

COURSE OUTLINE AND REQUIREMENTS  
SOC 237 - Sociology of Minorities

Spring, 1997 Telephone: 303 351-2542  
David Musick, Ph.D., Professor

**Course Objectives**

Our objective is to examine evidence from many types of intergroup relations. We will study several minorities including ethnic groups, aggregates determined by income and wealth, and by living situation. We will review methods of teaching and measuring intergroup relations. We will emphasize critical thinking, scholarly research and writing.

**Course Description**

We will study important American minorities. Many American minorities are poor, powerless, and oppressed. Some others are advantaged. A few minorities are powerful, and live in opulence. Minorities considered in this course include Native Americans, European Americans, African Americans, Hispanic Americans, Asian Americans, women, children, seniors, advantaged persons, and those who live in opulence.

**Assigned Readings**

The material listed below is required for the course:

Racial and Ethnic Relations, fifth edition, by J.R. Feagin and C.B. Feagin, Englewood Cliffs, NJ: Prentice-Hall, 1996

I also recommend: Oppression: A Socio-history of Black-White Relations in America, by Jonathan H. Turner, Royce Singleton, Jr. and David Musick, Chicago, IL: Nelson-Hall, Inc., 1984 (189 pages)

Racial and Ethnic Relations is available at the Book Stop.

The following material is also required reading. Photocopies of each item listed below can be checked out for two hour periods at the Reserve Desk of Michener Library.

Masculine and Feminine, second edition, by M. Richmond-Abbott, New York: McGraw-Hill, 1992, pp. 3-16 and 18-30

Race, Class, and Gender, third edition, by P.S. Rothenberg, ed., New York: St. Martin's Press, 1995, pp. 144-51

Sex and Gender: The Human Experience, third edition, by J.A. Doyle and M.A. Paludi, Madison, WI: Brown & Benchmark, 1995, pp. 210-43

A Children's Defense Budget, by Children's Defense Fund, Washington, D.C.: Children's Defense Fund, 1988, pp. 29-60

The State of America's Children - 1992, By Children's Defense Fund, Washington, D.C.: Children's

Defense Fund, 1992, pp. vii-xxi

Social Gerontology, second edition, by N.R. Hooyman and H. Asuman Kiyak, Boston: Allyn and Bacon, 1991, pp. 459-82, and 483-500

Later Life: The Realities of Aging, third edition, by H.G. Cox, Englewood Cliffs, NJ: Prentice Hall, 1993, pp. 260-76

Social Stratification and Inequality, second edition, by H.R. Kerbo, New York: McGraw-Hill, 1991, pp. 194-227 and 228-66

### **Course Requirements**

Regular attendance is required. All persons taking the course for credit will be graded on the basis of their performance on three examinations. Examinations are designed to test your command of the assigned readings and lecture materials. You will be required to refer to, and to cite, assigned reading materials **and** information from lectures. You will also be encouraged to cite other appropriate scholarly material.

Each examination will be made up of approximately five (5) essay questions. Questions will involve important facts and assertions from the assigned readings and lectures (Please see attached Topical Agenda). Assigned reading materials and course notes may be used during examinations.

Examinations are of the "take-home" variety. Late exams are excused only with prior approval by the instructor, and if the instructor is notified in writing well in advance of the exam. All other late exams will be downgraded by five (5) points.

### **Grading**

\_\_\_\_\_ For grading purposes, each examination is valued as indicated below:

First Exam ..... 33 points  
Second Exam ..... 33 points  
Third Exam ..... 34 points  
Total 100 Possible Points

Final grades for the course will be determined by summing the points that you earn on all three examinations and by using the following formula to convert cumulative scores to letter grades:

<u>Total Points</u>	<u>Course Grade</u>
89+ .....	A
79+ .....	B
69+ .....	C
59+ .....	D
58 and below .....	F

## TOPICAL AGENDA

<u>Topic</u>	<u>Reading Assignment*</u>
Part I Introduction	
Basic Concepts	Feagin, Chapter One and Chapter Two
Part II Native Americans	Feagin, Chapter Seven
Part III European Immigrants	Feagin, pp. 59-70
English Americans	Feagin, Chapter Three
Irish Americans	Feagin, Chapter Four
Italian Americans	Feagin, Chapter Five
Jewish Americans	Feagin, Chapter Six
EXAM I	DATE: _____
Part IV African Americans	Feagin, Chapter Eight
Part V Hispanic Americans	
Mexican Americans	Feagin, Chapter Nine
Puerto Rican and Cuban Americans	Feagin, Chapter Ten
Part VI Asian Americans	
Japanese Americans	Feagin, Chapter Eleven
Chinese, Filipino, Korean, Vietnamese, and Asian-Indian Americans	Feagin, Chapter Twelve
EXAM II	DATE: _____
Part VII Women	Richmond-Abbott, pp. 3-16 and 18-30 Rothenberg, pp. 144-51
Part VIII Children	Doyle & Paludi, pp. 210-43 Children's Defense Fund, 1988, pp. 29-60 Children's Defense Fund, 1992, pp. vii-xxi
Part IX Seniors	Hooyman and Kiyak, pp. 459-82, and 483-500 Cox, pp. 260-76
Part X Advantaged and Opulent Americans	Kerbo, pp. 194-227 and 228-66
Epilogue	Feagin, Chapters Thirteen and Fourteen
EXAM THREE	DATE: _____

\* All reading assignments, unless otherwise noted are for Feagin and Feagin, 1996