

Sociology 105. 002

Conversations on Identity, Diversity, Democracy and Community

Class #13519

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Fall 2007 Monday and Wednesday 10-11:30 Room: Couzens CLC

Office Hours: Mon. 11:30-12:30 (MCSP); Wed. 9-10am (MCSP); Th 2-4 (Soc Office)

Phone: MCSP Office – 647-4860 Soc Office (3210 LSA) – 764-3528

How do we have constructive conversations and dialogue about our different perspectives, beliefs, experiences, and backgrounds? How do we build a strong democracy in our schools, neighborhoods, cities, and governments? This seminar explores such issues as social identity and intergroup relations, notions of community, and everyday politics and democracy. It examines community-building across race, gender and class as students explore their own racial and other social group identities through readings, dialogue exercises, and community-based activities.

Students will participate in intergroup dialogue exercises in class and in campus/community activities outside of class. Students are encouraged to bring personal experience and perspective to enrich understanding of the theoretical readings and class discussions. All are expected to participate actively, read carefully and write extensively. (Some of the listed films and dialogue activities scheduled in the syllabus should be considered tentative depending on our time).

There will be a number of short essays and a final take-home exam. These writing assignments require include critical responses to readings as well as more open-ended analytic reflections of one's experiences on campus and in the community related to the course topics.

I hope you learn a great deal from this seminar and enjoy the learning process. I look forward to getting to know each of you and thinking and learning with you about the important course topics. I encourage you to both get to know me this term and also help me get to know you in order to best support your learning and your desire for a successful and fulfilling college experience.

Note: This sociology course is offered as part of the First-Year Seminar Program within the context of the Michigan Community Scholars Program (MCSP). MCSP has as its focus issues of deep learning, engaged community, civic engagement and service learning, and diverse democracy and dialogue just as does this class. Some students in our class are also enrolled in MCSP and all students in the class are invited to participate in MCSP activities to broaden the experience and learning from our seminar. All MCSP courses participate in a "poster session" at Couzens Hall on Nov. 13 to teach and learn more about what's been discussed and taken place in the MCSP courses during fall term.

This course is approved for LSA Social Science Distribution credit and Race and Ethnicity credit. As such, it will bring social scientific perspectives to the issues discussed and will address issues of race and ethnicity, including discussion of the meaning of race, ethnicity and racism, race and ethnic intolerance and resulting inequality, and comparisons of discrimination.

Required Texts (Available at Shaman Drum Bookstore; on reserve at the UGLI)

1. Kalita, S. Mitra. 2003. **Suburban Sahibs: Three Immigrant Families and Their Passage from India to America**. New Brunswick, NJ: Rutgers.
2. Kotlowitz, Alex. 1998. **The Other Side of the River**. N.Y: Anchor Books
3. Tatum, Beverly Daniel. 1997. **“Why Are All the Black Kids Sitting Together in the Cafeteria?”** NY: Basic Books

Coursepack (Available at Dollar Bill Copying; on reserve at the UGLI; on ctools)

* Only available on CTools, not in the coursepack

Declaration of Independence

The Preamble and Amendments to the United States Constitution

Boston, Rob. 2005. “Kingdom of Heaven” **Church & State**. June. Vol. 58, 6 P.8-11

Boyte, Harry. 2004. **Everyday Politics: Reconnecting Citizens and Public Life**. Phila: U of Penn Press. Chapter 1

*Cashin, Sheryll. 2004. **The Failures of Integration: How Race and Class are Undermining the American Dream**. NY: Public Affairs. P. 57-82; 185-201

Chittister, Joan, et.al. 2006. **The Tent of Abraham: Stories of Hope and Peace for Jews, Christians, and Muslims**. Boston: Beacon. P. X111-XV111

Crook, Clive. 2007. “Rags to Rags, Riches to Riches.” **The Atlantic**. June. P. 23-24

*Cose, Ellis. 1997. **Color-Blind**. NY: Harper Perrenial, P.214-244

*Dower, Nigel. 2002. “Global Ethics and Global Citizenship” in Nigel Downer and John Williams **Global Citizenship**. NY: Routledge. Chapter 11

*Eck, Diana. 2001. **A New Religious America**. NY: HarperSanFrancisco. Chapter 1

Florida, Richard. 2006. “The Flight of the Creative Class.” **Liberal Education**. Summer, 92/3; P. 22-29

Hauerwas, Stanley. 1993. “Discipleship as a Craft, Church as a Disciplined Community” in Walker, Scott. **Graywolf Annual Ten: Changing Community**. St. Paul: Graywolf Press, P.151-162

Havel, Vaclav. 1993. “Politics, Morality, and Civility” in Walker, Scott. 1993. **Graywolf Annual Ten: Changing Community**. St. Paul: Graywolf Press. P. 9-28

Hughes, Langston. 1992. “Let America Be America Again” from **ReReading America**, Gary Columbo et. al. eds. Boston: St. Martin’s Press

Johnston, David Cay. 2005. “Richest Are Leaving Even the Rich Far Behind” in **Class Matters**. Correspondents of **The New York Times**. NY: Times Book. P. 182-191

King, Jr., Martin Luther. 1986. "Letter From Birmingham City Jail" in **A Testament of Hope**, ed. James Washington. NY:HarperSanFrancisco

*Kung, Hans. 2002. “A Global Ethic for a New Global Order” in Nigel Downer and John Williams **Global Citizenship**. NY: Routledge. P. 133-145

Kynge, James. 2006. **China Shakes the World**. NY: Houghton Mifflin. P. 213-240

Leo, John. 1993. “Community and Personal Duty” in Walker, Scott. 1993. **Graywolf Annual Ten: Changing Community**. St. Paul: Graywolf Press, P.29-32

Loeb, Paul Rogat. 1999. **Soul of a Citizen: Living with Conviction in a Cynical Time**. NY: St. Martin’s Griffin. Chapter 3. P. 58-75

Lorde, Audrey. 1996. “There is No Hierarchy of Oppressions” in J. Andrzejewski (ed) **Oppression and Social Justice**. Boston: Pearson Custom Publ. P. 51

- Mandela, Nelson. 2004. "The Dark Years" in Loeb, Paul Rogat, **The Impossible Will Take a Little While**. NY: Basic Books. P. 73-81
- McIntosh, Peggy. 1997. "White Privilege: Unpacking the Invisible Knapsack" in Bart Schneider, **Race: An Anthology in the First Person**. NY: Three Rivers Press
- McKinney, Karyn. 2005. **Being White: Stories of Race and Racism**. NY: Routledge. P. 19-34
- Moore Lappe, Frances. 2006. **Democracy's Edge: Choosing to Save Our Country by Bringing to Democracy to Life**. San Francisco: Jossey-Bass. P. 3-11 and 319
- Putnam, Robert and Lewis Feldstein. 2003. **Better Together: Restoring the American Community**. NY: Simon and Schuster. P. 1-10, 269-274
- Saunders, Harold. 2001. **A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts**. NY: Palgrave P. 1-17
- Schoem, David et. al. 2001. "Intergroup Dialogue: Democracy at Work in Theory and Practice" in David Schoem and Sylvia Hurtado **Intergroup Dialogue: Deliberative Democracy in School, College, Community and Workplace**. Ann Arbor: UMichigan Press. P. 1-21
- Scott, Janny and Leonhardt, David. 2005. "Shadowy Lines that Still Divide" in **Class Matters**. Correspondents of **The New York Times**. NY: Times Books. P.1-7
- Shapiro, Lauren. 1991. "Bean Soup" in D. Schoem. **Inside Separate Worlds**. Ann Arbor: UM Press. P. 95-109
- Smith, Andrea. 2005. **Conquest: Sexual Violence and American Indian Genocide**. Cambridge: South End Press. P. 35-54
- Tatum, Beverly, 2002. "Changing Lives, Changing Communities" in Kanzanjian, Victor and Peter Laurence. **Education as Transformation: Religious Pluralism, Spirituality, and a New Vision for Higher Education in America**. NY: Peter Lang, P. 79 – 88
- *Uchitelle, Louis. 2006. **The Disposable American: Layoffs and Their Consequences**. NY: Knopf. P. 205-226
- Valdez, Amelia. 1991. "Surviving in the Barrio." In D. Schoem. **Inside Separate Worlds**. Ann Arbor: UM Press. P. 21-33
- Zinn, Howard. 2004. "The Optimism of Uncertainty" in Loeb, Paul Rogat, **The Impossible Will Take a Little While**. NY: Basic Books. P. 63-72

Films (Time Permitting)

Dialogue at Washington High
 Program on Intergroup Relations
 Seeds of Peace
 Palestinians and Jews Together at Camp
 Encounter Point
 Smoke Signals
 The Namesake
 Mississippi Massala

Week-to-Week Outline

Part One: Strengthening Democracy

Week One: Introduction

September 5

Film: Dialogue at Washington High

Declaration of Independence

The Preamble and Amendments to the United States Constitution

Hughes, Langston. 1992. "Let America Be America Again" from **ReReading America**, Gary Columbo et. al. eds. Boston: St. Martin's Press

Week Two

September 10, 12 American Citizenship and Democratic Participation

Schedule required office hours

Dialogue Exercise

Boyte, Harry. 2004. **Everyday Politics: Reconnecting Citizens and Public Life**. Phila: U of Penn Press. Chapter 1

Moore Lappe, Frances. 2006. **Democracy's Edge: Choosing to Save Our Country by Bringing Democracy to Life**. San Francisco: Jossey-Bass. P. 3-11 and 319

Smith, Andrea. 2005. **Conquest: Sexual Violence and American Indian Genocide**. Cambridge: South End Press. P. 35-54

Week Three

September 17, 19 Perspective Taking: Examining the American Racial Divide

Dialogue Exercise

Kotlowitz, Alex. 1998. **The Other Side of the River**. N.Y: Anchor Books - ALL

Week Four

September 24, 26 The Role and Practice of Intergroup Dialogue

Possible Films: "Program on Intergroup Relations"; "Seeds of Peace"; "Palestinians and Jews Together at Camp"

*Cashin, Sheryll. 2004. **The Failures of Integration: How Race and Class are Undermining the American Dream**. NY: Public Affairs. P. 57-82

Lorde, Audrey. 1996. "There is No Hierarchy of Oppresions" in J. Andrzejewski (ed) **Oppression and Social Justice**. Boston: Pearson Custom Publ. P. 51

Saunders, Harold. **A Public Peace Process** – 1-17

Schoem, David et. al. 2001. "Intergroup Dialogue: Democracy at Work in Theory and Practice" in D. Schoem etc. al. **Intergroup Dialogue**. Ann Arbor: UM Press, P. 1-21

Part Two: Social Identities, Community, and Social Justice

Week Five

October 1, 3 Exploring Socio-Economic Class and the Wealth Gap

Film: *Encounter Point* (pending availability)

*Cashin, Sheryll. 2004. **The Failures of Integration: How Race and Class are Undermining the American Dream**. NY: Public Affairs. P. 185-201

Crook, Clive. 2007. "Rags to Rags, Riches to Riches." **The Atlantic**. June. P. 23-24
Johnston, David Cay. 2005. "Richest Are Leaving Even the Rich Far Behind" in **Class Matters**. Correspondents of **The New York Times**. NY: Times Book. P. 182-191
Scott, Janny and Leonhardt, David. 2005. "Shadowy Lines that Still Divide" in **Class Matters**. Correspondents of **The New York Times**. NY: Times Books. P.1-7
*Uchitelle, Louis. 2006. **The Disposable American: Layoffs and Their Consequences**. NY: Knopf. P. 205-226

Week Six Racial Identity Development

October 8, 10

Essay #1 Due

Dialogue Exercise

McIntosh, Peggy. 1997. "White Privilege: Unpacking the Invisible Knapsack" in Bart Schneider, **Race: An Anthology in the First Person**. NY: Three Rivers Press
Tatum, Beverly Daniel. 1997. "**Why Are All the Black Kids Sitting Together in the Cafeteria?**" NY: Basic Books – Parts 1, 2, and 3

Week Seven Racial Identity and Social Justice

October 17 (Fall Break - no class Oct. 15)

Bring Outlines/Drafts of Essay #2 to Class to Share in Small Groups

McKinney, Karyn. 2005. **Being White: Stories of Race and Racism**. NY: Routledge. P. 19-34

Shapiro, Lauren. 1991. "Bean Soup" in D. Schoem. **Inside Separate Worlds**. Ann Arbor: UM Press. P. 95-109

Valdez, Amelia. 1991. "Surviving in the Barrio." In D. Schoem. **Inside Separate Worlds**. Ann Arbor: UM Press. P. 21-33

Week Eight Citizenship, Immigration, and Identity

October 22, 24

Film: Smoke Signals

Kalita, S. Mitra. 2003. **Suburban Sahibs: Three Immigrant Families and Their Passage from India to America**. New Brunswick, NJ: Rutgers.

Week Nine

October 29, 31 Religious Diversity and Democracy

GLBT Speakers Bureau (tentative)

Essay #2 Due

Boston, Rob. 2005. "Kingdom of Heaven" **Church & State**. June. Vol. 58, 6 P.8-11

Chittister, Joan, et.al. 2006. **The Tent of Abraham: Stories of Hope and Peace for Jews, Christians, and Muslims**. Boston: Beacon. P. X111-XV111

*Eck, Diana. 2001. **A New Religious America**. NY: HarperSanFrancisco. Chapter 1

Tatum, Beverly, 2002. "Changing Lives, Changing Communities" in Kanzanjian, Victor and Peter Laurence. **Education as Transformation**. NY: Peter Lang, P. 79 - 88

Part Three Community and Commitment: Local and Global Change

Week Ten

November 5, 7 Community and Responsibility

Schedule Required Office Hours

Hauerwas, Stanley. 1993. "Discipleship as a Craft, Church as a Disciplined Community" in Walker, Scott. **Graywolf Annual Ten: Changing Community**. St. Paul: Graywolf Press, P.151-162

Leo, John. 1993. "Community and Personal Duty" in Walker, Scott. 1993. **Graywolf Annual Ten: Changing Community**. St. Paul: Graywolf Press, P.29-32

Putnam, Robert and Lewis Feldstein. 2003. **Better Together: Restoring the American Community**. NY: Simon and Schuster. P. 1-10, 269-274

Week Eleven Commitments to Change

November 12, 14 (NOTE: Poster Session Tuesday Nov. 13 – 6-7pm)

Lives of Commitment Speakers

Loeb, Paul Rogat. 1999. **Soul of a Citizen: Living with Conviction in a Cynical Time**. NY: St. Martin's Griffin. Chapter 3, P. 58-75

King, Jr., Martin Luther. 1986. "Letter From Birmingham City Jail" in **A Testament of Hope**, ed. James Washington. NY:HarperSanFrancisco

Mandela, Nelson. 2004. "The Dark Years" in Loeb, Paul Rogat, **The Impossible Will Take a Little While**. NY: Basic Books. P. 73-81

Zinn, Howard. 2004. "The Optimism of Uncertainty" in Loeb, Paul Rogat, **The Impossible Will Take a Little While**. NY: Basic Books. P. 63-72

Week Twelve National and Global Commitments

November 19, 21

Film: The Namesake (pending availability) or Mississippi Massala

*Dower, Nigel. 2002. "Global Ethics and Global Citizenship" in Nigel Downer and John Williams **Global Citizenship**. NY: Routledge. Chapter 11

*Kung, Hans. 2002. "A Global Ethic for a New Global Order" in Nigel Downer and John Williams, **Global Citizenship**. NY: Routledge. P. 133-145

Kynge, James. 2006. **China Shakes the World**. NY: Houghton Mifflin. P. 213-240

Week Thirteen Models for a Diverse Democracy: Education, Leadership, Activism, Dialogue, and Justice

November 26, 28

Essay #3 Due

Student Reports Begin Nov. 28

*Cose, Ellis. **Color-Blind**. (230-244)

Florida, Richard. 2006. "The Flight of the Creative Class." **Liberal Education**. Summer, 92/3; P. 22-29

Havel, Vaclav. 1993. "Politics, Morality, and Civility" in Walker, Scott. 1993. **Graywolf Annual Ten: Changing Community**. St. Paul: Graywolf Press. P. 9-28

Tatum, Beverly Daniel. "**Why Are All the Black Kids Sitting Together in the Cafeteria?**" (193-206)

Week Fourteen Student Presentations

December 3, 5

Student Presentations

Week Fifteen Student Presentations
December 10

Final Assignment Due – Dec. 10

Student Presentations

Final Reflections

Grades and Assignments:

1. Essay #1 – Reflection on Self and Society in a Diverse Democratic America

Due Oct. 8 at start of class (20%) 4-6 pages

Critically reflect and offer insights regarding identity, diversity, democracy, and community from in-class and out-of-class experiences, and class readings, during the first month of college.

2. Essay #2 - Social Identity Reflections

Due Oct. 31 at start of class (25%) 8-12 pages

Write an essay about one or more of your social identities, incorporating insights from readings.

3. Essay #3 – Everyday Politics: Democracy in Practice

Due Nov. 28 at start of class (15%) 4-6 pages

Critically reflect on civic life, social identities, and your role as an engaged citizen while participating in the following specific activities

- a. Attend one (1) activity organized by one of your social identity groups
- b. Attend two (2) activities organized by a social identity group different from yours
- c. Attend (2) from the following: an Ann Arbor School Board Meeting; an Ann Arbor City Council Meeting; an election-related event

4. Final Assignment - Take-Home Essay Exam

Due December 10 at start of class (25%) 8-12 pages

Essay Exam - Work independently and individually on questions that require analysis and integration of course themes through a review of readings and discussions.

5. Active Participation - (15%)

Active participation is essential to the success of the course. At a minimum, participation includes regular attendance and attending class on time. Active participation involves completing readings on time, exercising good listening skills and paying careful attention to class discussion, contributing analytical comments to discussion, asking probing and clarifying questions, making good use of office hours, and participating in intergroup dialogue exercises. Students will be expected to present to class on readings and assignments and attend required and optional office hours. **Students who are not active participants as described above (including missing three or more classes) will receive a lower participation grade; students who miss five or more classes will receive a failing grade for the course.**

Dialogue/Class Exercises - Wednesdays

9/5 – welcome, syllabus, requirements,
name game, ground rules,
five-minute poem; Langston Hughes' Poem and America Questions
Film – dialogue at Washington High

9/10 – readings

Schedule office hours

9/12 – culture box “our stories”
(Langston Hughes /America)

9/17 – Kotlowitz questions (mini-lecture on race, minorities, etc)

9/19 – culture box

9/24 – readings and movies on dialogue

9/26 - movies and concentric circles

10/1 – readings

10/4 – concentric circles on economic inequalities (monopoly)

10/8 -10/10 – 1st essay due

Tatum/social identity chart;

Peggy McIntosh exercise

Fishbowl?

10/15 – fall break

10/17 – white identity/power and privilege

Writing groups – telling one's story

10/22 – suburban sahibs – begin students leading discussions (4 with something
important you learned; key question) – hand out articles on other groups

10/24 – HOLD

10/29 – LGBT panel – joint class

10/31- religious diversity – calendar exercise

social identity paper due

11/5 -- students lead readings - discuss social capital; community (prep for poster
session)

11/7 – show Smoke Signals (surgery?)

11/12 – students lead readings on commitment – discuss community

11/14 – Joint class - what does community mean; ideal/downside of community

11/19 – students lead readings – global village/government

11/21 – The Namesake pr Mississippi massala

11/26 paper due –

Readings - lives of commitment –

11/28; 12/3- 12/5; student presentations

12/11 – student presentations; final class

Final paper due

Soc 105.002
Fall 2007
David Schoem

1. Essay #1 – Reflection on Self and Society in a Diverse Democratic America

Due Oct. 8 at start of class (20%) 4-6 pages

Critically reflect and offer insights regarding identity, diversity, democracy, and community from in-class and out-of-class experiences, and class readings, during the first month of college.

Tips on writing this essay:

1. Throughout this month, keep a journal or jot down some significant observations, experiences, conversations, activities, and interactions from the time of your arrival on campus until you begin writing this paper.
2. Reflect upon these observations, experiences, conversations, activities, and interactions in terms of the themes of identity, diversity, democracy and community.
3. Consider the class readings during the first month of class. In what ways do these readings help give meaning and understanding to your observations, experiences, conversations, activities, and interactions?
4. Based on your reflections, identify the key theme(s) that you want to focus on in the paper, selecting one or more of the observations etc. to discuss and illuminate your insights and analyses.
5. Begin writing the paper. *Remember, the key to this 4-6 page paper is to bring insightful reflection and critical analysis to your discussion of your observations, etc.* The paper should include at least 5 references from the course readings (you can use one of the films we watched in class in place of a reading). Include a reference page at the end of the paper. You have a pretty wide degree of freedom in your writing style for this paper, but the technical aspects of the paper, such as spelling, grammar, clarity, organization should all be of the highest quality.
6. I encourage you to write several drafts of your paper. We learn and think anew each time we write words down. When you feel you have arrived at your final draft, put it aside for a few days and don't look at it. Then come back to it, re-read it, and re-write as needed. Do final editing.
7. I am more than willing to discuss your paper with you in advance, even to give feedback on a quick read of a rough draft, as long as we meet in person and by Oct. 3.
8. Enjoy the opportunity to learn from becoming a more insightful observer of your life and the world around you. There are no tricks to this paper. You are witness to a great deal of new experiences in the first month of college. Reflect upon what you've experienced and do your best critical thinking to make sense of those experiences. I hope to gain a new insight and understanding from each of your papers.