

Note de synthèse à présenter pour la session de septembre 2007-08-29
Licence 3 - LAC 5141/6141 - LAT 5141/6141

Consignes :

Vous lirez attentivement les documents suivants et en ferez une note de synthèse (même méthode que pour la note de synthèse écrite de cette année)

Vous préparerez un plan détaillé que vous aurez la possibilité de consulter pendant l'examen.

Examen :

Vous vous présenterez à l'heure donnée, il n'y a pas de temps de préparation prévu puisque vous aurez travaillé chez vous avant. L'oral durera une vingtaine de minutes. Pendant cette épreuve vous introduirez les documents, puis en ferez une synthèse puis conclurez. Des questions seront possibles. Il n'y a pas de document écrit à rendre.

Documents à utiliser :

Document 1 : Source : http://www.usatoday.com/news/education/2004-08-31-sat-scores_x.htm, Posted 8/31/2004 10:30 AM,

Record number of minorities take SAT

By Greg Toppo, USA TODAY

WASHINGTON — More than a half-million minority students in the high school class of 2004 took the SAT — a record and a sign that the nation's college-bound population is growing more diverse.

5 But as measured on the high-profile college entrance exam, the basic skills of black, Hispanic and American Indian students still lag far behind those of white and Asian students, according to scores released Tuesday.

10 A record 37% of the 1.4 million college-bound seniors taking the test in 2004 were minorities, up from 31% in 1994, says test sponsor The College Board. The percentage of first-generation college-bound students also grew to 38% of all SAT takers and to 53% of black and 69% of Hispanic SAT takers.

The average score for all students remained unchanged from 2003. It has jumped 23 points since 1994, to 1026 out of 1600.

15 College Board president Gaston Caperton calls the growing numbers of minority and first-generation college students "encouraging." But he noted that their scores didn't keep pace with the average white student's, whose total score in 2004 was 1059, 20 points higher than in 1994. Asian students' scores rose 42 points. But black students' scores rose eight points; Mexican-American students' scores rose three points.

20 While the scores of American Indian and Puerto Rican students rose by double digits, observers say these jumps may not be statistically reliable, as the number of test takers is small, about 1% each.

Black students accounted for 12% of test takers, while 10% were Asian-American, 5% were Mexican-American and another 5% were either Puerto Rican or members of another Hispanic group.

25 Some observers worry that planned changes hurt some minority students' chances of getting into the college of their choice.

The College Board next spring will add a one-hour, 800-point writing exam for all students. SAT takers with limited English skills, or those in large urban high schools who don't get extensive writing instruction, will be at a huge disadvantage, says Seppy Basili of Kaplan Inc., the large test-prep firm.

30 "It underscores the challenge of these students," he says.

Basili, who has sat in on English classes in inner-city public schools, says many teachers grade papers for 185 students each day. "How much writing are they doing?"

By contrast, he says, a typical English teacher at a small private high school has more time to critique student writing, because he or she may see only 30 students daily.

35 Basili says the addition of more advanced math problems in 2005 will benefit those who take such courses as calculus — mostly white and Asian students — and schools must work to prepare more minority students for these courses

Document 2 :Source: The Nation, published on <http://www.nytimes.com/2007/07/01/weekinreview/01rosen.html?ei=5088&en=bd04c6e5648fb8ea&ex=1340942400&partner=rs&pagewanted=print> Jeffrey Rosen, a law professor at George Washington University, is the author of "The Supreme Court: The Personalities and Rivalries That Defined America."

Can a Law Change a Society?



A NEW DAY On the steps of the Supreme Court after the Brown v. Board of Education decision in 1954.

By JEFFREY ROSEN. Published: July 1, 2007

5 SINCE 1954, liberal and conservative justices have disagreed about the central meaning of *Brown v. Board of Education*. Was the purpose of *Brown* to achieve a colorblind society or an integrated one? Last week, in its 5-to-4 decision declaring that public schools in Louisville and Seattle can't take explicit account of race to achieve integration, the [Supreme Court](#) came down firmly on the side of colorblindness. Despite some important qualifications by Justice Anthony Kennedy, at least four conservative justices made clear that they believe that nearly all racial classifications are unconstitutional.

10 The lawyers who won the Supreme Court case predicted that it would have as dramatic an effect on American society as the original *Brown* case did. "These are the most important decisions on the use of race since *Brown v. Board of Education*," Sharon Browne, the principal lawyer for the conservative Pacific Legal Foundation, declared in a press release. "With these decisions, an estimated 1,000 school districts around the country that are sending the wrong message about race to kids will have to stop."

15 But some legal scholars on both sides of the political spectrum, and of the affirmative action debate, question this assessment. They doubt that this case will transform society as dramatically as *Brown* did. And some of them question whether even *Brown* was as singularly influential in transforming society as many have claimed during the last half-century.

20 The conventional wisdom about *Brown* holds that it was more responsible than anything else for the integration of schools. "Brown really did transform society by stopping de jure segregation, and without *Brown*, schools would look very different," says David J. Armor, a conservative scholar at George Mason University.

But some liberal scholars have challenged that heroic assessment. In "From Jim Crow to Civil Rights," Michael J. Klarman argues that it was a political commitment to integration in the 1960s, not the *Brown* decision in the 1950s, that led to meaningful integration.

25 "Brown didn't transform society very much, and to the extent that it did it was indirect," says Mr. Klarman, who is a law professor at the [University of Virginia](#). "Brown brought out the worst in White Supremacy, and Northerners were appalled by the police dogs they saw on television, and that advanced the civil rights movement." He argues that meaningful desegregation didn't occur until the Johnson administration's Justice Department became committed to enforcing the Civil Rights Act of 1964, and the Department of Health, Education and Welfare threatened to cut off financing to school districts that refused to integrate.

35 Professor Klarman said he believed that just as the court couldn't bring about integration on its own in 1954, so it won't be able to mandate colorblindness on its own today. "Just as *Brown* produced massive resistance in the South and therefore had little impact on desegregation for a decade, this decision is going to be similarly inconsequential," he says. "This affects only the tiny percentage of school districts that use race to assign students, and even in those districts, like Louisville and Seattle, it won't be consequential because there are so many opportunities for committed school boards to circumvent it."

40 In his concurring opinion, Justice Kennedy invited school districts to explore "narrowly tailored" ways of pursuing their compelling interest in "avoiding racial isolation." Some critics of government-sponsored affirmative action believe that this may allow school districts to pursue racial diversity by indirect means.

45 “School districts are going to continue to do indirectly what they tried to do directly,” says Peter H. Schuck of [Yale](#) Law School. “They will feel the same pressures to reduce racial isolation, and they will look for proxies for race.”

Some scholars who support affirmative action also agree that public schools will use proxies for race — like neighborhoods, socioeconomic status, or single-parent households to achieve their goals. “I think what you’ll see is schools avoiding talking in racial terms, and talking in more vague terms about a diversity of backgrounds,” says David A. Strauss of the [University of Chicago](#).
50 “There will be another layer of bureaucracy, but I wouldn’t expect a large-scale retreat from what public schools have tried.”

After Texas and California banned affirmative action in the 1990s, officials in both states guaranteed admission at the top public universities to a certain percentage of the class at every public high school, regardless of the school’s quality. Because of segregated housing patterns, this somewhat reduced the fall in the numbers of enrolled African-American and Hispanic students.
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“If you judge by what happened in California, you’ll see some drop in minority enrollment but not as huge a change as some people expected,” says John Yoo, a former Bush Justice Department official who teaches law at the [University of California](#) at Berkeley. “School administrators and bureaucrats are so heavily invested in the idea of diversity that they will try an amazing array of policies to get around the ban of the use of race.”
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Although it will be harder for public schools to resort to similar race-neutral alternatives, many legal scholars believe they will try. “It’s tougher in a public school setting, where generally applicants aren’t competing against each other on an individual basis, but that’s clearly what Justice Kennedy is inviting,” says Samuel Issacharoff, a law professor at [New York University](#) who supports affirmative action. To enforce its vision of colorblindness, Professor Klarman suggests, the Supreme Court would need to be backed by the president and Congress. But so far, that political commitment to colorblindness has not materialized.
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“It’s not enough for the court to announce this; to really make it stick, the president would have to cut off funding for school districts that circumvent the decision, just like the 1960s,” Professor Klarman says. “If you start threatening to throw school board members in jail, that might have an effect, but the strongest evidence that there’s not that kind of political support for colorblindness is that the military and Fortune 500 companies have said we need affirmative action to survive.”
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More broadly, the effects of last week’s decision may be limited by the fact that American society is divided on just how colorblind or integrated society should be. When Brown was decided, 54 percent of the country supported the result. Today, the public appears similarly divided about the appropriate balance between colorblindness and diversity, and there are backlashes in both directions.
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[...]In the end, the Supreme Court throughout its history has rarely precipitated social transformation on its own; instead it has been most effective when it acts in conjunction with the president, Congress and ultimately a majority of the country.
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“Brown pushed the country in a direction it was already going, and in the same sense, the large forces today are going to continue to operate regardless of what the Supreme Court just decided,” Professor Klarman said. “We’re headed toward an ambiguous place where we’re committed both to colorblindness and to diversity in public life. We might have a black president, but we’ll still have a society with very segregated neighborhoods and public schools. I don’t think the court decision will make much difference either way.”
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Document 3: Source : http://www.maynardije.org/columns/dickprince/070228_prince/
28 February 2007 ; published in Asian Week,
http://news.asianweek.com/news/view_article.html?article_id=35777980afa2fbc1aa0d041d7342ab08



Why I Hate Blacks

Kenneth Eng, Feb 23, 2007

Here is a list of reasons why we should discriminate against blacks, starting from the most obvious down to the least obvious:

- Blacks hate us. Every Asian who has ever come across them knows that they take almost every opportunity to hurl racist remarks at us.

In my experience, I would say about 90 percent of blacks I have met, regardless of age or environment, poke fun at the very sight of an Asian. Furthermore, their activity in the media proves their hatred: *Rush Hour*, *Exit Wounds*, *Hot 97*, etc.

- Contrary to media depictions, I would argue that blacks are weak-willed. They are the only race that has been enslaved for 300 years. It's unbelievable that it took them that long to fight back.

On the other hand, we slaughtered the Russians in the Japanese-Russo War.

- Blacks are easy to coerce. This is proven by the fact that so many of them, including Reverend Al Sharpton, tend to be Christians.

Yet, at the same time, they spend much of their time whining about how much they hate "the whites that oppressed them."

Correct me if I'm wrong, but wasn't Christianity the religion that the whites forced upon them?

- Blacks don't get it. I know it's a blunt and crass comment, but it's true. When I was in high school, I recall a class debate in which one half of the class was chosen to defend black slavery and the other half was chosen to defend liberation.

Disturbingly, blacks on the prior side viciously defended slavery as well as Christianity. They say if you don't study history, you're condemned to repeat it.

In high school, I only remember one black student ever attending any of my honors and AP courses. And that student was caught cheating.

THE NEW MAJORITY MARKETING TO MINORITIES

With the explosion of ethnic and racial populations across the U.S., smart businesses of all sizes are discovering the buying power of the nation's minorities. Just consider these statistics from the 1990 census. The Asian-American population exploded by 107 percent in the 1980s; Hispanic-Americans, 53 percent; American Indians, 38 percent; and African-Americans by 13 percent. By comparison, non-Hispanic whites increased by only six percent in the last decade. Immigration is a key factor: America continues to take in more immigrants each year than all the rest of the countries in the world combined.

In California particularly, the growth of Hispanic and Asian populations has been enormous. Hispanics increased by 70 percent during the 1980s, to 25.8 percent of the population. Asians doubled in numbers and now represent 9.4 percent of California residents. In San Francisco, this figure is 30 percent. Around the year 2000, half of California's population will be Hispanic, Asian or black.

In addition to their sheer numbers, these ethnic markets are increasingly prosperous. African-Americans earn \$262 billion a year, twice the gross national product of Mexico. Hispanic buying power has grown from \$54.4 billion in 1980 to \$172 billion today. And Asian consumers have the highest average household income of any group, including whites. They earned \$36,102 in 1988-89, while whites averaged just \$30,400 in comparison.

Many experts say that minority consumers show a high degree of loyalty. As their interests have historically been neglected, when a small business addresses their needs directly, it can have an enormous impact. In fact, the success of many small businesses may well be determined in the coming decades by whether they find ways to attract minority consumers -especially in California.

Experts agree that businesses do not need to do anything different with minority segments than with majority ones. The basics of any marketing program -- product design, development, distribution, advertising and market analysis -- remain essentially the same. And the foundation of all these is understanding your target group. Here are some issues to consider.

Don't make the mistake of thinking that all minorities are alike.

Not only are each of the major ethnic markets vastly different from one another, but there is also a great deal of diversity within a specific ethnic segment based on country of origin, and linguistic and sociocultural adaptation to the United States.

In terms of the Hispanic market, the four major sub-groups are Mexican, Cuban, Puerto Rican and "Other Hispanic" -- a category that mainly includes Spanish-speaking people from Central and South America, the Caribbean and Spain. There's a tremendous difference between the preferences and buying patterns of Puerto Ricans living in New York, Cubans in Miami, and Mexicans and Central and South Americans living in the South-western states.

Within the Asian category, there are more than two dozen ethnic groups, each with a distinctive language, religion, culture and value system. Topping the list numerically nationwide are Chinese (who may speak Mandarin or Cantonese), Filipinos, Japanese, Asian Indians, Koreans and Vietnamese.

And within the African-American segment, French-speaking Haitian-born Americans, for example, may have little in common with American-born blacks.

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Equally important are generational differences. The first generation represents a significant segment: 70 percent of today's Asian-Americans have arrived since 1970. And half of all Hispanic adults in this country spent their formative years in Latin America. Obviously, non-English speaking, newly-arrived immigrants have far different buying behaviors than do third-generation ethnic consumers who have adjusted far more completely to a new culture and language.

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Consequently, it is virtually impossible to create generic advertising or promotional tools that appeal to all segments of this diverse ethnic market. The solution is to pick a very specific target -- a particular ethnic group in a particular location -- and tailor your message to that target. If you are trying to attract more than one ethnic group, you may have to create more than one message.

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