

SOCIOLOGY 305: AMERICA'S PEOPLE

Spring 2009

Instructor: Chuck Hunt

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COURSE CONTENT

America's People is a unique course in the Sociology Department that focuses upon an in depth study of race and ethnicity. This course will be less theoretical than many other courses on the topic of race and ethnicity. The purpose of this course is to give historical and contemporary detail to the Sociology student's understanding of race and ethnicity.

No course concerning America's People could begin anywhere but with Indigenous peoples and their experience. This class will begin with Native Peoples and examine life before Euro-American contact. There are many illusions that need to be dispelled. We will look at an incredible example of cultural and racial synthesis: the Metis of the U.S. and Canada. We will also examine not synthesis but conflict and conquest. Included in this first section will also be an examination of traditional NW indigenous life.

Euro Americans are often not thought of as a race or ethnic group but "Whites" actually have a race and ethnicity! We are going to look at the unique contribution of a religious/ethnic group to American life and culture: Quakers. History and influence of Quakers will be examined. Having looked at Quakers, we will examine some myths and realities concerning EuroAmerican westward expansion. What were the real reasons for this expansion? We will examine the pioneer mythology in U.S. culture with particular attention to Daniel Boone and classic 1960s television presentations.

African American experience will be studied next and we will particularly look at some 19th century history surrounding the capital of the United States. The Second Civil War, the Civil Rights Movement of the 1960s, will also be examined.

Asian Americans, particularly the Japanese experience, will be examined next. We will look closely at one of the most infamous incidents in U.S. Civil Rights history, Japanese Internment during World War Two. This will include the personal experience of Internment from guest speakers.

II. Course Textbooks

1. Murray, Alice Yang (ed.) What Did the Internment of Japanese Americans Mean?
2. Holland, Jesse J. Black Men Built the Capital.
3. A series of readings on Electronic Reserve at the Library Reserve Room.

III. Course Evaluation

1. The student is expected to attend class acquainted with the materials and readings assigned for the week. Attendance is required and will be taken. Students attending less than 70% of classes, for whatever reason, will fail this course. Attendance will constitute 15% of the student's final grade.
2. The student is required to submit a 5 page essay discussion of the student's family ethnic, racial or class historical background. This may necessitate a discussion with family members to accomplish. This paper is due Wednesday, May 6, in class. It will constitute 30% of the final class grade.
3. The student is expected to complete a paper of approximately 2000 words (about 8 pages) on a specific ethnic/racial group for this class. This should include both historical and contemporary information. This paper is due Wednesday, June 9, 2009, in class.
4. The student is expected to keep a journal of the class readings. This journal is to be submitted in class on the dates listed below (April 15 & May 13) and will be returned promptly. This requirement will constitute 25% of the class grade. The complete journal must be turned in with the final paper on Wednesday, June 3, 2009, in class.
5. No incompletes will be given without prior discussion and permission from the instructor in this course.

COURSE SCHEDULE

Week 1: March 30-April 1: Introduction to the course, course content and discussion of course requirements.

Readings: Electronic Packet reading.

Week 2: April 6-8. Conflict and Conquest.

Film: "How the West Was Lost"

Readings: Electronic Packet reading.

One film from "How The West Was Lost"

Week 3: April 13-15: Other alternatives, Indigenous Americans; North America before Columbus and the European Invasion; Metis, cultural synthesis in action and 19th century power bars.

Film: "More Than Bows and Arrows"

Readings: Electronic Packet reading.

JOURNALS DUE WEDNESDAY, APRIL 15, 2009 IN CLASS

Week 4: April 20-22: Northwest culture and lifeways; Guest Speaker

Readings: Electronic Packet reading.

Week 5: April 27-29: EuroAmericans: Quaker history. Quaker influence on U.S. society and culture.

Readings: Electronic Packet Reading.

Film: "The Quietists" from Daniel Boone 1964-1965 season

Week 6: May 4-6: EuroAmericans: Westward expansion: Why?? What are the driving forces? An alternative point of view on Daniel Boone, Lewis and Clark and pioneers.

Readings: Electronic Packet reading.

Film: "Tekawitha Mcleod" from Daniel Boone 1964-1965 Season

MIDTERM PAPER DUE WEDNESDAY, MAY 6, 2009, IN CLASS.

Week 7: May 11-13: African-Americans; hidden history and new ideas.

Readings: Black Men Built the Capital.

Film:

JOURNALS DUE WEDNESDAY, MAY 13, 2009, IN CLASS.

Week 8: May 18-20: African Americans

Readings: Black Men Built the Capital.

Film: "Eyes on the Prize"

Week 9: May 27: Asian Americans: the Japanese experience; WWII and Internment.

Readings: What Did the Internment of Japanese Americans Mean?

Film: "Beyond Barbed Wire"

Week 10: June 1-3: Asian Americans; Guest Speaker; Course wrap-up.

Readings: What Did the Internment of Japanese Americans Mean?

Film: "Conscience and the Constitution"

FINAL PAPER DUE WEDNESDAY, JUNE 3, 2009, IN CLASS.

JOURNALS DUE WEDNESDAY, JUNE 3, 2009, IN CLASS.