



University of Wisconsin  
**Stevens Point**

STEVENS POINT • MARSHFIELD • WAUSAU

## **SOC 270: Race and Ethnicity (3cr.) SPRING 2024**

### **Instructor**

Dr. Ann Herda-Rapp  
Professor of Sociology

### **Contact info**

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304 North Hall (Wausau office)  
B327 Science Building (Stevens Point office)

### **Course meeting time, days, section number, location**

2:00-3:15 TR, sect. W01, room 243, main academic building, Wausau campus

### **Office hours**

12:30-1:30 Mon., Stevens Point office or by Zoom (email instructor for link)  
11:00-12:00 Tues., Wausau office or by Zoom (email instructor for link)  
11:00-12:00 Wed., Stevens Point office or by Zoom (email instructor for link)  
12:30-1:30 Thurs., Wausau office or by Zoom (email instructor for link)  
Or by appointment

### **Course Description, Overview, and Learning Outcomes**

[From the UWSP course catalog] Race and ethnic relations and inequalities; prejudice and discrimination; social construction of racial and ethnic identity; and racial and ethnic composition of the U.S. population. General Education Designations: Bachelor – SS, USD; Associate – IK, DUS.

This course fulfills the UWSP General Education Program (GEP) requirement for “Social Sciences” (SS) and “U.S. Diversity” (USD), and “Intercultural Knowledge” (IK) and “Diversity in the U.S.” (DUS), for the associate degree, with course-specific student learning outcomes. Upon successful completion of this course, students will be able to:

- Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior. (GEP SS)
- Examine and explain how social, cultural, or political institutions influence individuals or groups. (GEP SS)
- Develop cultural self-awareness in the context of diverse human cultures. (AAS IK)
- Develop strategies for effectively and appropriately negotiating intercultural interactions. (AAS IK)
- Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc. (GEP USD; AAS DUS)
- Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality. (GEP USD; AAS DUS)

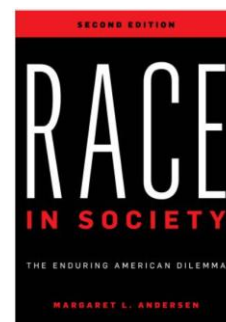
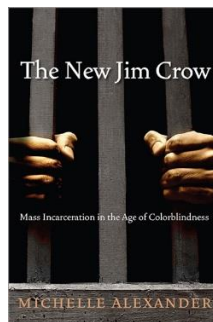
## Required Texts

The following materials are required reading for this course.

Alexander, Michelle. 2011. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press

Andersen, Margaret. 2022. *Race in Society: The Enduring American Dilemma*, 2<sup>nd</sup> edition. Lanham, MD: Rowman & Littlefield.

\*\*\*Additional required readings will be posted in Canvas.



## Course Requirements / Graded Material

See the Course Organization and Schedule (pgs. 3-4) for all due dates.

**Total course points = 319 pts.**

- **Exams** = 180 total points  
Two in-class exams will be administered during the semester. Each will consist of multiple choice questions, short answer questions, and an essay question. Each exam will require students to draw from course readings and any other posted course materials for that unit/portion of the course. Makeup exams are permitted in *emergency* cases only. Documentation of the emergency must be provided to the instructor.
  - **Exam 1** = 80 pts.
  - **Final Exam** = 100 pts.
- **Quizzes** – 8 @ 8 points = 64 total points  
Ten in-class quizzes will be administered; I will drop your two lowest quiz grades at the end of the semester. Usually quizzes will be on one topic and usually the quiz will be administered when we start a topic; some quizzes, though, will be on more than one topic (see the Course Organization and Schedule). Each quiz will consist of 4 multiple choice questions, each worth 2 points, for a total of 8 points. The quiz will be on the *reading* assigned for that topic (see the middle column of the Course Organization and Schedule). You may use any notes you took during the quiz; you may not use the reading itself. Time for the quiz will be limited to 10 minutes. Anyone coming in after the quiz has started may take the quiz but only for the time remaining for the quiz. If you are not present by the time the quiz is completed in class, a zero will be recorded; no makeup quizzes will be given.
- **Research Essay on Structural Racism** = 75 points  
You will write a 1600-1750 word essay requiring you to draw upon the research presented in our text, in *The New Jim Crow*, and in other course readings. The essay will focus on structural inequality on the basis of race and its legacies. A full description of the assignment is posted in Canvas.

## Grade Scale

All grades will be recorded in Canvas. Final course grades will be based on total points earned:

Letter grade	Percentage	Total points earned
A	93-100%	297-319
A-	90-92.99%	287-296
B+	87-89.99%	278-286
B	83-86.99%	265-277
B-	80-82.99%	255-264
C+	77-79.99%	246-254
C	73-76.99%	233-245

C-	70-72.99%	224-232
D+	67-69.99%	214-223
D	60-66.99%	192-213
F	59.99% or lower	196 or fewer

Each assignment carries a specific point value from which a student could determine a letter grade for the purposes of knowing how they did on the assignment. For example, to earn 63 (which is 75%) of the 80 points available on the Exam 1 would be to earn a C. However, only points, not letter grades, are entered into the gradebook and final grades are calculated based on total points earned in the course.

## Course Organization and Schedule

You should **read the readings listed below for the first date listed for a given unit/topic**, unless otherwise noted. You should come to class having read the assigned readings and fully prepared to discuss them. You should take notes as you read because you will be able to use your notes for in-class quizzes. You should also bring your questions about the reading to class.

Any readings listed below as posted in Canvas can be found in the Modules section of our Canvas site.

This schedule of readings and assignments is subject to change at the instructor's discretion.

Date	Topic	Reading Assignments	Other Assignments & Reminders
1/23	Intro. to course	[Begin reading <i>The New Jim Crow</i> ; read the Introduction through chapter 5 by Exam 1.]	
1/25, 1/30, 2/1	<b>TOPIC 1:</b> Race, The Evolution of an Idea – The Social Construction of Race	<ul style="list-style-type: none"> <li><i>Race in Society</i>, chapter 1</li> </ul>	<p><b>In-Class Quiz #1 – on TOPIC 1</b></p> <p>Watch excerpt of episode 1 of <i>Race: The Power of an Illusion</i> in class.</p> <p>Check out the Pew Research Center's interactive site on the evolution of US Census racial categories (link in Canvas)</p> <p><b>1/31 is the last day to drop a class without it appearing on transcripts – FYI.</b></p>
2/6, 2/8	<b>TOPIC 2:</b> Prejudice, Racism, and Color Blindness	<ul style="list-style-type: none"> <li><i>Race in Society</i>, chapter 2</li> </ul>	<b>In-Class Quiz #2 – on TOPIC 2</b>
2/13, 2/15	<b>TOPIC 3:</b> Cultural Representations	<ul style="list-style-type: none"> <li><i>Race in Society</i>, chapter 3</li> <li>Podcast, "Shows with Black Characters..." by Bates, <i>National Public Radio</i> (link in Canvas)</li> </ul>	
2/20, 2/22	<b>TOPIC 4:</b> Race in Relation: Racial Identities and Relationships	<ul style="list-style-type: none"> <li><i>Race in Society</i>, chapter 4</li> <li>Podcast, "Dark-Skinned or Black?", <i>National Public Radio</i> (link in Canvas)</li> </ul>	<p><b>In-Class Quiz #3 – on TOPICS 3 &amp; 4</b></p> <p>Watch excerpts from <i>Good Hair</i> (by Chris Rock) and "<i>Good Hair</i>" and <i>other Dubious Distinctions</i> in class – only available in class.</p>
<b>2/27</b>	<b>EXAM 1 – On all material covered in Topics 1-4, as well as <i>The New Jim Crow</i> (Intro. through chapter 5).</b>		
2/29, 3/5, 3/7	<b>TOPIC 5:</b> Racial Stratification and Inequality	<ul style="list-style-type: none"> <li><i>Race in Society</i>, chapters 5 &amp; 6</li> <li>Podcast, "Black vets were excluded from GI Bill..." by Lawrence, <i>National Public Radio</i> (link in Canvas)</li> </ul>	<b>In-Class Quiz #4 – on TOPIC 5</b>

3/12, 3/14	<b>TOPIC 6:</b> Inequality in the Criminal Justice System	<ul style="list-style-type: none"> <li>• <i>Race in Society</i>, chapter 11 (yes, we're jumping ahead)</li> <li>• "The Mark of a Criminal Record" by Pager (PDF in Canvas)</li> </ul> <p>[Spring break – no classes week of March 18]</p>	<b>In-Class Quiz #5 – on TOPIC 6</b>  Check out state voting laws (link in Canvas)  Watch "No Wave of Compassion..." by Yankah on PBS Newshour (link in Canvas)
3/26, 3/28	<b>TOPIC 7:</b> Economic Inequality	<ul style="list-style-type: none"> <li>• <i>Race in Society</i>, chapter 7 (and now we're jumping back)</li> <li>• "The Roots of the Widening Racial Wealth Gap" by Shapiro, Meschede, and Osoro (PDF in Canvas)</li> </ul>	<b>In-Class Quiz #6 – on TOPIC 7</b>
4/2, 4/4	<b>TOPIC 8:</b> Families	<ul style="list-style-type: none"> <li>• <i>Race in Society</i>, chapter 8</li> </ul>	<b>In-Class Quiz #7 – on TOPIC 8</b>  [4/5 is the last day to drop a class (though the class still appears in your transcript as a Withdrawal) – FYI.]
4/9, 4/11, 4/16	<b>TOPIC 9:</b> Housing Inequality	<ul style="list-style-type: none"> <li>• <i>Race in Society</i>, chapter 9, pgs. 215-225 (will read rest of chapter for next topic)</li> <li>• "Living Apart" by Hannah-Jones in <i>ProPublica</i> (PDF in Canvas)</li> <li>• "Soft on Segregation" by Hannah-Jones in <i>ProPublica</i> (PDF in Canvas)</li> </ul>	<b>In-Class Quiz #8 – on TOPIC 9</b>  See the link (in Canvas) to ProPublica's "maps of housing segregation."
4/18, 4/23, 4/25	<b>TOPIC 10:</b> Educational Inequality	<ul style="list-style-type: none"> <li>• <i>Race in Society</i>, chapter 9, pages 225-241</li> <li>• Articles from the <i>Tampa Bay Times</i>' "Failure Factories" series (links in Canvas):  1. Part One ("Failure Factories")  2. Part Five ("Fundamentally Unequal")</li> </ul>	<b>In-Class Quiz #9 – on TOPIC 10</b>  <b>Research Essay on Structural Racism due in Canvas by 11:59 p.m., May 5.</b>
4/30, 5/2, 5/7	<b>TOPIC 11:</b> Health and Environmental Inequalities	<ul style="list-style-type: none"> <li>• <i>Race in Society</i>, chapter 10</li> <li>• "Demographic Studies Reveal a Pattern of Environmental Injustice" by Mohai and Bryant (PDF in Canvas)</li> <li>• "Redlining means 45 million Americans..." by Fears (PDF in Canvas)</li> </ul>	<b>In-Class Quiz #10 – TOPIC 11</b>  See Canvas for materials on incinerator siting.
5/9	<b>Topic 12:</b> Racial Justice Today	<ul style="list-style-type: none"> <li>• <i>Race in Society</i>, chapter 12</li> </ul>	
<b>FINAL EXAM, May 16, 12:30-2:30 – This is a comprehensive exam covering Topics 1-12.</b>			

## Course Policies

### Canvas

All students will be required to use Canvas to do the following:

- In Modules, to access required content, including ...
  - The course syllabus
  - Assigned readings not included in the course texts
  - Slides for each topic
  - Links to podcasts, films and other websites
- In Assignments, to submit your research essay
- In Grades, to access grades

### Paper Format

Your research essay must be typed and will need to follow word count guidelines. In addition, it must use the prescribed citation format. See the assignment description in Canvas for more details.

### Use of Technology

Laptops and phones may not be used during class. If a student has an accommodation plan that

permits such use, they should speak with the instructor to make arrangements.

*Any form of audio or video recording in the classroom is strictly prohibited.* If a student has a legitimate need to record the instructor's lecture in audio or video format, then the student shall obtain the pertinent accommodation authorization *AND* the instructor's permission beforehand.

### **Class Participation**

Students are encouraged to participate in class. Very often students are presented with discussion topics or other opportunities to contribute to the class, which is designed to help students connect what they have learned in the classroom and their lives as members of various communities. I value class discussion and interactive learning, and expect students to be actively involved.

### **Classroom Etiquette**

The classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers. Students are expected to come to class on time and not to leave except in the case of emergency situations. *The instructor reserves the right to request a student to leave the classroom or have the security personnel remove the student from the classroom if the student behaves in a way that interferes with the academic or administrative functions of the class.*

### **Academic Integrity**

At UW-Stevens Point and, in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually, by you, and without the use of ChatGPT or other AI writing tools. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies (See <https://www3.uwsp.edu/dos/Pages/stu-academic.aspx> - click on "Academic Misconduct," then "UWSP Chapter 14 – Academic Misconduct"). If you are unsure if something might be considered academic misconduct, you are struggling to understand the content or an assignment, or you have fallen behind for whatever reason, please contact me as soon as possible. By nurturing a community of support, honesty, and respect, we ensure that academic pursuits and your experiences at UW-Stevens Point are both meaningful and genuine.

### **Diversity and Inclusion**

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

### **Disability Support Services**

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. Students who have a disability and require classroom and/or exam accommodations, should register with the Disability Resource Center and then contact me at the beginning of the course. More information can be found here: <https://www.uwsp.edu/disability-resource-center/>.

### **Attendance**

Attendance is not figured into the grade explicitly, though attendance records will be kept for financial aid reporting purposes. Since a significant portion of the material is conveyed during class time, failure to attend will affect one's grade. Those who miss class are responsible for accessing the missed material; missed material will not be made available from the instructor.