Overview:
As the new wave of international immigration since 1960’s transforms the United States, Canada and Western Europe, inequality and conflicts among diverse ethnic groups have become a central dimension of cleavage in civil society in many affluent democratic countries. This course will use a social movement perspective to explore the political consequences of racial/ethnic inequality and efforts to overcome it. The course will be divided into three parts. First, we begin by discussing international immigration and its social and political consequences in the United States. Second, we examine historical ethnic social movements in the United States with the theoretical and conceptual tools developed by social movement scholars and political sociologists. While the Civil Rights Movement will be a focal point of discussion, we will also draw on the experiences of other major ethnic groups. In the third part of the course we turn to contemporary issues of racial and ethnic politics. The discussion will include both institutional and non-institutional forms of politics.

Course Goals and Requirements:
This course is designed to expose you to some of the current controversies and established findings on social, economic, and political consequences of racial and ethnic diversity and provide theoretical and conceptual tools to analyze politics of racial and ethnic relationship. To this end, your grade will be based on the following:

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Sociology 220 Ethnic Movements in the US: Spring 2009

Instructor: Chaeyoon Lim
2446 Sewell Social Sciences Building
263-5146
clim5@wisc.edu
Office Hours: 2-4 p.m. (Wed)

Lectures: TR 2:30p.m.-3:45p.m.
5206 Social Science

Teaching Assistant: Discussion Section/Office Hours
Julia McReynolds jmcreyno@ssc.wisc.edu
306 F 8:50 a.m. 307 F 9:55 a.m. /
TBA

Nadia Assad assadsoc220@gmail.com
304 M 2:25 a.m. 305 M 3:30 a.m. /
2442 Social Science
Tue 12:15-2:15p.m.

Julie Keller jkeller@ssc.wisc.edu
308 F 11:00 a.m. 303 F 1:20 a.m. /
8120 Social Sciences
Tue 12-2 p.m.

Lee Trunzo lee.soc.ta@gmail.com
301 M 9:55 a.m. 302 M 12:05 p.m. /
7110 Social Sciences
Mon 11-12 p.m. Tue 1-2 p.m.

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• **Two reflection papers on the class readings (20%)**:  
You will sign up to write reflection papers for two different weeks. For the week you sign up for, I expect you to find a question(s) you want to reflect on from the readings (and maybe the lectures), briefly (and critically) review the relevant facts and/or arguments from the readings and lectures, drawing your own conclusions and interpretations. These papers should not be longer than three double-spaced pages (shorter ones will be fine). Reflection papers are due by 9 p.m. on Thursday (by email to me and your TA). These papers will be counted, but not graded. However, exceptionally well-written papers may get some additional credits.

• **One book review essay (20%)**:  
You are to select a book from the list below. You should read a book for this class that you have NOT already read for another class. For the book you read, you will write a review paper (5-6 double space pages). Your essay should be analytical and critical, rather than descriptive. This does not mean you shouldn’t give any descriptions or that you shouldn’t try to give a sense of the book’s organization, argument, flavor, or style—these are important parts of any review. But you should include these descriptions and discussions in the course of advancing an argument of your own about the book. Some guidelines for book review:
  - Your book review should be interesting and informative.
  - Your book review should be simple and clear.
  - Taking notes as you read the book is useful strategy.
  - Direct quotes are not needed in a review unless the use of language or the example described is to interesting that it really adds to it.
  - An outline might be helpful in organizing what it is you are writing about.

Due: 3/12 in class (you will also email the electronic version to your TA and me)

• **A case study of social movement or collective action event by ethnic group(s) (30%)**:  
You will write a longer report (no longer than 15 double-spaced pages) on a case of collective action by ethnic group(s) in the United States. This could be either contemporary event you read about in newspaper or a local action you take part in. It also could be a historical event. Your report will use the theoretical and conceptual tools we learn in the class to answer some of the basic questions of collective action: when and why does a collective action occurs; who participates and why; who are leaders and what organizations are involved in and what roles do they play; what tactics and strategies do they use; what are the outcome(s) of collective action? Your case study will be based on your library research (e.g. newspaper reports, documents by participants, organizations, or government, internet sources, and academic studies of the event) and/or your own data collection (e.g., interview with activists or participants).

Due: 5/12 (by noon at your TA’s office; you will also email the electronic version to your TA and me)
• **Lecture reactions (10%)**
  By midnight on Thursday, e-mail me a short reaction (a paragraph or two) to that week’s lectures. Reactions may include: a summary of what was discussed, things that you found interesting or upsetting, things you especially liked or found interesting, questions or confusions you would like me to respond to, and any general comments about that week’s lectures. Your reactions will be counted, but not graded.

• **Participation in discussion section/Participation in the Diversity Dialogue Program***(20%):***
  Discussion sections are required and are an integral part of this course. Your TA is an advanced sociology graduate student. Your TA will be grading your written work, but the whole instructional team is working together to establish assignments and grading standard.

* Campus Climate Initiative: Diversity Dialogues.
This semester you will be involved in a 90 minute diversity dialogue. These dialogues are a new initiative to enhance exposure, inter-relations, and understanding among students from diverse backgrounds. These dialogues occur in small groups (e.g., 8 - 10 students) in which participants are encouraged to talk about personal experiences and express views related to diversity. These dialogues are opportunities to engage in a meaningful dialogue about experiences related to diversity issues in an open manner. PARTICIPATION IN THE DIVERSITY DIALOGUE IS REQUIRED. You will be contacted within 1 - 2 weeks via email regarding the opportunity to schedule your Diversity Dialogue session. Most of the Diversity Dialogue sessions will be before Spring Break. If you have questions about this project please do not contact your instructor, instead contact Mariko Lin at marikolin@wisc.edu.

**Statement on Academic Dishonesty**
There will be zero tolerance for academic dishonesty. All cases of suspected dishonesty will be investigated with due process. See [http://www.wisc.edu/students/conduct/uws14.htm](http://www.wisc.edu/students/conduct/uws14.htm) for university rules and procedures. If it is determined that any intentional dishonesty occurred, the penalty will be an F on that portion of your course grade PLUS a report sent to your dean describing the incident.

1. **Writing.** All work you submit in writing is to be your own work written during this semester for this class. Submission of work written by someone other than yourself will be punished by a grade of F on the submission as well as a report to the dean’s office. Recycling papers written by you from past semesters or submitting the same paper to two different classes is also academic dishonesty. In general, your paper for this course should be on a new topic you have not previously researched. If there is some good reason to do your paper for this course on a topic you have previously worked on, you must show your previous work to your TA and clearly establish what new work you will be doing this semester.
(2) **Research.** You are to have actually read the articles and done the research implied by your list of sources. “Faking” references is academic dishonesty. Although one or two erroneous references in a paper in which the rest of the citations are honest may be seen as a mistake resulting in a lower grade without an academic dishonesty charge, a substantial number of false or fabricated references will be assumed to be intentional academic dishonesty and punished as such. If source A cites source B, and you have read source A but not source B, the correct citation is: “B as cited by A” or “A cites B as saying.”

(3) **Plagiarism.** Clear-cut intentional plagiarism, in which a whole paper or large sections of a paper are someone else’s work passed off as your own, will be punished as intentional dishonesty resulting in an F and a report to the dean’s office. Cases in which you clearly and honestly cite the sources of your work, but rely too closely on another author’s wording or fail to enclose material properly in quotation marks, will be treated as unintentional plagiarism which will result in a substantially lower grade and/or require revision of the paper, but will not be prosecuted as intentional dishonesty. For information on avoiding unintentional plagiarism, see the writing center web page: http://www.wisc.edu/writing/Handbook/QuotingSources.html

**Books**
You are to select one book to write a book review essay. Brief descriptions of each book are given to help you choose. All books are available at the University Bookstore, although you may find less expensive used copies at amazon.com. They are also on reserve at the Helen C. White library.

1. **American Indians.**
   Stephen Cornell. *The Return of the Native: American Indian Political Resurgence.* (A history of the 19th and 20th centuries with an emphasis on how a Pan-Indian ideology developed as a response to the policies of the American government. A great deal of information and sociological analysis with a broad historical view. Students with social science backgrounds thought this book was great, while others often found it difficult. Cornell is European-American.)
   Vine Deloria. *Beyond the Trail of Broken Treaties: An Indian Declaration of Independence.* (Militant; why Indians say they are nations under international law. Strong rhetoric, point of view. Gives historical background, emphasis on legal issues.)
   Mary Crow Dog. *Lakota Woman.* (Autobiography of a Native American woman who was active in the American Indian Movement of the 1970s. Exciting reading: violence, repression, alcoholism, politics.)

2. **African-Americans.**
   Aldon Morris. *The Origins of the Civil Rights Movement: Black Communities Organizing For Change.* (Covers the Southern movement 1953-1963 with an emphasis on the roles of the NAACP and the SCLC. Some background on southern repression, and a lot of
exciting stories about how people organized themselves to resist. Sociological discussion of social movements. Most people found it fascinating; a few found it dry.

Paula Giddings. When and Where I Enter: The Impact of Black Women on Race and Sex in America. (A comprehensive history of the 19th and 20th centuries, with strong emphasis on black women's political associations. Extensive discussion of how both race and gender issues were central to black women. Chapters 15 and 16 cover the same historical period as Morris from a different perspective. Writing is somewhat choppy and disorganized; some students loved the book and found it inspiring and fascinating, others found it too hard to follow.)


Rodolfo Acuña. Occupied America: A History of Chicanos. Harper and Row. This is written as a comprehensive text from a militant "Chicano" perspective; in lectures I will explain the significance of this. Some students have found the writing style dry, but it does a good job of giving a real sense of perspective.

Guadalupe San Miguel, Jr. "Let All of Them Take Heed": Mexican Americans and the Campaign for Educational Equality in Texas, 1910-1981. Texas University Press. (Dry prose, but a fascinating case showing the evolution of politics across time.)

Ignacio M. Garcia. United We Win: The Rise and Fall of La Raza Unida Party. MASRC, The University of Arizona. (The organization of this book sometimes makes it hard to follow, but the specific stories of the Chicano activists are very interesting.)


Your two choices here are both well-written books which stake out different stances on the matter of whether there is or should be an "Asian-American" identity. Insiders to these debates choose sides among these books.


Sucheng Chan. Asian Americans: A Interpretive History. (A shorter history with less detail but which provides a good overview. Her stance is on the commonalities of Asian-Americans' experiences, and she blurs the groups more than Takaki does.)
Course Schedule and Outline
- This schedule is subject to change.
- * Required Readings
- All readings will be available from the course website at learn@UW.

Part I. Challenges and Opportunities of Diverse Society

In this part, we examine the challenges faced by racially and ethnically diverse societies. While historically the politics of race and ethnicity in the U.S. has been largely defined by the relationship between blacks and whites and that between different ethnic groups within white, it has changed dramatically due to the massive immigration from Mexico, Latin America, and different parts of Asia. In this part, we briefly review this changing face of racial and ethnic diversity in America and its social and political consequences.

**Week 1 Introduction and Overview**
*January 20 Introduction to the class*

*January 22 Immigration and Diversity in the US: Overview*
*Patrick Radden Keefe. 2006. “The Snakehead” The New Yorker*

**Week 2 From Migration to Integration: Assimilation Old and New?**
*January 27 Assimilation Theory Old and New?*
*January 29 Hispanic Challenge? Assimilation of Contemporary Immigrants*


**Week 3 Challenges of Diverse Society**
*February 3 Social and Economic Inequality in Diverse Society*
*February 5 Racial Disparities in Criminal Justice*

*Pamela E. Oliver. 2001. “Racial Disparities in Criminal Justice: Madison and Dane County in Context.”*
Week 4 Unity in Diversity?
February 10 Social Fabric of Ethnically Diverse Community
February 12 Reinventing American Mainstream?


Part II Contentious Politics of Race and Ethnicity: Social Movement Perspective

Week 5 Racial/Ethnic Conflicts and Social Movements
February 17 Social Movements as a (Contentious) Politics: What is social movement?
February 19 Contact, Threat, Competition, and Racial/Ethnic Mobilization


Week 6 When Do Social Movements Occur?
February 24 Constraints and Opportunities for Mobilization
February 26 Organizations and Social Movements


Week 7 Who Participates in Movement?
March 3 Biographical Availability, Social Networks, and Micro-Mobilization
March 5 Identity, Emotion, and Psychology of Movement Participation

**Week 8 Movement in Action: Tactics and Strategy**  
*March 10 Repertoires of Social Movements*  
*March 12 Leadership and Strategy: Why David Sometimes Win?*


**Week 9 Spring Recess (no class scheduled)**

**Week 10 Social Movement Cycles**  
*March 24 Life Cycle of Social Movement*  
*March 26 Inter-movements Dynamics*


**Week 11 Consequences of Social Movements**  
*March 31 The Morning After: Biographical Impact of Social Movement*  
*April 2 Consequences of Social Movements*


**Part III. Citizenship and Politics in Multiethnic Society**

**Week 12 Race and Ethnicity in Electoral Politics**  
*April 7 and April 9*  

**Week 13 Representing Minorities in Power**  
*April 14 Representing Minorities in Power*  
*April 16 Trickledown Representation? Race and Ethnicity in Interest Group Politics*


**Week 14 Organized Racism as Social Movement**

*April 21 Structural Conditions of Organized Racism*

*April 23 Becoming a Racist Activist*

*Rory McVeigh and David Sikkink. 2005 “Organized Racism and Stranger” Sociological Forum 20*

*Kathleen Blee. 2002. Inside Organized Racism. Chapter 1 The Racist Self (Introduction is recommended).*

**Week 15 Contentious Politics of Diversity in Comparative Perspective**

*April 28 Immigration and Contentious Politics in Europe*

*April 30 Transnational Movements by Post-nationalist Citizens?*

*Ruud Koopmans et al. Contested Citizenship: Immigration and Cultural Diversity in Europe. Chapter 1*


**Week 16 Politics of Race and Ethnicity in 21st Century America**

*May 5 Bridging Racial/Ethnic Boundaries?*

*May 7 Miner’s Canary? Race, Ethnicity, and Justice in 21st Century America*

