

## **SOC 270: Race and Ethnicity (Section 1) Spring 2019**

**Instructor:** M. David Chunyu, Ph.D., Associate Professor of Sociology  
**Lecture:** We, 4:00PM – 6:30PM, Collins Classroom Center (CCC) 321  
**My Office:** CCC 460  
**Office Hours:** Tu Th, 10:00AM – 10:50AM;  
We, 3:00PM – 3:50PM; or by appointment  
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### **Course Overview**

This course provides an introduction to the sociology of race and ethnicity. Race and ethnicity is a very exciting, dynamic, and complicated field of sociological inquiry. It affects everybody, both directly and indirectly in many ways, and it does so on personal, communal, and societal levels. Thus, it is essential for students to be exposed to the dynamics and issues associated with race and ethnicity. In this course we focus on social interaction and inequality between and within racial-ethnic groups. Student will be introduced to the major sociological concepts concerning racial and ethnic identity, intergroup relations, prejudice, discrimination, racism, immigration, and multiculturalism. We will also study the social histories of many racial-ethnic groups in the U.S. and examine the social-political processes through which people come to define and stratify these groups. This course will help students discern patterns and alternatives in which minority groups tend to be treated in a diverse and stratified society. Throughout the semester, we will endeavor to answer these questions: What is the significance of race and ethnicity in the contemporary American society? What is meant by race being socially constructed? How have the intergroup relations evolved in the U.S.? How do we explain racial and ethnic stratification? What are the possibilities for change?

This course fulfills the requirement for “Social Sciences” and “U.S. Diversity” in the General Education Program (GEP).

### **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.

### **Textbook**

The following book is required and has been ordered at the university bookstore:

#### Main reading:

Richard T. Schaefer. 2015. *Racial and Ethnic Groups*. 14th Edition. Pearson.

### **Additional Course Materials**

Certain course materials (the instructor's lecture slides, review exercises, supplemental information, etc.) will be made available for download from Canvas.

The instructor will also hand out various types of materials (announcements, assignments, etc.) and show many video clips in class. These in-class handouts and video clips will ***NOT*** be posted in Canvas. The extra hard copies of the in-class handouts, if available, can still be picked up from the wall basket outside the instructor's office CCC 460. But the video clips that are played in class will ***NOT*** be shared with students after class; since the video clips are very relevant to the assignments and exams and they are typically played only once in class, it is essential that students attend class fully and take good notes of the video in order to be prepared for the assignments and exams [also see the "Exams (75 Points)" section below].

### **Grading**

A student's final course grade is based entirely on the total points s/he has earned over the semester. The total points are simply the total crude points a student has accumulated from assignments and exams, plus optional bonus points if applicable (also see the "Grading Scale" section below about the calculation of a

student's total points).

*A student's max total points consist of the following:*

➤ <b>Assignments</b>	<b>25 Points</b>	
➤ <b>Exams</b>	<b>75 Points</b>	
❖ 1st exam		25 points
❖ 2nd exam		25 points
❖ Final exam		25 points

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**Max Total = 100 Points**

### Assignments (25 Points)

There will be a series of assignments spread randomly over the semester. Some of these assignments are to be done in class, while the others are homework assignments. ***None of them will be announced in advance.*** Each of these assignments is worth a certain number of grade points, ranging from 1 point to 4 points. Altogether they are worth 25 points.

Most of these assignments take the form of short-answer or essay questions; some assignments also include a few standardized questions (true-false, multiple-choice, item matching, etc.). Typically, these assignments are related to the day's or the previous day's lecture, reading, and/or video clips played in class.

An in-class assignment may take place at any time during a class period (i.e., the beginning, the end, or the middle of it). Some of these in-class assignments can be done without using the reading materials and lecture notes, purely reflecting what learning the students have retained and/or how much they have thought about the relevant topics. At other times students may be allowed to use their notes and/or reading materials to facilitate their completion of the assignments. Thus, students shall pay close attention to the instructions while working on the assignments.

One practical purpose of having these unannounced in-class assignments is to monitor and record students' attendance. Due to the relatively large size of this class, the instructor will not take students' attendance separately. Instead, these unannounced in-class assignments will serve as random checks of students' attendance. Therefore, ***the dates of these in-class assignments will NOT be announced in advance***, and the students who fail to be present on those days will miss the assignments and lose the corresponding grade points (and naturally at the same time the students will also be recorded as absent on those days). ***In other words, there is a real possibility that you can lose 4 points by simply skipping a class or skipping part of a class (e.g., coming in late, leaving early, etc.).*** Once you miss an assignment, you will never have another chance to do it.

***NO MAKE-UP ASSIGNMENTS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS***

**OR EMERGENCIES.** Only proper documentation can be accepted as justification for make-up assignments, such as a doctor/coach/supervisor/adviser's note/memo, a court order/subpoena, wedding invitation, obituary/visitation/funeral notice, and the like, and the proper documentation shall be provided to the instructor in hard copy or as an electronic file so that the instructor can keep it in his record. A simple self-narration of an emergency or a special occasion (e.g., sickness, car failure, misfortune, family/work emergency, celebration/festivity, vacation, etc.), whether in oral or written forms, whether given weeks in advance or in the last minute, cannot be accepted as proper documentation, and a student's request in that case will **NOT** be granted. **ONCE AGAIN, A SELF-NARRATION DOES NOT COUNT AS DOCUMENTATION.**

The practical implication of this policy is: **FOR THOSE STUDENTS WHO DO NOT ATTEND CLASS REGULARLY AND FULLY, THEIR GRADES WILL SUFFER SEVERELY.**

#### Exams (75 Points)

There will be three (3) exams: two midterm exams and one final exam. All exams will be in-class exams. The exams questions will be based on lectures, reading, review exercises, assignments, and video clips played in class.

The dates of the two midterm exams will be announced in advance. The midterm exam format will be primarily multiple-choice questions and may also include short-answer and/or essay questions. The midterm exams are not cumulative. Each midterm exam is worth 25 points.

The third and final exam will be given on **Friday, May 17 at 10:15AM – 12:15PM, in CCC 321.** The final exam will be a combination of multiple-choice, short-answer, and essay questions. The short-answer and essay questions may be cumulative. The final exam is worth 25 points.

Take careful note of the exam schedules, especially the date and time of the final exam, because the final exam schedule is usually not the same as the regular class meeting schedule. **NEITHER EARLIER NOR MAKE-UP EXAMS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.** [See "Assignments (25 Points)" above for more information about what qualifies as proper documentation.]

To help students prepare for the exams, the instructor will distribute review exercises for each chapter online and post them in Canvas. These review exercises are designed to help students digest and reinforce the class learning. Also importantly, these review exercises are very closely tied to the exams, so students are highly recommended to make good use of these review exercises when preparing for the exams.

However, students should be aware that these review exercises do not cover the video clips played in class, which are also very relevant to the exams. Because the video clips are typically played only once in class and they are not shared with students after class, it is essential that students attend class fully and take good notes of the video in order to be prepared for the exams (also see "Additional Course

Materials” above about the in-class video clips).

***ONCE AGAIN, NEITHER EARLIER NOR MAKE-UP EXAMS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.***

### Grading Scale

Again, a student’s final course grade is based entirely on the total points s/he has accumulated over the semester. Thus, for calculating a student’s total points, summation is the only mathematical operation used; that is, the instructor will simply add up all the points a student has earned from assignments and exams, plus optional bonus points if applicable. No percentage, proportion, division, or any “out of (a base number)” concept is involved in the total points calculation.

A student’s total points will then be converted into her/his final course grade according to the following scale:

A .....	93.00 – 100.00 points	C .....	73.00 – 76.99 points
A-.....	90.00 – 92.99 points	C-.....	70.00 – 72.99 points
B+.....	87.00 – 89.99 points	D+.....	67.00 – 69.99 points
B.....	83.00 – 86.99 points	D.....	60.00 – 66.99 points
B-.....	80.00 – 82.99 points	F.....	0.00 – 59.99 points
C+.....	77.00 – 79.99 points		

### Grade Posting

Students’ grade points from assignments and exams, plus optional bonus points if applicable, will be posted in Canvas → “Grades” area as soon as they become available. It is the students’ own responsibility to check Canvas regularly and to be kept informed of their own grade status.

### **Student Folders**

The instructor will keep an individual folder for each student in this class. At any point students are welcome to come to the instructor’s office and pick up the items accumulated in their own folders (assignments, old exams, etc.). The instructor will bring these folders to class at the end of the semester to assure everyone has had an opportunity to pick up all files of their own. These folders will be stored in the instructor’s office until the second week of the following semester. After that point anything not picked up will be recycled unless the student has already made a special arrangement with the instructor in advance.

### **Class Participation**

Students are encouraged to participate in class. In addition to the in-class assignments, very often students are presented with discussion topics or other opportunities to contribute to the class, which are designed

to help students digest and reinforce the learning from the instructor's lectures and the reading materials and also to help students connect what they learn in the class with their lives as members of various communities. I value class discussion and interactive learning, and encourage students to be actively involved in the learning process.

Since the topics covered by this course can be complicated, sensitive, quite often controversial, and sometimes emotionally charged, we will encounter different perspectives, theories, and interpretations about race and ethnicity – some you may agree with and others you may have reservations about, it is of paramount importance that we respect each other's points of view and maintain a critical but open mind. I try to encourage and maintain a classroom dynamic that is conducive to honest and open discussions about topics that are sometimes uncomfortable to talk about. This environment of openness is created and maintained when we respect and listen to one another.

### **Classroom Etiquette**

The classroom is a learning environment and an academic community. All members of this community, students and instructor alike, have a special obligation to preserve an atmosphere conducive to the freedom to teach and to learn. What is essential to preserve such freedom is a culture of respect that honors the rights, safety, dignity, and worth of every individual. For that reason, all members of this community are expected to show courtesy, civility, and respect for one another.

Part of that obligation to maintain a positive learning environment is to ensure that the behavior of any individual does not disrupt the process of teaching and learning. Accordingly, students shall do their best to minimize disruptions that can distract from their own learning and that of their peers. Students are expected to come to class on time and not to leave early except in the case of emergency situations. Please plan your bathroom breaks, food/beverage needs, cell phone calls/texts, work schedules, and other socialization activities around class times to minimize classroom distractions and disruptions. The rule of thumb is that at any moment there should be only one center of attention in the classroom, should it be the instructor, a student, an object, an artifact, or an activity.

***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.***

### **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. It is these very differences among us that enrich our learning environment and make us strong. 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**

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center (DATC) on the 6th floor of Albertson Hall (library) as soon as possible. DATC will then coordinate with me in helping you receive the proper accommodations and auxiliary aids. DATC can be reached at 715-346-3365 or [datctr@uwsp.edu](mailto:datctr@uwsp.edu). You can also find more information here: <http://www.uwsp.edu/datc>.

### **Academic Integrity**

Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties come to my office to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed.

### **Use of Technology**

***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.

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## COURSE OUTLINE

<b>DATES</b>	<b>TOPICS AND READING</b>
01/23	<p><i>Exploring Race and Ethnicity</i></p> <p>Main reading: Schaefer (2015, 14e) Chapter 1</p> <p><u>Key topics:</u></p> <ol style="list-style-type: none"><li>1. Social construction of race</li><li>2. Theoretical perspectives in sociology</li><li>3. The spectrum of intergroup relations</li></ol>
01/30	<p><i>Prejudice</i></p> <p>Main reading: Schaefer (2015, 14e) Chapter 2</p> <p><u>Key topics:</u></p> <ol style="list-style-type: none"><li>1. White privilege</li><li>2. Theories of prejudice</li><li>3. Stereotyping</li><li>4. Contact hypothesis</li></ol>
02/06	<p><i>Discrimination</i></p> <p>Main reading: Schaefer (2015, 14e) Chapter 3</p> <p><u>Key topics:</u></p> <ol style="list-style-type: none"><li>1. Hate crime</li><li>2. Individual discrimination vs. institutional discrimination</li><li>3. Affirmative action</li><li>4. Environmental justice</li></ol>
02/13	<p><i>Immigration</i></p> <p>Main reading: Schaefer (2015, 14e) Chapter 4</p> <p><u>Key topics:</u></p> <ol style="list-style-type: none"><li>1. History of U.S.-bound immigration</li><li>2. Major U.S. immigration policies</li><li>3. Economic impact of immigration</li><li>4. Illegal immigration</li></ol>

5. Globalization and immigration

02/20

**\*\*\* First Midterm Exam \*\*\* (CCC 321)**

02/27

*European Americans*

Main reading: Schaefer (2015, 14e) Chapter 5

Key topics:

1. Social construction of racial and ethnic identity (again!)
2. Historical creation of whiteness
  - a. German Americans
  - b. Irish Americans
  - c. Italian Americans
  - d. Polish Americans
3. How contemporary white people reflect on their racial identity

03/06

*Native Americans*

Main reading: Schaefer (2015, 14e) Chapter 6

Key topics:

1. U.S. government policies toward Native American tribes
2. Collective action by Native Americans
3. American Indian identity
4. The controversy over athletic team mascots
5. Assimilation vs. pluralism (multiculturalism)

03/13

*African Americans (Part I): The Past*

Main reading: Schaefer (2015, 14e) Chapter 7

Key topics:

1. Racial formation through slavery and segregation
2. Black leadership
3. Civil disobedience
4. Assimilation vs. Black Power

03/20

**NO CLASS! HAPPY SPRING BREAK!**

03/27

*African Americans (Part II): Today*

Main reading: Schaefer (2015, 14e) Chapter 8

Key topics:

1. Institutional discrimination (again!)
2. Segregation/apartheid (school, labor market, housing, healthcare)
3. The Moynihan Report (1965)
4. “The New Jim Crow”

04/03

**\*\*\* Second Midterm Exam \*\*\* (CCC 321)**

04/10

*Latinos (Part I): The Largest Minority*

Main reading: Schaefer (2015, 14e) Chapter 9

Key topics:

1. Latino identity
2. The political presence
3. Cuban Americans
4. Central and South Americans

04/17

*Latinos (Part II): Mexican Americans and Puerto Ricans*

Main reading: Schaefer (2015, 14e) Chapter 10

Key topics:

1. Mexican immigration
2. Mexican Americans
3. National identity and self-rule of Puerto Rico
4. Racial identity of Puerto Ricans

04/24

*Muslim and Arab Americans*

Main reading: Schaefer (2015, 14e) Chapter 11

Key topics:

1. Arab Americans
2. Muslim Americans
3. Black Muslims and Black Muslim leaders
4. Islamophobia

05/01

*Asian Americans (Part I): Growth and Diversity*

Main reading: Schaefer (2015, 14e) Chapter 12

Key topics:

1. Model minority
2. Asian Indians
3. Filipino Americans
4. Korean Americans
5. Southeast Asians
6. Native Hawaiians

05/08

*Asian Americans (Part II): Chinese Americans and Japanese Americans*

Main reading: Schaefer (2015, 14e) Chapter 13

Key topics:

1. Early reception and treatment of Chinese and Japanese in the U.S.
2. Chinatowns
3. “Tiger mom”
4. Internment of Japanese Americans during WWII (Executive Order 9066)
5. Assimilation of Chinese Americans and Japanese Americans

Final Review

05/17

**\*\*\* Final Exam \*\*\* (Friday, 10:15AM – 12:15PM, CCC 321)**

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*Unforeseen circumstances may necessitate changes in the course requirements and/or schedules.  
Any changes will be announced in advance.*

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