper. Following the presentation, students must also be prepared for a brief Q&A session with the rest of the class, for roughly 5-10 additional minutes (subject to change). Both your classmates and the instructor will participate in the Q&A session. Students will be graded on the clarity and accuracy of their presentation **(30 pts)** and their ability to answer questions following their presentation **(10 pts)**.

Total points: 400

*****An assignment or paper with no flaws is extremely rare. In this course, a 100 percent on any assignment indicates a high degree of mastery, creativity, originality, and critical thinking skills. *****

*****Receiving an "A" in this course indicates a high degree of mastery, creativity, originality, and critical thinking skills. *****

Grading Scale

Score	Grade	Grade Points
93.4-100	A	4.00
90.0-93.3	A-	3.67
86.7-89.9	B+	3.33
83.4-86.6	B	3.00
80.0-83.3	B-	2.67
76.7-79.9	C+	2.33
73.4-76.6	C	2.00
70.0-73.3	C-	1.67
66.7-69.9	D+	1.33
63.4-66.6	D	1.00
60.0-63.3	D-	0.67
0-59.9	E	0.00

Tentative Course Syllabus/Schedule Policy:

Week 1:

I will review the syllabus, discuss course expectations and requirements, and provide a brief introduction to the course. Then we will begin to discuss the topic of minority.

Required reading:

1. Madison. J. (1787). Federalist Papers No. 10.
2. Morris. W. (2019). Is Being a Minority Really Just a Matter of Numbers? New York Times. ***

Week 2:

How do sociologists define and describe the concept of minority? What are examples of minority group oppression and responses to oppression?

Required reading:

1. Wirth, L. (1941). Morale and minority groups. American journal of sociology, 47(3), 415-433. ***
2. Meyers, B. (1984). Minority group: An ideological formulation. Social Problems, 32(1), 1-15.

Watch at home:

Black America since MLK: And Still I Rise (Part 1)

Link: <https://www.pbs.org/video/black-america-mlk-and-still-i-rise-part-1/>

Week 3:

How should we define and understand race and ethnicity? What are the origins of race?

Required reading:

1. Hirschman, C. (2004). The origins and demise of the concept of race. *Population and development review*, 30(3), 385-415. ***
2. Morning, A. (2009). Toward a sociology of racial conceptualization for the 21st century. *Social Forces*, 87(3), 1167-1192.

Watch at home:

The Difference between Us

Link: <https://www.youtube.com/watch?v=OXEV0tqox9k>

Week 4:

How do racism, discrimination, and prejudice operate in American society?

Required reading:

1. Bonilla-Silva, E. (2004). From bi-racial to tri-racial: Towards a new system of racial stratification in the USA. *Ethnic and racial studies*, 27(6), 931-950. ***
2. Blumer, H. (1958). Race prejudice as a sense of group position. *Pacific sociological review*, 1(1), 3-7.

Watch at home:

Colorblind: Rethinking Race

Link: <https://vimeo.com/58354274>

Response Paper #1 Due

Week 5:

What are the major racial and ethnic minority groups in the US? How do we count who is and who is not a racial or ethnic minority? What are the consequences of "choosing" our race?

Required reading:

1. Snipp, C. M. (2003). Racial measurement in the American census: Past practices and implications for the future. *Annual Review of Sociology*, 29(1), 563-588.***
2. Brunnsma, D. L., & Rockquemore, K. A. (2002). What does "Black" mean? Exploring the epistemological stranglehold of racial categorization. *Critical Sociology*, 28(1-2), 101-121.
3. Jarvis, B. (2017). Who Decides Who Counts as Native American? *New York Times*.

Week 6:

Continued: What led to the creation of the racial and ethnic minority groups we know of today?

Required readings:

1. Smith, T. W. (1992). Changing racial labels: From "colored" to "negro" to "Black" to "African American". *Public Opinion Quarterly*, 56(4), 496-514.
2. Berlin, I. (2010). The Changing Definition of African American. *Smithsonian Magazine*.
3. Mora, G. C. (2012). Hispanic panethnicity. *Berkeley Review of Latin American Studies*. ***

Watch at home:

Asian Americans: A Generation Rising

Link: TBA

Week 7:

What are the expected population trends across these groups? What are the possible implications of a "majority-minority" America?

Required Readings:

1. Tavernise, S. (2018). Why the Announcement of a Looming White Minority Makes Demographers Nervous. *New York Times*.
2. Hsu, H. (2009). The End of White America? *The Atlantic*.
3. Alba, R. (2016). The likely persistence of a white majority. *The American Prospect*, 27(1), 67-71. ***

Watch at home:

The New Deciders

Link: <https://www.pbs.org/wgbh/america-by-the-numbers/new-deciders/>

Research Paper Topic Due

Week 8:

How did historical ethnic immigrants from Europe become White? How does race and ethnicity differ for Whites than for racial and ethnic minorities?

Required Readings:

1. Ignatiev, Noel. 1995. How the Irish Became White (pp. 92-121). ***
2. Waters, M. C., Pedraza, S., & Rumbaut, R. (1996). Optional Ethnicities: For Whites Only? *Origins and Destinies: Immigration, Race and Ethnicity in America*

Watch at home:

Race: the Power of an Illusion - The House We Live In

Link: <https://www.youtube.com/watch?v=AHlKwWp50IM>

Response Paper #2 Due

Week 9:

How have more recent waves of immigration complicated the concept of "minority" in American society? What is the concept of the "model minority"?

1. Zhou, M. (2004). Are Asian Americans Becoming "White?". *Contexts*, 3(1), 29-37.
2. Kim, C. J. (1999). The racial triangulation of Asian Americans. *Politics & society*, 27(1), 105-138.
3. Alba, R. (1999, March). Immigration and the American realities of assimilation and multiculturalism. In *Sociological Forum* (pp. 3-25). Eastern Sociological Society. ***

Watch at home:

The New Latinos

Link: <https://www.thirteen.org/programs/latino-americans/latino-americans-episode-4-new-latinos/>

Week 10:

What are the consequences of perpetual minority status in American society? Health

Required readings:

1. Byrd, W. M., & Clayton, L. A. (2001). Race, medicine, and health care in the United States: a historical survey. *Journal of the National Medical Association*, 93(3 Suppl), 11S. ***
2. Williams, D. R., & Sternthal, M. (2010). Understanding racial-ethnic disparities in health: sociological contributions. *Journal of health and social behavior*, 51(1_suppl), S15-S27.

Watch at home:

Race Medicine

Link: <https://www.youtube.com/watch?v=-tiSnAtpxQE>

Week 11:

What are the consequences of perpetual minority status in American society? Labor Market, Housing & Wealth

Required readings:

1. Pager, D., & Shepherd, H. (2008). The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets. *Annual Review of Sociology*, 34, 181-209. ***

2. Herring, C., & Henderson, L. (2016). Wealth inequality in black and white: Cultural and structural sources of the racial wealth gap. *Race and Social Problems*, 8(1), 4-17.

Watch at home:

The Racial Wealth Gap: Explained

Link: <https://www.youtube.com/watch?v=Mqrhn8khGLM>

Week 12:

What are the consequences of perpetual minority status in American society? Interpersonal Relationships and Social Interactions

Required readings:

1. Robnett, B., & Feliciano, C. (2011). Patterns of racial-ethnic exclusion by internet daters. *Social Forces*, 89(3), 807-828. ***
2. Anderson, E. (2015). The white space. *Sociology of race and ethnicity*, 1(1), 10-21.

Watch at home:

Why are all the Black Kids Sitting Together in the Cafeteria?

Link: <https://www.youtube.com/watch?v=PGZniOuoREU>

Week 13 (thanksgiving break, no class Thursday):

What are the consequences of perpetual minority status in American society? Education

Required readings:

1. Farkas, G. (2004). The black-white test score gap. *Contexts*, 3(2), 12-19.
2. Carter, Prudence L. 2003. "'Black' Cultural Capital, Status Positioning, and Schooling Conflicts for Low-Income African American Youth," *Social Problems* 50(1): 136-55. ***

Watch at home:

Separate and Unequal

Link: <https://www.pbs.org/video/frontline-separateandunequal/>

Week 14:

What are the consequences of perpetual minority status in American society? Political Power and Participation

Required Readings:

1. Sekou, B. D. (2020). The Limits of Black Politics in the Post–Civil Rights Era. *Sociological Forum*.
2. Martinez, L. M. (2005). Yes we can: Latino participation in unconventional politics. *Social Forces*, 84(1), 135-155. ***

Watch at home:

The Natives: This is Our America

Link: <https://www.youtube.com/watch?v=caydh8bmqxM>

Response Paper #3 Due

Week 15:

Required readings:

None

Final Paper Presentations

Final Paper: due December 9, 2020

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

SYO 3700 Minorities in American Society

Spring 2021

Professor: Harvey L. Nicholson Jr., PhD
Teaching Assistant: Alawode Oluwatobi, MA
Course Location: Zoom/TUR 2322
Meeting Times: T (1:55 PM – 2:45PM) | R (1:55 PM – 3:50 PM)
Office: 3333 Turlington Hall
Office Hours: By appointment
Email: hnicholson@ufl.edu (Professor)
alawodeoluwatobi@ufl.edu (TA)

Course Description

This course examines topics related to racial, ethnic, gender, and religious minorities in the United States. What is a minority group? Why does the United States classify people by race, and how have classifications changed over time? Why are racial and ethnic minorities disadvantaged when it comes to access to power and wealth? How has immigration since the 1960s changed the landscape of the United States? What are the implications of the looming majority-minority society? What is the perception of religious minorities such as Muslims in the United States? In this course, we will explore sociological viewpoints on each of these questions and more. Students will critically engage with research and articles published in sociological journals and various reputable news outlets.

Required Text

There is no textbook for this class. Required readings will consist of a variety of articles and resources available online via Canvas.

Recommendations for Readings and Class Preparation

The readings in this course will be challenging. Many of the readings are assigned to graduate level students and read by professors for the purpose of research, learning, and instruction. If you experience difficulty with the readings, you may find it helpful to review it at least two times to understand the authors' basic arguments. If you still have trouble, please do not be discouraged. I will provide all students an overview of the readings during each class period. I will also let students know which aspects of the reading will be most important for the class. All readings must be completed prior to coming to class. Be prepared to read at least 30-60 pages per week. This will require students to dedicate roughly two to three hours each week for reading/class preparation.

Course Policies

Professional etiquette

When emailing or speaking the professor or the teaching assistant, students must address them accordingly. Unless you are given permission, it is highly unprofessional and disrespectful to address your professor or superior by their first name. In addition, please allow Dr. Nicholson and Mr. Oluwatobi at least 24 hours during regular business hours (M-F, 9am-5pm) to respond to your email inquiries. In the event that we do not respond within 24 hours, you may send a follow-up message. All inquiries concerning the course should be sent to the email addresses listed above, not Canvas. Questions regarding course grades and assignments shall first be submitted to Mr. Oluwatobi. If Mr. Oluwatobi is unable to handle your inquiry, please contact Dr. Nicholson.

When attending a Zoom class or meeting

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you!
- While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- If your camera is on, the professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt, use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it. Your background can express your personality but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

When attending a face-to-face class meeting during COVID-19

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated

seats and maintain appropriate spacing between students. Please do not move desks or stations.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

Attendance

Students are expected to attend class regularly. You are expected to attend class unless you test positive for COVID-19, and/or are symptomatic. I require a doctor's note to excuse your absence and make up missed or late work. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Grading

Students may not request to make changes or edits to their assignment (e.g., final paper, response papers, etc.) in attempts to improve their assigned grade. The score you receive is the score you receive. If you do not like the grade you received, please respectfully email the professor or instructor to help you figure out ways to perform better on the next assignment.

Make-up Work

Late work is only permitted for the following reasons: an emergency, a religious holiday, an acute illness (officially documented), court-imposed legal obligation (officially documented), or to conduct official University business (officially documented) (e.g., attend a conference). Other reasons not listed here will be at the instructor's discretion.

Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Course Technology

This course will require the use of a laptop or desktop computer with a high-speed internet connection. You will also need access to UF Library's e-resources. To achieve this access, you will need access to a UF-networked computer or some type of software (such as Cisco Anyconnect Client) that will enable you to establish a Virtual Private Network connection. For more information, see the UF Library's Connecting from Off-Campus website (<http://www.uflib.ufl.edu/ufproxy.html>).

Academic Ethics

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating, plagiarism, reuse of essays, improper use of the internet and electronic services, unauthorized collaboration, alteration of graded essays, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. At UF, students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodation for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Assessments

Course Paper (100 points)

Students must write a review of 1 peer-reviewed research article related to racial, ethnic, gender, or religious minorities in the United States (at least 3 pages double-spaced). The purpose of this assignment is to: (1) expose students to peer-reviewed research published in high-quality academic journals, and (2) improve students' ability to evaluate peer-reviewed research. Developing your abilities in these areas is crucial to not only foster greater analytical skills related to this course, but it is also highly important toward enhancing these same skills in your respective fields and future careers. **You are responsible for finding an article for your review.** Student can select to write their article review on research published ONLY in the following journals: (1) *American Sociological Review*, (2) *Social Problems*, (3) *Sociology of Race & Ethnicity*, (4) *American Journal of Sociology*, (5) *Social Forces*, or (6) *Ethnic & Racial Studies*. You must use either the library database or Google Scholar to locate articles published in these journals. Before starting your final paper, you must verify with your instructor that the article you have selected is appropriate for this course. As soon as you locate your article, send it to the instructor via email right away. If your article is not verified, **you will receive an automatic zero for this assignment.**

How this assignment will be graded

Your final paper must fully respond to the following points (each bullet point is worth 10 points):

- What is the purpose of the study?
- What are the main goals of the researchers?
- Why is addressing this question (or questions, if there was more than one) important to the study of minorities?
- What methods and sources of data are used to conduct the study?
- What are the findings of the study?
- What implications do the researchers draw from their study?
- Why are the implications important to the study of minorities?
- What are your personal critiques of the study?
- What possible alternative steps could the researchers have taken to improve their study?
- What recommendations do you have for future studies on similar topics?

Note: incomplete, weak, or inaccurate responses to each question will not receive full credit. ABSOLUTELY NO PLAGARISM WILL BE TOLERATED. The entire paper must be written in your own words. While direct quotations are permitted, students must give credit to the corresponding author(s).

Areas of Specialization/Mastery (100 points)

Students must “specialize” or demonstrate “mastery” in at least two areas within the study of minorities in the United States. Students may choose from the following 7 areas: (1) *The Demography of a Racial, Ethnic, Gender, Or Religious Minority*, (2) *Racial and Ethnic Classifications*, (3) *Racism in the United States*, (4) *Majority-Minority Relations*, (5) *Minority-Minority Relations*, (6) *Immigration, Assimilation, and Identity*, or (7) *Minority Status in Health, Wealth, Gender, Religion, Political Power and Participation*, or the *Labor Market*. Students may demonstrate “mastery” in two of these areas by writing a 2-3-page (double-spaced) paper and/or creating a recorded presentation (a minimum of 10 minutes). For example, if a student decides to “specialize” in Changing Demographics and Majority-Minority Relations, they may opt to do write a paper to demonstrate “mastery” in Changing Demographics and record a presentation demonstrating “mastery” in Majority-Minority Relations. Please upload unlisted video presentations to YouTube for viewing purposes; only the professor and the TA will have access to the video links. Each assignment is worth 50 points each.

References should be formatted using the American Sociological Association (ASA) citation style (see: <https://sociology.fas.harvard.edu/files/sociology/files/asastyleguide.pdf>).

ABSOLUTELY NO PLAGARISM WILL BE TOLERATED. The entire paper must be written in your own words.

- 50/50 – the student has fully “mastered” the subject areas.
- 45/50 – the student has mastered the subject areas.
- 40/50 – the student has an adequate understanding of the subject areas, but with minor inaccuracies and gaps in knowledge.
- 35 and below – the student has some understanding of the subject areas, but with considerable inaccuracies and gaps in knowledge.

Note: most students will fall between the 40-45 range.

Discussion Posts (70 points)

Each week, students are expected to submit discussion posts via Canvas meant to facilitate thought-provoking and informative conversations during class about the assigned readings and documentary films (if one is assigned for that week; see Canvas). Each post is worth 5 points.

How these assignments will be graded

Discussion posts should contain the following:

- Three interesting and/or new takeaways (things you did not know) from the readings/film (2 pts)
- Three questions that help stimulate class discussion (2 pts)
- Any confusing parts of the readings/film needing clarification (1 pt)

Note: You may not simply write that you did not find any parts of the readings/films confusing and/or needing clarification

Posts should provide responses to all assigned readings and films for that given week. Posts should be no less than 150 words (250 words max). These posts are to be submitted via Canvas one day before the first class of the week by 12:00pm/est. In class, some students may be asked to share their discussion questions/comments to help facilitate conversation. Students who fail to share their discussion questions/comments during class when asked will receive an automatic zero for this assignment, even if they uploaded their discussion post prior to class. Therefore, it is crucial to be prepared to discuss before coming to class.

Note: ABSOLUTELY NO PLAGARISM WILL BE TOLERATED. Discussion posts must be written in your own words.

Student-led Discussions (50 points)

In small groups, students will be required to lead one class discussion at some point during the semester. As discussion leaders, students must provide a summary of one of the weekly readings (articles w/** only) and develop thought-provoking questions to generate conversation with the rest of the class. Another major aspect of your discussion must include any questions you have for the instructor and/or the rest of the class about any confusing sections of the article. Some of the articles may be challenging. As the instructor, I will fill in the gaps of your discussion and clarify any inaccuracies or points of confusion. With that being said, however, the students leading the discussion must do their best. Students may use PowerPoint Presentation and/or video clips when leading class discussion. Discussions will take place during the longer class periods and must not take more than 30 minutes, unless otherwise noted. All presentations will be held during the second class session each week.

- 50/50 – the group provided an “excellent” summary of the reading, generated an “excellent” class discussion, and offered detailed and accurate responses to questions from the instructor.
- 45/50 – the group provided “good” summary of the reading, generated class discussion, and offered and accurate responses to questions from the instructor.
- 40/50 – the group provided a summary of the reading, generated some class discussion, and offered and accurate responses to questions from the instructor, but with minor inaccuracies and/or gaps and knowledge.
- 35 and below – the group provided a summary of the reading, struggled to develop class discussion, and did not provide detailed and accurate responses to questions from the instructor.

Note: most groups will fall between the 40-45 range.

Attendance (50 points)

Attendance is strongly encouraged and will be graded. It is understandable that students may miss a few days of class throughout the semester. However, students who accumulate more than three unexcused absences **will receive a zero for their attendance grade**. Attendance will be taken at the start and end of each class period. Students marked in attendance at the start of the class but not at the end will be marked as absent for the class period. Students who are disruptive during class will be marked absent and will be asked to leave.

Participation (30 points)

The participation portion of your grade for this class will be calculated on the basis of your attendance and participation in class. Since the pedagogical approach of this course depends heavily on student engagement and interaction, you are required, at a minimum, to participate in class activities through the audio and chat function of Zoom. Your video presence is invited as well. If you do not have your video on, this does not give you permission to engage in other activities (e.g., work, browsing the web, sleeping, talking to roommates or friends) during class. Students who fail to properly engage in class using the audio or chat function (e.g., *thoughtfully* responding to questions, asking *serious* questions about the course content, etc.) more than three times throughout the semester **will receive a zero for their participation grade**. For example, if you are called upon by the professor to answer a question and demonstrate that you were not paying attention, you will receive one mark against your final participation grade.

Total points: 400

Tentative Course Syllabus/Schedule Policy

Week 1: An Introduction to Minorities in American Society

Due: N/A

Read:

- Morris, W. (2019). Is Being a Minority Really Just a Matter of Numbers? *New York Times*.

Week 2: Demography of Minority Groups in American Society

Due: Discussion post

Read:

- Eligon, J. (2020). Why the fastest growing group in America is the least likely to fill out the census. *New York Times*.**
- Bosman, J. (2020). Black families came to Chicago by the Thousands. *Why are they Leaving? New York Times*.
- Williams, T. (2014). As American Indians Move to Cities, Old and New Challenges Follow. *New York Times*.**

Week 3: Understanding Race and Ethnicity in the United States: Conceptualizations, Classifications, & Importance

Due: Discussion post

Read:

- Strmic-Pawl, H. V., Jackson, B. A., & Garner, S. (2018). Race counts: racial and ethnic data on the US census and the implications for tracking inequality. *Sociology of Race and Ethnicity*, 4(1), 1-13.
- Mora, G. C. (2012). Hispanic panethnicity. *Berkeley Review of Latin American Studies*.**
- Brunsma, D. L., & Rockquemore, K. A. (2002). What does “Black” mean? Exploring the epistemological stranglehold of racial categorization. *Critical Sociology*, 28(1-2), 101-121.
- Hirschman, C. (2004). The origins and demise of the concept of race. *Population and development review*, 30(3), 385-415.**

Week 4: Racism in the United States

Due: Discussion post

Read:

- Bonilla-Silva, E. (2015). The structure of racism in color-blind, “post-racial” America. *The American Behavioral Scientist*, 59(11), 1358-1376.**
- Newkirk, V., & Vann, R. (2017). The Language of White Supremacy. *The Atlantic*, October, 6, 2017.
- Golash-Boza, T. (2016). A critical and comprehensive sociological theory of race and racism. *Sociology of Race and Ethnicity*, 2(2), 129-141.
- Ray, V. (2019). A theory of racialized organizations. *American Sociological Review*, 84(1), 26-53.

Week 5: Immigration, Assimilation, & Identity

Due: Discussion post

Read:

- Fussell, E. (2014). Warmth of the welcome: Attitudes toward immigrants and immigration policy in the United States. *Annual review of sociology*, 40, 479-498.
- Li, Y. & Nicholson Jr. H.L., (2021). When “Model Minorities” Become “Yellow Peril”—Other and the Racialization of Asian Americans in the Covid-19 Pandemic. *Sociology Compass*.
- Kim, C. J. (1999). The racial triangulation of Asian Americans. *Politics & society*, 27(1), 105-138.**
- Golash-Boza, T., & Darity Jr, W. (2008). Latino racial choices: the effects of skin colour and discrimination on Latinos’ and Latinas’ racial self-identifications. *Ethnic and Racial Studies*, 31(5), 899-934.

Week 6: Immigration, Assimilation, & Identity

Due: Discussion post

Read:

- Hamilton, T. G. (2020). Black Immigrants and the Changing Portrait of Black America. *Annual Review of Sociology*, 46, 295-313.
- Berlin, I. (2010). The Changing Definition of African American. *Smithsonian Magazine*.
- Park, J. Z. (2008). Second-generation Asian American pan-ethnic identity: Pluralized meanings of a racial label. *Sociological Perspectives*, 51(3), 541-561.**
- Bean, F. D., Feliciano, C., Lee, J., & Van Hook, J. (2009). The new US immigrants: How do they affect our understanding of the African American experience?. *The Annals of the American Academy of Political and Social Science*, 621(1), 202-220.

Week 7: Majority-minority Relations

Due: Discussion post, area of specialization #1, course paper topic/article approval

Read:

- Anderson, E. (2015). The white space. *Sociology of race and ethnicity*, 1(1), 10-21.**
- Coates, T. N. (2017). The first white president. *The Atlantic*, 320(3), 74-87.
- Dawson, M. C., & Popoff, R. (2004). Reparations: Justice and greed in Black and White. *Du Bois Review: Social Science Research on Race*, 1(1), 47-91.
- Brooks, M. A. (2020). It's okay to be White: laundering White supremacy through a colorblind victimized White race-consciousness raising campaign. *Sociological Spectrum*, 40(6), 400-416.

****NO CLASS THURSDAY****

Week 8: Inter-minority Relations

Due: Discussion post

Read:

- Lee, J. (2002). From civil relations to racial conflict: Merchant-customer interactions in urban America. *American Sociological Review*, 77-98.
- Jimenez, T. R. (2016). Fade to black: Multiple symbolic boundaries in “black/brown” contact. *Du Bois Review: Social Science Research on Race*, 13(1), 159-180.**
- Lee, J., & Tran, V. C. (2019). The Mere Mention of Asians in Affirmative Action. *Sociological Science*, 6, 551-579.
- Kang, J. C., & Chen, R. (2019). Where does affirmative action leave Asian-Americans. *The New York Times*.

Week 9: What are the consequences of perpetual minority status in American society? **Religion**

Due: Discussion post

Read:

- Selod, S. (2015). Citizenship denied: The racialization of Muslim American men and women post-9/11. *Critical Sociology*, 41(1), 77-95.
- Kaufman, S. B. (2019). The Criminalization of Muslims in the United States, 2016. *Qualitative Sociology*, 42(4), 521-542.
- Foner, N., & Alba, R. (2008). Immigrant religion in the US and Western Europe: Bridge or barrier to inclusion?. *International migration review*, 42(2), 360-392.**

Week 10: What are the consequences of perpetual minority status in American society?
Wealth

Due: Discussion post

Read:

- Herring, C., & Henderson, L. (2016). Wealth inequality in black and white: Cultural and structural sources of the racial wealth gap. *Race and Social Problems*, 8(1), 4-17.**
- Darity Jr, W., Hamilton, D., Paul, M., Aja, A., Price, A., Moore, A., & Chiopris, C. (2018). What we get wrong about closing the racial wealth gap. *Samuel DuBois Cook Center on Social Equity and Insight Center for Community Economic Development*.

Week 11: What are the consequences of perpetual minority status in American society?
Gender, Sexuality, and Race

Due: Discussion post

Read:

- Brooms, D. R., & Perry, A. R. (2016). “It’s simply because we’re black men” black men’s experiences and responses to the killing of black men. *The Journal of Men’s Studies*, 24(2), 166-184.
- Meyer, D. (2010). Evaluating the severity of hate-motivated violence: Intersectional differences among LGBT hate crime victims. *Sociology*, 44(5), 980-995.**

Week 12: What are the consequences of perpetual minority status in American society?
Political Power and Participation

Due: Discussion post

Read:

- Sekou, B. D. (2020). The Limits of Black Politics in the Post–Civil Rights Era. *Sociological Forum*.
- Terriquez, V. (2017). Legal status, civic organizations, and political participation among Latino young adults. *The Sociological Quarterly*, 58(2), 315-336.**

Week 13: What are the consequences of perpetual minority status in American society?
The Labor Market

Due: Discussion post, Area of specialization #2

Read:

- Chin, M. M. (2016). Asian Americans, bamboo ceilings, and affirmative action. *Contexts*, 15(1), 70-73.
- Widner, D., & Chicoine, S. (2011). It's All in the Name: Employment Discrimination Against Arab Americans. *Sociological Forum*. 26(4),806-823. **
- Pager, D., Bonikowski, B., & Western, B. (2009). Discrimination in a low-wage labor market: A field experiment. *American sociological review*, 74(5), 777-799.

Week 14: What are the consequences of perpetual minority status in American society?
Health

Due: Discussion post

Read:

- Williams, D. R., & Sternthal, M. (2010). Understanding racial-ethnic disparities in health: sociological contributions. *Journal of health and social behavior*, 51(1_suppl), S15-S27.
- Williams, D. R., & Collins, C. (2016). Racial residential segregation: a fundamental cause of racial disparities in health. *Public health reports*.**
- Feagin, J., & Bennefield, Z. (2014). Systemic racism and US health care. *Social science & medicine*, 103, 7-14.

Week 15: The End of a Majority-White Society?

Due: Discussion lead held on Tuesday, discussion post, Course paper (4/20)

Read:

- Tavernise, S. (2018). Why the Announcement of a Looming White Minority Makes Demographers Nervous. *New York Times*.
- Alba, R. (2016). The likely persistence of a white majority. *The American Prospect*, 27(1), 67-71.**
- Hsu, H. (2009). The End of White America? *The Atlantic*.

CLASSES END 4/21