

**SOC 270 RACE AND ETHNICITY**  
**Winter 2023 | Section 1: Online**

**Instructor:** M. David Chunyu, Ph.D., Associate Professor of Sociology  
**Lecture:** Online and asynchronous  
**My Office:** Science Building (SCI) B335  
**Office Hours:** On Zoom/in office by appointment  
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**COURSE OVERVIEW**

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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, privilege, and others. We will also study the social histories of many racial-ethnic groups in the U.S. and examine the social-political processes through which these groups are formed and stratified. This course will help students discern patterns and alternatives in which minority groups tend to be treated and respond in a diverse and stratified society. By taking this course students will also develop ethnocultural empathy and enhance their sensitivity to political and cultural issues associated with race and ethnicity.

Throughout the course, 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 over time in the U.S.? How do we explain racial and ethnic stratification? What are the possibilities for changes?

This course offers 3 credits and fulfills the requirement for "Social Sciences" and "U.S. Diversity" in the General Education Program (GEP).

**Prerequisites**

None.

## **COURSE LEARNING OUTCOMES**

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Upon successful completion of this course, students will be able to:

1. Examine the major sociological concepts pertaining to racial and ethnic identity, intergroup relations, prejudice, discrimination, racism, privilege, and affirmative action;
2. Contrast different sociological theories and models in the analysis of race and ethnic relations and the diagnosis of race/ethnicity related social issues;
3. Analyze the formation and consequences of diversity and inequality among racial and ethnic groups in the U.S.;
4. Evaluate the impact of social forces on race and ethnic relations as well as the day-to-day experiences of individual members of the society;
5. Investigate the history of U.S. race and ethnic relations as it applies to the experience of specific racial and ethnic groups;
6. Illustrate how minority groups have responded to the experience of marginalization in American society;
7. Demonstrate heightened sensitivity to political and cultural issues associated with race and ethnicity.

## **COURSE STRUCTURE**

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This course will be delivered entirely online and asynchronously through the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

This course consists of 14 units in total, which correspond to the 14 days of the winterim session. Basically students are expected to complete one unit per day during winterim, i.e., completing Unit 1 on day 1 (January 3, Tuesday), completing Unit 2 on day 2 (January 4, Wednesday), completing Unit 3 on day 3 (January 5, Thursday), so on and so forth. For each unit students are expected to complete various kinds of tasks and earn the respective grade points (see the “Grading” section below for details).

There are no exams in this course.

## **STUDENT EXPECTATIONS**

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In this course you will be expected to complete the following types of tasks.

- read the assigned textbook chapters

- download and read documents (instructor’s lecture slides, assignments, additional reading, etc.) from Canvas
- view online videos
- conduct pertinent internet searches
- submit assignments to Canvas (earning up to 90 points in total)
- participate in online discussions (earning up to 10 points in total)
- communicate via emails/Canvas messages/Zoom meetings

*Additional communication expectations for students:*

1. Professional and respectful tone and civility are used in communicating with fellow learners and the instructor.
2. Written communication, both formal and informal, uses Standard English rather than popular online abbreviations and regional colloquialisms.
3. Spelling and grammar are correct.

## **CLASS MATERIALS**

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### **Textbook**

The following book is required and has been ordered at the university store (please visit <https://www.uwsp.edu/centers/store/Pages/default.aspx> to get the text rental information):

#### Main reading:

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

### **Additional Course Materials**

Additional course materials (the instructor’s lecture slides, videos, website/platform links, assignments, discussions, etc.) will be posted in Canvas.

## **GRADING**

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A student’s final course grade is based entirely on the “TOTAL POINTS” they have earned over the winterim session. The “TOTAL POINTS” are simply the total crude points a student has accumulated from the completed assignments and discussion participation, plus optional bonus points if applicable, and **summation** is the only mathematical operation used for calculating a student’s “TOTAL POINTS”.

Thus, no percentage, proportion, or division is used in the “TOTAL POINTS” calculation. (***Important note:*** The “Total” % column or other automatically generated columns in the “Grades” area of Canvas will ***NOT*** be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course. Also see the “Grading Scale” section below.)

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

- |                             |                         |
|-----------------------------|-------------------------|
| ➤ <b><i>Assignments</i></b> | <b><i>90 Points</i></b> |
| ➤ <b><i>Discussions</i></b> | <b><i>10 Points</i></b> |

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***Max Total = 100 Points***

There will be 14 assignments spread over the winterim session (i.e., one new assignment for each day of the winterim session). 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.). These assignments are usually based on the day’s lecture, reading, and/or video clips and they are often closely tied to the “key topics” for that day (see the “Course Outline” section about the key topics). Each of these assignments is worth a certain number of grade points (also see the “Course Outline” section about the allocation of the grade points for each assignment). Altogether they are worth 90 points.

Students shall also participate in a series of class discussions. The discussion topics vary, but they are all closely tied to the key topics for each day of the course. Altogether they are worth 10 points.

***All required tasks are due on the following day.*** In other words, for each day’s assignment and possibly online discussion, students will have one day to complete them. ***The last day for the instructor to accept any coursework submission, including late submission, is January 22, 2022 (Sunday).*** No late submission will be accepted beyond January 22, 2022 (Sunday).

Again, there will be no exams in this course.

➤ ***Bonus Points (Optional)***

There might be opportunities for students to earn extra credits/bonus points.

## **Grading Scale**

Again, a student’s final course grade is based entirely on the “TOTAL POINTS” they have accumulated over the winterim 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 the required work, plus optional bonus points if applicable. No percentage, proportion, or division is used in the “TOTAL POINTS” calculation. (***Important note:*** Again, the “Total” % column or other

automatically generated columns in the “Grades” area of Canvas will NOT be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course.)

A student’s “TOTAL POINTS” will then be converted into their 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 class discussions, plus optional bonus points if applicable, will be posted in Canvas → “Grades” area as soon as they become available. A distinct grade item will also be created in Canvas → “Grades” area to show a student’s “TOTAL POINTS” they have accumulated over the winterim session. (***Important note:*** *One last time, the “Total” % column or other automatically generated columns in the “Grades” area of Canvas will NOT be used, because they reflect some sort of percentage calculation, which is inconsistent with the grading system of this course. Please also see the preceding “Grading Scale” section for explanation.*) It is a student’s own responsibility to check Canvas regularly and to be kept informed of their own grade status.

## TECHNOLOGY AND LEARNING RESOURCES

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### UWSP Quick Help Resources

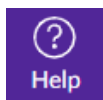
Quick links to resource information on Canvas, Zoom, Office 365 suite, accesSPoint, and UWSP library support: [Quick Help Resources](#)

### UWSP Technology Support

- UWSP IT resources and services: [Information Technology](#)
- Seek help from the [IT Service Desk](#) (Formerly HELP Desk)
  - IT Service Desk Phone: 715-346-4357 (HELP)
  - IT Service Desk Email: [itsvdesk@uwsp.edu](mailto:itsvdesk@uwsp.edu)

## Canvas Support

Click on the



button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
<p><b>Ask Your Instructor a Question</b> Submit a question to your instructor</p>	Use <b>Ask Your Instructor a Question</b> sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
<p><b>Chat with Canvas Support (Student)</b> Live Chat with Canvas Support 24x7!</p>	<b>Chatting with Canvas Support (Student)</b> will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
<p><b>Contact Canvas Support via email</b> Canvas support will email a response</p>	<b>Contacting Canvas Support via email</b> will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
<p><b>Contact Canvas Support via phone</b> Find the phone number for your institution</p>	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
<p><b>Search the Canvas Guides</b> Find answers to common questions</p>	<b>Searching the <a href="#">Canvas guides</a></b> connects you to documents that are searchable by issue. You may also opt for <a href="#">Canvas video guides</a> .
<p><b>Submit a Feature Idea</b> Have an idea to improve Canvas?</p>	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this <b>Submit a Feature Idea</b> avenue.

*All options are available 24/7; however, if you opt to email your instructor, he may not be available immediately.*

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

## Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

## **OTHER CLASS POLICIES AND EXPECTATIONS**

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### **Expected Instructor Response Times**

The instructor will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours please re-send your email.

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**Note:** If you have a general course question (not confidential or personal in nature), please post it to the Course Q & A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.

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The instructor will attempt to grade assignments within a week, however longer assignments may take me longer to read and assess.

### **Online Classroom Etiquette**

The online 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 behaviors of any individual do not disrupt the process and flow of teaching and learning. Accordingly, students shall do their best to minimize distractions and disruptions that can interfere with their own learning and that of their peers. ***Students with repeated disruptive behavior/causing repeated distractions will receive point deduction to their "TOTAL POINTS" and therefore will get a lower final course grade.***

***The instructor reserves the right to restrict a student's participation in class activities, should the***

*student behave 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.

### **Disabilities/Special Needs**

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and/or special needs. If you have disabilities/special needs affecting your participation in the class and wish to have special accommodations, please contact the Disability Resource Center (DRC) as soon as possible. DRC will then coordinate with me in helping you receive the proper accommodations and auxiliary aids. DRC is located in room 108 in the Collins Classroom Center (CCC). DRC can also be reached at 715-346-3365 or [drc@uwsp.edu](mailto:drc@uwsp.edu). You can also find more information here: <http://www.uwsp.edu/drc>.

### **Academic Support**

If a student finds it difficult to keep up with the class progress at any point during the semester, they are recommended to seek help from the instructor immediately.

In addition, students may also use help from the Tutoring-Learning Center (TLC) and discuss their specific needs. TLC is currently located in the Collins Classroom Center (CCC). TLC can also be reached by phone (715) 346-3568 or email [tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu). You can find more information on TLC here: <http://www.uwsp.edu/tlc>. The tutoring support is usually to be arranged directly between students and TLC staff and the instructor may assist with such arrangements when needed.

### **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 to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed.

### **Emergency Preparedness**

It is important you familiarize yourself with the UWSP emergency plan and procedures prior to the occurrence of an emergency. Please go to [www.uwsp.edu/emergency/Pages/emergency-procedures.aspx](http://www.uwsp.edu/emergency/Pages/emergency-procedures.aspx) for details on all emergency responses at UWSP.

### **UWSP COVID-19 Policy**

Students shall adhere to the university's COVID-related policies which are published on the UWSP COVID-19 information website: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>

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**COURSE OUTLINE**

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<b><u>Dates</u></b>	<b><u>Reading, Topics, and Activities</u></b>
01/03	<p><i>Unit 1: 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. Minority groups</li><li>2. Social construction of race</li><li>3. Major theoretical perspectives in sociology</li><li>4. The spectrum of intergroup relations</li></ol> <p><u>Assignment:</u> 6 points</p> <p><u>Discussion:</u> Racial-ethnic identity, 2 points</p>
01/04	<p><i>Unit 2: 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. Reducing prejudice</li></ol> <p><u>Assignment:</u> 5 points</p> <p><u>Discussion:</u> White privilege, 1 point</p>
01/05	<p><i>Unit 3: 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></ol> <p><u>Assignment:</u> 7 points</p>

Discussion: Affirmative action, 1 point

01/06

*Unit 4: Immigration*

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

Key topics:

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

Assignment: 6 points

01/07

*Unit 5: European Americans*

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

Key topics:

1. Historical creation (and social construction) of Whiteness
  - a. German Americans
  - b. Irish Americans
  - c. Italian Americans
  - d. Polish Americans
2. How contemporary White people reflect on their racial identity

Assignment: 5 points

Discussion: Reflection on “White” identity, 1 point

01/09

*Unit 6: 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)

Assignment: 8 points

01/10

*Unit 7: 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

Assignment: 6 points

Discussion: Slave reparation, 1 point

01/11

*Unit 8: 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”

Assignment: 7 points

Discussion: The Black Lives Matter (BLM) movement, 1 point

01/12

*Unit 9: 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

Assignment: 8 points

01/13

*Unit 10: 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

Assignment: 7 points

Discussion: The Hispanic community in Wisconsin, 1 point

01/16

NO CLASS – Martin Luther King Jr. Day!

01/17

*Unit 11: 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

Assignment: 7 points

01/18

*Unit 12: Asian Pacific 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

Assignment: 6 points

Discussion: The Dylan Yang case, 1 point

01/19

*Unit 13: Asian Pacific 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

Assignment: 7 points

Discussion: Anti-Asian racism and hate crimes during COVID-19, 1 point

01/20

*Unit 14: Reflection – Religion, Race, and Gender*

Main reading: Schaefer (2015, 14e) Chapters 3, 5, 7, 9, 11, 12, and 15

Key topics:

1. Religion and race/ethnicity
2. Gender and racial minorities

Assignment: 5 points

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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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