

**University of Wisconsin, Stevens Point**  
**Department of Sociology and Social Work**  
**Race and Ethnic Groups, SOC 270.Section W01**

Spring, 2022

Dr. Kay Mann

Tuesdays and Thursdays: 12:30-1:45 pm.

Room 193. Wausau Campus

Office: 316

Office Hours: Tuesday 11:30-12:15, by appointment. Zoom meetings are possible as well.

Phone: Messages can be left at: (715) 346-2629

Last day to add or drop course without a grade: February 2.

**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; Page 2 of 10 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. 3<sup>rd</sup> Edition.
- Supplementary readings provided by instructor.

### 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 (4x5%)

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

20% Midterm Exam

20% Final Exam

10% Class Participation and 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 covering requirement:**

Under the [chancellor's order](#), and in an August 9, 2021 email sent by Chancellor Gibson that summarizes the order, “[A]ll students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice.”

### **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 and Readings

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

Readings: Chapters, 1 and 3, pp. 125-132, Fitzgerald.

### **Week II: Prejudice and Discrimination; Assimilation and Pluralism.**

Readings: Chapters 7, 11, pp. 298-307, 444-448. Fitzgerald.

Video Documentary: *In Whose Honor?*

### **Week III: Whiteness, White Privilege, and Contemporary Debates about Race**

Readings: Chapter 2, Fitzgerald; *My Invisible Backpack*, by Peggy McIntosh, on Canvas; Excerpts from *Critical Race Theory*, on Canvas.

**Paper #1, Personal Race/Ethnicity Experience.**

**Due, Friday, February 11.**

### **Week IV: Internal Colonization: Native Americans**

Readings: Chapter 4, pp. 464-466.

Video: *In The White Man's Image*

**Quiz #1. Friday, February 18.**

### **Week V-VI: Structured Racial Inequality: Black in America and Beyond**

Readings: chapters 5,6,9,10, Fitzgerald.

On Canvas.

William Julius Wilson, excerpts from "Jobless Poverty" on Canvas; "Class and Race Inequality, Health and COVID-19" by Kay Mann:

<https://newpol.org/class-and-race-inequality-health-and-covid-19/>

### **Week VII: Immigration Ethnicity, and Racial Formation: Latin A**

Readings: Shaefer. "Hispanics: The Largest Minority", Chapter 9; on Canvas.

From Rothenberg: "Becoming Hispanic: Mexican Americans and Whiteness" by Neil Foley, on Canvas.

**Midterm Exam: Thursday, March 10.**

### **Week VIII: Immigration, Ethnicity, and Racial Formation: European Ethnic Groups in Wisconsin.**

Readings: Fitzgerald, pp. 322-323.

From Rothenberg: "How White People Became White", by Barrett and Roediger, "How Jews Became White Folks."

**Week IX: Spring Break. NO CLASS March 22 and March 24**

**Week X Immigration, Exclusion, Model Minorities, and Ethnic Enclaves: Asian Americans.**

Readings: pp. 466-467, Fitzgerald; Schaefer, *Chinese and Japanese Americans*. Readings: Chapter 13. On Canvas.

**Quiz #2. Friday, April 1.**

**Week XI: 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 8.**

**Week XII: Race and Ethnicity in International Perspective**

Readings: Excerpts from *How Europe Underdeveloped Africa*, in Canvas;

**Quiz #3. Friday, April 15.**

**Week XIII: Race and Ethnicity in International Perspective, cont'd**

Readings: "Not just an American problem, but a world problem" by Malcolm X. O Canvas. .

**Week XIV: Social Movements: Organizing against Racial Inequality.**

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

**Week XV: Social Movements: Organizing against Racial Inequality, cont'd.**

Readings: On canvas.

**Quiz #4. Friday, May, 13**

Readings: Readings on Canvas.

**Final Exam: Tuesday, May 17.8:00-10:00 am**

## 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.