

## **SOC 270: Minority Groups (Section 1) Summer 2017**

**Instructor:** M. David Chunyu, Ph.D.  
**Lecture:** M T W R, 1:30PM – 4:00PM, Collins Classroom Center (CCC) 330  
**My Office:** CCC 460  
**Office Hours:** By appointment  
**Phone:** (715) 346-2038  
**E-mail:** dchunyu@uwsp.edu

### **Course Overview**

This course provides an introduction to the sociology of race and ethnicity. Race and ethnicity is a very exciting, challenging, and dynamic 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 books have been ordered at the university bookstore:

#### Main reading:

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

#### Supplemental reading:

Raymond D'Angelo and Herbert Douglas. 2017. *Taking Sides: Clashing Views in Race and Ethnicity*. 11th Edition. McGraw-Hill Education.

### **Additional Course Materials**

Certain course materials (the instructor's lecture slides, supplemental information, etc.) will be made available for download from the Desire2Learn system (D2L) → "Content" area.

The instructor will also hand out various types of materials (announcements, home assignments, additional readings, etc.) and show many video clips in class. These in-class handouts and video clips will ***NOT*** be posted in D2L. 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 home 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 home assignments and the exams [also see the "Exams (65 Points)" section below].

### **Grading**

A student's final course grade is based entirely on the "TOTAL POINTS" s/he has earned over the

summer session. The “TOTAL POINTS” is simply the total crude points a student has accumulated from exams, homework assignments, and class participation, plus optional bonus points if applicable (also see the “Grading Scale” section below about the calculation of “TOTAL POINTS”).

*A student’s max TOTAL POINTS consist of the following:*

➤ <b>Exams</b>	<b>65 Points</b>	
❖ <i>1st exam</i>		<i>20 points</i>
❖ <i>2nd exam</i>		<i>20 points</i>
❖ <i>Final exam</i>		<i>25 points</i>
➤ <b>Homework Assignments</b>	<b>20 Points</b>	
➤ <b>Class Participation</b>	<b>15 Points</b>	
❖ <i>Class attendance</i>		<i>10 points</i>
❖ <i>Class discussion participation</i>		<i>5 points</i>

***Max Total = 100 Points***

#### Exams (65 Points)

There will be three (3) exams: two midterm exams and one final exam. All exams will be open-book, open-note, in-class exams. The exams will be a combination of multiple-choice, short-answer, and essay questions, and the exam questions will be based on lectures, readings, homework assignments, and video clips played in class.

Students should be aware that the video clips played in class are typically played once only and are not shared with students after class; therefore, 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.)

The first two exams will be given in the middle of the summer session, and the exam dates will be announced in advance. The two midterm exams are not cumulative and each is worth 20 points.

The third and final exam will be given on **Thursday, August 17 at 1:30PM – 3:30PM in CCC 330**. The short-answer and/or essay questions on the final exam may be cumulative. The final exam is worth 25 points.

Take careful note of the exam schedule, especially the date and time of the final exam. **NEITHER EARLIER NOR MAKE-UP EXAMS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.** [See “Class Participation (15 Points)” → (1) Class Attendance for more information about what qualifies as proper documentation.]

### Homework Assignments (20 Points)

There will be ten (10) homework assignments for students to complete over the summer session. Each assignment is worth 2 points and altogether they are worth 20 points.

Most of these homework 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 homework assignments will be related to the day's lecture, readings, and/or video clips played in class.

Students will receive the homework assignments as in-class handouts from the instructor. The students who fail to be present for the handouts 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 that day). ***In other words, there is a real possibility that you can lose 2 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.

***All the homework assignments are due the next day at 12:00NOON in D2L Dropbox.*** The completed assignments shall be submitted as electronic files, either in Microsoft Word or PDF format.

***NO MAKE-UP ASSIGNMENTS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.*** [See "Class Participation (15 Points)" → (1) Class Attendance for more information about what qualifies as proper documentation.]

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

### Class Participation (15 Points)

As a member of a classroom community, you are expected to come to class, stay the entire class period, and participate fully in the class. Thus, students will also be evaluated based on their attendance record as well as their contribution to class discussions.

The total class participation points consist of the following two components:

- (1) Class attendance = 10 points;
- (2) Class discussion participation = 5 points.

#### *(1) Class Attendance*

***Please be aware that this class has a very stringent attendance policy! Class attendance is mandatory and counts as 10 points.***

Class attendance is mandatory and the instructor will check attendance periodically, by different means (e.g., calling students' names aloud, sign-in sheet, silent observation, etc.), and at various points in time

(e.g., the beginning of a class period, the middle, the end, etc.). As a result, a student can be recorded as “absent” if s/he comes in late and misses the instructor’s attendance check at the beginning of a class period; the consequence can be the same if a student leaves class early or steps out of the classroom in the middle of a class period. Every “absent” record can potentially have a negative impact on the student’s grade.

Students are allowed three unexcused absences over the course of the summer session. ***Each additional unexcused absence will result in a three (3)-point deduction*** from the student’s total grade. For example, if a student has totally five (5) unexcused “absences”, then s/he will be penalized for her/his 4th and 5th “absences” and lose 6 points; that means in the end that student can only earn 4 points for class attendance. If a student has totally eight (8) “absences”, then s/he will be penalized for her/his 4th, 5th, 6th, 7th, and 8th “absences” and lose 15 points; that means not only will the student earn no point at all for class attendance, but s/he will also receive ADDITIONAL PENALTY and so further jeopardize her/his total course grade. See below for some illustrations. ***There is no limit on how many points a student can lose due to “absences”.***

<u>No. of Unexcused Absences</u>	<u>Class Attendance Grade</u>
0 ~ 3	10 points (full credit earned)
4	7 points (= 10 points minus 3 points)
5	4 points (= 10 points minus 6 points)
6	1 point (= 10 points minus 9 points)
7	-2 points (= 10 points minus 12 points)
8	-5 points (= 10 points minus 15 points)
9	-8 points (= 10 points minus 18 points)
10	-11 points (= 10 points minus 21 points)

Students’ absences will only be excused for ***documented*** reasons. Students’ absences will not be excused ***unless the instructor receives the proper documentation in hard copy or as an electronic file*** (e.g., a doctor/coach/supervisor’s note, a court order/subpoena, wedding invitation, obituary/visitation/funeral notice, event itinerary, etc.). Therefore, 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, cannot be accepted as proper documentation, and a student’s absence in that case will **NOT** be excused. ***AGAIN, A SELF-NARRATION DOES NOT COUNT AS DOCUMENTATION.***

***Once again, this class has a very strict attendance policy, which students are required to comply with!***

## *(2) Class Discussion Participation*

Besides being present in the class, the quality of a student’s class participation will also factor into her/his “Class Participation” evaluation (also see the “Classroom Etiquette” section below). I value class discussion and interactive learning, and expect students to be actively involved in the learning process. 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. Therefore, students shall participate fully in the in-class activities, remain attentive to other people's talks and opinions, and be ready to contribute. Furthermore, these in-class discussion topics can be closely tied to the short-answer and essay questions posed on the assignments and the exams, and so can be vital to your grade points. Thus, it will be in your best interest to attend every class period and remain engaged during the class meeting.

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.

***A student's class discussion participation counts as 5 points.*** In the end, each student will receive a rating on a 0 – 5-point scale, where 0 point is the lowest rating representing total lack of contribution and 5 points is the highest rating representing full participation and contribution. Then naturally ***a student with repeated disruptive behavior/causing repeated distractions can only receive a poor grade for the "Class Discussion Participation" evaluation or will even receive no grade at all,*** because that student's role in the class has been nothing but counterproductive (again, see the "Classroom Etiquette" section below).

### Grading Scale

Again, a student's final course grade is based entirely on the "TOTAL POINTS" s/he has accumulated over the summer session. 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 exams, homework assignments, and class participation, plus optional bonus points if applicable. No percentage, proportion, division, or any "out of (a base number)" concept is involved in this "TOTAL POINTS" calculation process.

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 exams, homework assignments, and class participation, plus optional bonus points if applicable, will be posted in D2L → "Grades" area as soon as they become available. A distinct grade item will also be created in D2L → "Grades" area to show students' "TOTAL POINTS" in the end. (**Note:** "Final Calculated Grade" and "Final Adjusted Grade" in D2L → "Grades" area will **NOT** be used.) It is the students' own responsibility to check D2L regularly and to be kept informed of their own grade status.

### **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. ***Students with repeated disruptive behavior/causing repeated distractions will receive a low grade for the "Class Participation" evaluation or will even receive no grade at all*** [also see the section "Class Participation (15 Points) → (2) Class Discussion Participation" above].

***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**

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP policies, go to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>

### **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: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. 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.



## COURSE OUTLINE

UNITS/DATES	TOPICS AND READINGS
Unit 1	<p><i>Exploring Race and Ethnicity</i></p> <p>Main reading: Schaefer (2015, 14e) Chapter 1            Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 1.2            Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 2.1</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. Spectrum of intergroup relations</li> </ol>
Unit 2	<p><i>Prejudice</i></p> <p>Main reading: Schaefer (2015, 14e) Chapter 2            Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 2.2            Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 2.3</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>
Unit 3	<p><i>Discrimination</i></p> <p>Main reading: Schaefer (2015, 14e) Chapter 3            Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 3.1            Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 4.1            Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 5.1</p> <p><u>Key topics:</u></p> <ol style="list-style-type: none"> <li>1. Hate crime</li> <li>2. Individual vs. institutional discrimination</li> <li>3. Affirmative action</li> <li>4. Environmental justice</li> </ol>

Unit 4

*Immigration*

Main reading: Schaefer (2015, 14e) Chapter 4

Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 1.3

Key topics:

1. History of U.S.-bound immigration
2. Major U.S. immigration policies
3. Economic impact of immigration
4. Illegal immigration
5. Globalization and immigration

Unit 5

*European Americans*

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

Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 1.4

Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 2.2

Key topics:

1. Social construction of racial and ethnic identity (again!)
2. Whiteness
3. German Americans
4. Irish Americans
5. Italian Americans
6. Polish Americans

**08/01**

**\*\*\* First Midterm Exam \*\*\* (CCC 330)**

Unit 6

*Native Americans*

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

Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 3.3

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

Unit 7

*African Americans (Part I): The Past*

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

Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 4.4

Key topics:

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

Unit 8

*African Americans (Part II): Today*

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

Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 5.2

Key topics:

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

Unit 9

*Hispanics (Part I): The Largest Minority*

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

Key topics:

1. Latino identity
2. Languages and politics
3. Cuban Americans
4. Central and South Americans

Unit 10

*Hispanics (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

08/10

\*\*\* *Second Midterm Exam* \*\*\* (CCC 330)

Unit 11

*Muslim and Arab Americans*

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

Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 2.4

Key topics:

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

Unit 12

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

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

Supplemental reading: D'Angelo and Douglas (2017, 11e) Unit 1.4

Key topics:

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

Unit 13

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

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

Key topics:

1. Chinatowns
2. Tiger mother
3. Internment of Japanese Americans
4. Assimilation

Final Review

08/17

\*\*\* *Final Exam* \*\*\* (CCC 330)

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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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