

University of Wisconsin, Stevens Point
Department of Sociology and Social Work
Race and Ethnic Groups, SOC 270.Section 01
Spring, 2023

Dr. Kay Mann

Email: kmann@uwsp.edu

Wednesday 5:00-7:50 pm.

Chem Bio Building (CBB). Room 161

Office: D 257

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Office Hours: Office Hours: Tuesday, Thursday, 11:00 -12:00; Wednesday, 4:00-4:45, and by appointment. Zoom meetings are possible as well.

Required book: *Introduction to Sociology*, Conerly, et al.

<https://openstax.org/details/books/introduction-sociology-3e>

Additional readings provided by instructor.

Last day to add or drop course without a "W": February 1.

Last day to withdraw from a class: April 7.

Course Description

This course reviews the major concepts of the sociology of race and ethnicity. Students will study race and ethnic groups in the US and in international comparison. The structural and cultural dimensions of race and ethnicity with a focus on the dynamics of inequality will be explored. Students will discuss current policies and programs affecting racial and ethnic minorities through readings, speakers, and media presentations.

Course Objectives

Upon successful completion of this course, students will be able to: 1. Define the major sociological concepts applicable to racial and ethnic identity, intergroup relations, prejudice, discrimination, racism, immigration, and multiculturalism; 2. Describe the diversity and inequality among major racial and ethnic groups in the U.S.; 3. Analyze the history of U.S. race and ethnic relations as they apply to the experiences of specific racial and ethnic groups; 4. Apply sociological theories and models to explain various race and ethnicity related social phenomena and issues; 5. Explain how social forces (such as economic and political competition) shape intergroup relations and how race and ethnic relations in turn

influence both social institutions and the day-to-day experiences of individual members of the society; 6. Explain the dynamics of power relationships among racial and ethnic groups and how minority groups have negotiated the conditions of their marginalization in American society; 7. Demonstrate heightened sensitivity to political and cultural issues associated with race/ethnicity, gender, social class, and others.

Required Texts

- *Recognizing Race and Ethnicity* by Kathleen J. Fitzgerald. Routledge. 3rd Edition.
- Supplementary readings available on Canvas.

Grading Scale

A 93-100

A-90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 60-66

F 59 & below

Evaluation

10% Paper #1

20% Quizzes (2x10%)

20% Paper #2: Race and Ethnicity in the News.

20% Midterm Exam

20% Final Exam

5% Class Participation

5% Attendance

Course Policies

Attendance Policy: Attendance at all classes is mandatory.

If you must be absent for personal or professional reasons it is your responsibility to make up missed work. Missed exams may only be made up in case of emergencies reported *before* the exam.

Attendance penalties begin with the third absence. *A seventh absence will lead to a failing grade.*

Late papers may be penalized 3% of assignment grade per day late.

Academic Integrity

All students are subject to university regulations concerning cheating and plagiarism. To ensure that the highest level of academic and personal integrity is upheld, it is important that you understand your rights and responsibilities as a student at UWSP (see *Academic Integrity: A Guide for Students*). For a complete overview of UWSP academic standards and disciplinary procedures, please visit: the following website: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

Disability Services

Consistent with the Federal Rehabilitation Act of 1973, section 504, and the ADA act of 1990, any person enrolling in this course who may require alternative instructional and/or evaluative procedures due to a handicapping condition should feel free to contact Disability Services and Assistive Technology at 715-346-3365 in Room 609 Learning Resource Center at 900 Reserve Street. Staff will work to coordinate reasonable accommodations for students with documented disabilities. Please let me know if I can assist in any way.

Face coverings are not currently required but are encouraged.

Mandatory Reporting

We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Class Etiquette

Cell phones, laptop computers, and other electronic devices are very disruptive so please turn them off before coming to class. **Texting is particularly disruptive.** If you use your laptop to take notes or you need your phone for an emergency, please inform me in advance.

The University of Wisconsin-Stevens Point occupies lands of Ho—Chunk and Menominee land and sacred land of all indigenous peoples.

Topics, Readings, and Due Dates*

Week I: Introduction: What are Racial and Ethnic groups? Studying Race and Ethnic Groups.

Readings: Chapter 1, Fitzgerald.

Week II: Theories and Contemporary Debates about Race; Assimilation and Pluralism

Readings: Chapter 3, pp. 123-132, 158-162, 478-480, Fitzgerald; Excerpts from *Critical Race Theory*, on Canvas.

Week III: Prejudice and Discrimination; Structured inequality

Readings: pp. 281-295, 297-307, 421-448, 330-337, 326-330, in Fitzgerald.

Quiz #1. Friday, February 10.

Week IV: Prejudice and Discrimination, continued: Mass incarceration and race.

Readings: Chapter 10, Fitzgerald; excerpts from *The New Jim Crow*, on Canvas.

Video Documentary: *In Whose Honor?*

Paper #1, Analyzing Personal Race/Ethnicity Experience. Due, Friday, February 17.

Week V: Whiteness, White Privilege,

Readings: Chapter 2, Fitzgerald; *My Invisible Backpack*, by Peggy McIntosh, "How White People Became White", by Barrett and Roediger, "How Jews Became White Folks," on Canvas.

Week VI: Internal Colonization: Native Americans

Readings: Chapter 4, pp. 132-135, 147-149, 188-195, 266-270, 270-279, 464-466.

Video: *In the White Man's Image*

Week VII: Midterm Exam: Tuesday, March 8.

Week VIII: SPRING BREAK No Class March 15.

Week IX: Structured Racial Inequality: Black in America

Readings: pp. 135-147, 157-178; 260-264, 270-295 in Fitzgerald; *The Possessive Investment in Whiteness*, Seymour Martin Lipsitz, On Canvas.

Week X" Structured Racial Inequality: Black in America, cont'd.

Reading: "Class and Race Inequality, Health and COVID-19" by Kay Mann: <https://newpol.org/class-and-race-inequality-health-and-covid-19/>; William Julius Wilson, excerpts from "Jobless Poverty" on Canvas.

Week XI: Immigration, Ethnicity, and Racial Formation: European Ethnic Groups.

Readings: Fitzgerald, pp. 539-547, 322-323, 186-188, 178-182.

Week XII: Immigration, Ethnicity, and Racial Formation: Hispanics/Latinos/as/Latin X.

Readings: pp. 142-144, 264-266, 279-281.

"Hispanics: The Largest Minority; by Richard Schaefer; "Becoming Hispanic; Mexican Americans and Whiteness" by Neil Foley, on Canvas.

Week XII Asian Americans

Readings: pp. 183-186, Fitzgerald; *Chinese and Japanese Americans*, by Richard Schaefer, on Canvas.

Quiz #2. Friday, April 14.

Week XIV: Immigration and Contemporary Racial Formation: Middle Easterners/Muslims

Readings: *Are Iranians People of Color? Persian, Muslims, and Model Minority Race Politics*, by Alex Shams; supplemental readings on Canvas.

Paper #2, Contemporary News Analysis paper due Friday, April 28.

Week XV: Race and Ethnicity in International Perspective

Readings: Excerpts from *How Europe Underdeveloped Africa*, on Canvas; "Not just an American problem, but a world problem" by Malcolm X, on Canvas.

Week XVI Social Movements: Organizing against Racial Inequality.

Readings: Chapter 6, pp. 449-454, Fitzgerald.

Final Exam: Wednesday, May 17, 5:00-7:00 pm.

***All due dates subject to change as needed.**

Papers

Please use APA or MLA citation style.

Here is a link to the UWSP library website page on citations:

<https://libraryguides.uwsp.edu/citation>

Paper #1. 10% of course grade.

Personal Race/Ethnicity Experience

Language, religion, cuisine, family and marriage patterns, and attitudes towards the home country are major components of the ethnic experience. Write a 5-7-page firsthand account about how these relate to your own experience as a member of an ethnic group or a racial minority. Base your paper on your own experiences and feelings as well as interviews with family members, especially from different generations. Use this information, basic sociological concepts, * and your sociological imagination to answer the following questions:

- What ethnic institutions have been involved?
- Has the old country been visited? What political, financial, emotional issues might be involved in such a trip?
- What evidence if any, have you seen of divisions within the community?
- Do some family members identify more with their ethnic origins than others?

* *Concepts include:*

- Assimilation/Pluralism
- Marginality
- Principle of Third Generation Interest
- Endogamy/Exogamy
- Symbolic Ethnicity

Paper #1 Rubrics (1=D, 2=C,3=B,4=A)

1) Clarity and Readability

- 1-Unclear, poorly organized, multiple spelling and grammatical errors
- 2-Basic organization, some spelling and grammatical errors
- 3-Good presentation
- 4-Excellent, clear, highly organized

2) Handling of Questions

- 1-Absent
- 2-One or more used and applied inaccurately.
- 3-At least three used and applied accurately.
- 4-All four used and applied with high degree of precision.

3) Use of Sociological Concepts

1-Absent

2-Some mentioned, vaguely applied

3-At least three from concept list applied accurately.

4-All five used and applied with high degree of precision

Paper #2. Analyzing Contemporary Race and Ethnicity

This paper involves analyzing a current news article dealing with an aspect of race or ethnicity using sociological concepts on race and ethnicity.

- 1) Choose an article from the *New York Times* or *Washington Post*.
- 2) Briefly, but thoroughly summarize the article.
- 3) Relate at least three distinct concepts drawn from course material to the article.