

SOC 270-01: Race and Ethnicity Spring 2021

Instructor: Shuang Li, Ph.D., Sociology Lecturer
Lecture: Online and synchronous (Zoom meetings every other Wed 12:00PM - 12:50PM)
Office Hours: On Zoom by appointment
E-mail: sli@uwsp.edu (please put "SOC 270" in the email subject line)

Course Overview

This course introduces the sociology of race and ethnicity. Race and ethnicity are 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.

Course Learning Outcomes

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 discrimination and inequality in American society;
7. Demonstrate heightened sensitivity to and empathetic insight about political and cultural issues associated with race and ethnicity.

Textbook

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

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

Course Structure

Description of Instructional Methods: Since it is a hybrid class, the class is navigated through Canvas contents and **Bi-weekly Zoom meetings**. The whole class will meet at the designated class time (Wed 12:00PM - 12:50PM) for more intensive discussions and Q&As. Since we have a large class (around 45 students), we will have small group discussions during the Zoom meeting. It is essential for you to attend the weekly Zoom meeting to actively interact with other students in the class discussions. The Zoom meetings link can be found under “Zoom” on Canvas. The first meeting starts from **the week of 02/08**.

The Zoom meetings **are not compulsory, but highly recommended**. If you cannot attend, please check for meeting recordings (will be posted into that week’s module after the meeting) on Canvas.

The instructor’s lecture slides, class recordings, discussions, and exams will be posted on Canvas. It is students’ responsibility to review lectures slides and post discussions to earn the associate points.

Student Expectations

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
- conduct pertinent internet searches
- submit assignments to Canvas
- participate in online discussions
- communicate via emails/Canvas messages/Zoom meetings

COURSE REQUIREMENTS AND EVALUATIONS

Discussion Posts

12 Discussion Posts (5 points each) = 60 points

The weekly *Discussion Posts* are *critical* dialogues that you and your classmates generate on a regular basis. This platform will allow your fellow students to comment/discuss in a productive and respectful manner.

- A variety of discussion prompts are available for your selection and discussion board. You are to select ONE discussion prompt to use for your discussion. The discussion forums can be accessed via Canvas in “**Discuss.**” Write your own reflection answer and submit your response by clicking “Reply.” To respond to a fellow student’s post, click on the “**Reply**” under their posts. I will randomly select some posts and reply them.
- Discussion forums will become available at 12:00 AM on Monday and **you must first submit your reflections, and then respond to another student’s posts** before Friday at 11:59PM. If you only submit your reflection, you will get half of the points (2.5). Late submission will result in 1 point penalty.

The **grading rubric** for the *Discussion Posts* is as follows:

Contents:

- 2.5 points for completely answering all of the elements of the prompt that you select in a way that demonstrates comprehension and application of the sociological themes. 0.5 point will deduct if students did not fully explain or apply the sociological concepts into the prompt you select.
- 2.5 points for the critical thinking by engaging with discussion posts. Students are encouraged to think “outside the box” by implementing what they have grasped from the class materials. Be creative. Use your “sociological imagination” to reflect on other students’ reflections. 0.5 point will deduct if you only try to summarize what other students were saying in their original posts.

Exams

2 exams (20 points for midterm, 20 for final) = 40 points

There will be two exams throughout the semester: one midterm and one final exam. Both exams are arranged in the format of short essay questions. Both exams are set up within one week and you only have **one attempt** to submit your final answer.

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 the required work. 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	

UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

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 course and wish to have special accommodations, 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. You can also find more information here: <http://www.uwsp.edu/datc>.

Academic Support

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

In addition, students can also use help from the Tutoring-Learning Center (TLC). Students can drop in room 018 Albertson Hall (library) to discuss the specific needs. TLC can also be reached at 715-346-3568 or tlctutor@uwsp.edu. You can find more information on TLC here: <http://www.uwsp.edu/tlc>.

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.

COURSE OUTLINE**DATES****TOPICS AND READING**

01/25 – 01/29

Unit 1: Exploring Race and Ethnicity

Main reading: Schaefer (2015, 14e) Chapter 1

Key topics:

1. Social construction of race
2. Theoretical perspectives in sociology
3. The spectrum of intergroup relations

Discussion: 5 points, due 01/29

02/01 – 02/05

Unit 2: Prejudice

Main reading: Schaefer (2015, 14e) Chapter 2

Key topics:

1. White privilege
2. Theories of prejudice
3. Stereotyping

Discussion: 5 point, due 02/05

02/08 – 02/12

Unit 3: Discrimination

(Zoom meeting #1)

Main reading: Schaefer (2015, 14e) Chapter 3

Key topics:

1. Hate crime
2. Individual discrimination vs. institutional discrimination
3. Affirmative action

Discussion: 5 point, due 02/12

02/15 – 02/19

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

Discussion: 5 point, due 02/19

02/22 – 02/26

Unit 5: European Americans

(Zoom meeting #2)

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

Discussion: 5 point, due 02/26

03/01 – 03/05

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)

Discussion: 5 point, due 03/05

03/08 – 03/12

Unit 7: African Americans (Part I) – The Past

(Zoom meeting #3)

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

Discussion: 5 point, due 03/12

03/15 – 03/19

Midterm

due 03/19 at 11:59PM

Spring Break~~~ (03/19-03/28)

03/29 – 04/02

Unit 8: African Americans (Part II) – Today

(Zoom meeting #4)

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”

Discussion: 5 points, due 04/02

04/05 – 04/09

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

Discussion: 5 points, due 04/09

04/12 – 04/16

(Zoom meeting #5)

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

Discussion: 5 points, due 04/16

04/19 – 04/23

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

Discussion: 5 points, due 04/23

04/26 – 04/30

(Zoom meeting #6)

Unit 12: 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

Discussion: 5 points, due 04/30

05/03 – 05/07 *Unit 13: 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

No Discussion Assignment

05/10 – 05/14 *Unit 14: Reflection – Religion, Race, and Gender*

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

(Zoom meeting #7)

Key topics:

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

No Discussion Assignment

05/17 – 05/21

Final Exam

due at 05/21 at 11:59PM

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