

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS 35</u>
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE  
COURSE/PROGRAM TITLE SO 332 Racial & Ethnic Minorities  
DEPARTMENT Sociology/Anthropology  
CONTACT PERSON Dr. Herbert M. Hunter

II. THIS COURSE IS BEING PROPOSED FOR:  
 Course Approval Only  
 Course Approval and Liberal Studies Approval  
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Louise Kruckman  
Department Curriculum Committee

[Signature]  
Department Chairperson  
[Signature]  
College Dean\*

College Curriculum Committee  
Chad [Signature]  
Director of Liberal Studies  
(where applicable)

\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted  
to LSC 12-6-88  
to UWUCC 12-6-88

Semester/Year to be  
implemented 1989/90  
FALL

Date to be published  
in Catalog Fall 1989

CATALOGUE DESCRIPTION - RACIAL AND ETHNIC MINORITIES

3 Semester Hours Credit

This course will comparatively focus on the historical and contemporary experience of a variety racial and ethnic groups in the United States, Brazil and South Africa. Attention will be drawn to the application of theories and concepts in the field of racial and ethnic relations to explaining ethnic stratification and inequality and the causes of different rates of assimilation and group success in the U.S. Several public policy issues such as affirmative action, bilingual education, apartheid and federalism will also be discussed.

# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.**

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

### KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?       yes       no**

**If so, which General Education course(s)? \_\_\_\_\_**

SYLLABUS  
RACIAL AND ETHNIC MINORITIES

INSTRUCTOR: Dr. Herbert M. Hunter

Description of the Course: This course will examine the historical and contemporary experience of racial and ethnic minorities in the United States, Brazil and South Africa. A major part of the course will be devoted to key theories, concepts, debates and issues in the subfield of racial and ethnic relations, concentrating specifically on current theories of racial and ethnic stratification and inequality, racial prejudice and discrimination, and those factors which cause different rates of assimilation and success, i.e. how and why there has been different patterns of social mobility among racial groups in the U.S. The second major segment of the course will examine the historical experience of racial and ethnic groups in the U.S., and for comparative purposes, Brazil and South Africa, applying theories and concepts to specific case studies of the different groups and societies. The latter part of the course will then focus on some of the public policies used to change the subordinate position of minority groups ranging from such policies as affirmative action in the United States to various approaches in South Africa such as gradual evolutionary (economic) means, forms of federalism, and revolution.

Requirements of the Course: Student performance will be based on two essay examinations during the semester and a final comprehensive essay exam. There also will be short written assignments and oral reports on the required reading material, where students will summarize, critique, and present their opinions on what they have read. A research paper will be optional for those students who would like to explore topics related to the course more deeply and improve their grades.

Required Reading (available in the bookstore):

Martin N. Marger, Race & Ethnic Relations: American and Global Perspectives, 1985.

Ronald Takaki, editor, From Different Shores: Perspective on Race and Ethnicity in America, 1987.

Thomas Sowell, Ethnic America: A History, 1981.

Supplementary Readings (on reserve in the library):

Norman R. Yetman, editor, Majority and Minority: The Dynamics of Race and Ethnicity in American Life, 1985.

Syllabus (cont.)

Bernard M. Magubane, The Political Economy of Race and Class in South Africa, 1979.

Herbert M. Hunter and Sameer Abraham, editors, Race, Class, and the World System: The Sociology of Oliver C. Cox, 1987.

## COURSE OUTLINE

### TOPIC AND ASSIGNMENT

Introduction to the Course (one lecture)

- I. Basic Concepts: Race, Ethnicity, and Racism (two class periods).
  1. Martin Marger, Race & Ethnic Relations, ch. 1.
  2. Winthrop Jordan, "First Impressions: Libidinous Blacks, in Takaki, pp. 43-53.
  3. Herbert Gans, "Symbolic Ethnicity," in Yetman, Majority and Minority, pp. 429-442.
  
- II. Ethnic Stratification: The Role of Economic and Political Power in the Subordination of Racial and Ethnic Minorities (two classes).
  1. Marger, ch. 2
  2. Gerald D. Berreman, "Race, Caste, and Other Invidious Distinctions in Social Stratification," in Yetman, pp. 21-39.
  3. Stanley Lieberson, "A Societal Theory of Race and Ethnic Relations," in Yetman, pp. 259-267
  
- III. The Causes and Function of Prejudice, Stereotypes, and Discrimination (two classes).
  1. Marger, ch. 3
  2. Oliver C. Cox, "Race Relations: Its Meaning, Beginning, and Progress," in Hunter and Abrahamson, Race, Class, and the World System, pp. 50-66 (on reserve).
  3. Edna Bonacich, "A Theory of Ethnic Antagonism: The Split Labor Market, in Takaki, pp. 139-148.
  4. Video: "Ethnic Notions"
  
- IV. Patterns of Adaption: Theories of Assimilation and Pluralism (two classes)
  1. Marger, ch. 4.
  2. Robert Blauner, "Colonized and Immigrant Minorities," in

COURSE OUTLINE (cont.)

- V. Patterns of Adaption: Theories of Assimilation and Pluralism (cont.)
2. (continuation) Takaki, pp. 149-160.
  3. William L. Yancy, et. al., "Emergent Ethnicity," in Yetman, pp. 185-194.
- VI. The Formation of the Ethnic Hierarchy in the U.S: The English, Germans, Irish and Italians (four class periods).
1. Marger, ch.5
  2. John Higham, "Strangers in the Land: Nativism and Nationalism," in Takaki, pp. 78-82.
  3. Thomas Sowell, Ethnic America, pp. 17-68, 100-129 (The Irish, Germans, and Italians)
  4. Nathan Glazer, "The Emergence of an American Ethnic Pattern," in Takaki, pp. 13-25.
  5. Takaki, "Reflections on Racial Patterns in America," in Takaki, pp. 26-37.
- VII. The Historical Experience of Jewish Americans: The Role of Class and Ethnicity in the Success of American Jews (two class periods).
1. Marger, ch. 6.
  2. Thomas Sowell, ch. 4.
  3. Stephen Steinberg, "Education and Ethnic Mobility: the Myth of Jewish Intellectualism and Catholic Anti-Intellectualism," in Yetman, pp. 278-289.
- VIII. The Historical Experience of Afro-Americans: The Declining or Inclinig Significance of Race in America (two class periods).
1. Marger, ch. 7.
  2. Sowell, ch. 8.
  3. William J. Wilson, "The Black Community in the 1980s: Questions of Race, Class, and Public Policy, in Takaki, pp. 233-240.
  4. Film: The Vanishing Black Family

COURSE OUTLINE (cont.)

IX. The Historical Experience of Hispanic Americans (Puerto Rican, Mexican, and Cuban Americans) -two classes.

1. Marger, ch. 8.
2. Sowell, chs 9, 10.
3. Clara E. Rodriguez, "Puerto Ricans and the Political Economy of New York." in Takaki, pp. 120-125.
4. Mario Barrera. "Chicano Class Structure," in Takaki, pp. 130-138.

X. The Historical Experience of Racial and Ethnic Groups in South Africa: The Most Extreme Example of Racial and Class Subordination (two classes).

1. Marger, ch. 9.
2. Video: "Apartheid" Part I, II.

XI. The Historical Experience of Racial and Ethnic Groups in Brazil: A Case of Racial Amalgamation (two classes).

1. Marger, ch. 10.

XII. Approaches to Changing Racial Inequality in the U.S.: The Case For and Against Affirmative Action Policies (three classes)

1. Marger, ch. 13.
2. William Raspberry, "Beyond Racism," in Takaki, pp. 221-224.
3. Thomas Sowell, "We've More Than Our Quotas of Quotas," in Takaka, pp. 223-224.
4. Lester Thurow, "Affirmative Action in a Zero-Sum Society," in Takaka, pp. 225-230.
5. Video: Affirmative Action and Reverse Discrimination.

XIII. Approaches to Changing Racial Inequality in the U.S.: The Limits of Liberal and Conservative Policies (two classes)

1. William J. Wilson, "Cycles of Deprivation and the Underclass Debate" and "The Hidden Agenda," in William J. Wilson, The Truly



COURSE OUTLINE (cont.)

XIV. Approaches to Changing Racial Inequality in the United States: The Limits of Liberal and Conservative Policies (cont.),

1. (cont) Disadvantaged, 1988, pp. 3-19; 140-164 (on reserve in the library).

XV. Dismantling Apartheid in South Africa. (two classes).

1. Elaine M. Burgess, "Racial and Social change in South Africa: Divergent Perspectives," Journal of Ethnic Studies, 11 (Spring):42-71 (on reserve in library).

\*The above outline is based on a Tues./Thurs. class schedule.

A SHORT BIBLIOGRAPHY  
RACIAL AND ETHNIC MINORITIES

- Adams, Heribert and Kagila Moodley. 1983. South Africa Without Apartheid.
- Alba, Richar D. 1988. Ethnicity and Race in the U.S.A.
- Bonacich, Edna and John Modell. 1980. The Economic Basis of Ethnic Solidarity: Small Business in the Japanese-American Community.
- Allport, Gordon. 1980. The Nature of Prejudice.
- Davies, Robert. 1979. Capital, The State, and White Wage Earners.
- Depres, L. A. 1979. Ethnicity and Resource Competition in Plural Societies.
- Feagin, Joe R. and C. B. Feagin. 1978. Discrimination American Style.
- Greeley, Andrew. 1975. Why Can't They Be Like Us?
- Geschwender, James A. 1978. Racial Stratification in America.
- Glazer, Nathan. 1976. Affirmative Discrimination.
- \_\_\_\_\_. 1983. Ethnic Dilemmas.
- Gordon, Milton. 1967. Assimilation in America Life.
- Gossett, Thomas. 1975. Race: The History of An Idea in America.
- Harris, Marvin. 1964. Patterns of Race Relations in the Americas.
- Higham, John. 1963. Strangers in the Land.
- Kim, Illsoo. 1981. New Urban Immigrants: The Korean Community in New York.
- Landry, Bart. 1988. The New Black Middle Class.
- Lieberson, Stanley. 1980. A Piece of the Pie: Black and White Immigrants Since 1880.
- Livingston, Jon C. 1979. Fair Game? Inequality and Affirmative Action.
- Lopreato, Joseph. 1970. Italian Americans.
- Mandle, Jay R. 1982. The Roots of Black Poverty.
- Grebler, L., J. W. Moore, R. Guzman (eds.) The Mexican American People, The Nations Second Largest Minority.

Bibliography (cont.)

- Patterson, Orlando. 1977. Ethnic Chauvinism.
- Pettigrew, Thomas. 1982. The Sociology of Race Relations.
- Pinkney, Alphonso. 1982. The Myth of Black Progress.
- Schrag, Peter. 1971. The Decline of WASP.
- Simons, H. J. and R. E. Simons. 1983. Class and Colour in South Africa, 1880-1950.
- Sowell, Thomas. 1978. American Ethnic Groups.
- Sowell, Thomas. 1984. Civil Rights: Rhetoric or Reality?  
\_\_\_\_\_. 1983. The Economics and Politics of Race.
- Steinberg, Stephen. 1981. The Ethnic Myth.
- Smith, Lynn. 1981. Brazilian Society.
- Toll, William. 1982. The Making of An Ethnic Middle Class.
- Wilson, William J. 1978. The Declining Significance of Race.  
\_\_\_\_\_. 1988. The Trully Disadvantaged.
- Van den Berghe. 1978. Race and Racism: A Comparative Perspective.  
\_\_\_\_\_. 1967. South Africa.  
\_\_\_\_\_. 1981. The Ethnic Phenomenon.
- Young, C. 1985. The Politics of Ethnic Pluralism.
- Wagenheim, Kal. 1975. A Survey of Puerto Ricans in the United States in the 1970s.

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET?** Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Literacy--writing, reading, speaking, listening	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Understanding numerical data	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Historical consciousness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Scientific inquiry	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Values (ethical mode of thinking or application of ethical perception)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Aesthetic mode of thinking	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>C. Understanding the Physical Nature of Human Beings</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Use of computing technology	<input type="checkbox"/>	<input type="checkbox"/>

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

**PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?**

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

## LIBERAL STUDIES COURSE APPROVAL FORM

### PART II. - THE LIBERAL STUDIES GOALS TO BE MET BY THIS COURSE

This course is designed to expose students to a range of theories and concepts used in the study of racial and ethnic minorities and to provide them with a critical understanding of the causes and consequences of racial and ethnic stratification, racism and social mobility in the United States, Brazil and South Africa. The subject matter of the course is historical and comparative in nature, and consequently, students will be able to understand the similar and different experiences of various groups in terms of racial and ethnic domination/subordination, racial prejudice, stereotypes, and discrimination. Most importantly, students will be able to critically evaluate the current conflicts, social conditions, and progress of various groups, and those strategies used by both dominant and subordinate groups to enhance or inhibit social change.

Students will read historical materials on white American ethnic groups, including the English, Germans, Irish, Jews, and Italians. The non-white ethnic groups will include Native Americans, Afro-Americans, Hispanics (Mexican, Cuban, and Puerto Rican Americans), Asian Americans (Japanese and Chinese Americans). Racial and ethnic relations in Brazil and South Africa will provide students with two very different types of racial and ethnic relations with which they will be able to see the contrast between these two societies and racial and ethnic patterns in the U.S. Additionally, students will be learning not only about the ethnic heritage of their class mates, but learn, perhaps for the first time, a great deal about their own ethnic group.

Specific skills to be acquired by students in this course will include (1) the ability to comprehend and apply sociological theories and concepts to case histories of various racial and ethnic groups (i.e. students will not be simply reading descriptive histories of groups but will be able to explain how and why certain economic, political and social conditions have emerged and persist); (2) the ability to analyze and make comparisons and contrast between different groups, thus be able to understand the complex dynamics and reasons for different patterns of mobility and success (or lack of success) among groups; and (3) the improvement of sociological literacy through reading and becoming familiar with some of the key works and ideas in the field, class participation and discussion, and engaging in oral and written communication by making short presentations during class sessions on the reading assignments.

PART III - HOW THE COURSE MEETS THE GENERAL LIBERAL STUDIES CRITERIA

A. This course will not be multiple section, multiple-instructor.

B. The perspectives and contributions of racial and ethnic minorities is central to this course.

C. Along with an excellent text by Martin Marger, Racial & Ethnic Relations, the work by Thomas Sowell, Ethnic America: A History provides rather substantial coverage of case histories of American ethnic groups. The books by Takaki, From Different Shores, and Yetman, Majority and Minority, together offer students generous excerpts drawn from the works of prominent and key writers in the field of racial, ethnic and minority relations such as Milton Gordon, Stephen Steinberg, Nathan Glazer, Herbert Gans, Edna Bonacich, Stanley Lieberson, William J. Wilson, Ronald Takaki and others. As should be evident in the course syllabus, students will be required to read a great deal of material reflecting conservative, liberal, and liberal-left perspectives in the field.

D. This is not an introductory course, but has been offered at the 300 level as So 332.

E1. Students will be able to understand that solving many public policy questions involving racial and ethnic groups in the United States and other countries can not be settled solely on the basis of the objective evidence, or the moral correctness of a particular policy, but are outcomes often reflecting ideological choices, the political process, and ethical concerns operating often together. For example, the course will demonstrate how affirmative action policies make it almost impossible for a society to ethically promote justice and equality for racial minority groups while also protecting the freedoms and rights of individuals associated with the majority group; how an ethical dilemma arises for any society that attempts to overcome the disadvantages of racial discrimination and protect the rights of minorities while also discriminating against and denying the rights of members associated with the majority group on the basis of their race. Thus, students will be confronted with an issue and asked on what grounds would they choose to support or oppose a policy such as affirmative action. In addition, they will be exposed to societies where minority groups have legal and constitutional rights as ethnic minorities and ask to compare these situations with societies such as their own where the constitution protects mainly the rights of individuals, but not "protected" groups. They will also be asked to make judgements about the appropriateness of affirmative action policies or programs such as bilingual education in societies where ethnic groups do and do not have rights as ethnic groups.

E2. Students will be presented with a number of historical, structural and demographic factors, which will assist the student's comprehension of the experience of racial and ethnic antagonisms, competition and

mobility : (1) the character of the initial contact a racial minority has with a dominant group; (2) the manner of entrance (i.e. voluntary vs involuntary); (3) the degree of cultural similarity; (4) the time of immigration or migration etc. These variables used in conjunction with case study material on different groups will help to enhance the student's problem defining and analytical skills. Secondly, the course will expose students to a variety of theoretical perspectives and empirical issues in the field which will enable them to define and analyze problems, frame questions, and evaluate the evidence offered by various researchers. For example, a major theoretical and empirical issue to be discussed in the course will be determining whether class (or group opportunities), race (discrimination) or culture (values, beliefs and behavioral patterns) is the major factor influencing ethnic success in society. From such discussions students will be able to see that the way you frame a question on these matters will effect the kind of interpretation one is likely to give concerning why some groups get ahead in a society and why others don't do as well; and depending on which perspective is adopted, the solutions we are likely to settle for in improving the conditions of the less successful is likely to be influenced by how we define the nature of the problem. Students will be presented with various perspectives of ethnic success in American society and have an opportunity to evaluate each perspective in terms of the evidence. They will also be able to improve their analytical skills through applying and comparing various theoretical perspectives and concepts use in the course to racial and ethnic patterns in the United States, South Africa, and Brazil, i.e. theories of assimilation and pluralism, split labor market theory, the Marxist theory, etc.

E3. Students will be given short written assignments related to the topics, periodically give oral presentations and critiques of the assigned readings, and encouraged to undertake a research project. From time to time, depending on the size of the class, a research paper and oral presentation will be required. All exams will be essay.

E6. This course will increase the student's awareness of the diversity and similarity of the American ethnic heritage, and the hostility and discrimination most racial and ethnic groups have endured in this country and other multiracial societies. Students will understand the nature, functions and consequences of prejudice and discrimination for both minority and majority groups. They will be exposed to demographic and socio-economic data on the current status of American racial and ethnic groups. They will be exposed to current social policy debates on the nature of racial and ethnic problems and proposed solutions offered by conservative, liberal and social democratic social scientists. Consequently, students will be in a position to better understand and critically evaluate racial and ethnic problems in the United States and other societies discussed in the course and see connections between course materials and "real" societal problems. Hopefully, too, they will be able to improve their own lives and those with whom they come into contact, and will have the insight to formulate intelligent opinions and make choices between alternative policy recommendations in



improving and changing the state of racial and ethnic relations in some area of the society at large.

## CHECK LIST -- LIBERAL STUDIES ELECTIVES

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### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.