

SOC 270: Race and Ethnicity (Online) **Fall 2020**

Instructor: M. David Chunyu, Ph.D., Associate Professor of Sociology
Lecture: Online and asynchronous
Office Hours: On Zoom by appointment
E-mail: dchunyu@uwsp.edu (please put "SOC 270" in the email subject line)

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, 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

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.

Course Structure

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 and a half weeks of the fall semester. Basically students are expected to complete one unit each week throughout the semester, i.e., completing Unit 1 in week 1 (9/2 – 9/6), completing Unit 2 in week 2 (9/7 – 9/13), completing Unit 3 in week 3 (9/14 – 9/20), so on and so forth. The only exception is the week of 11/23 – 11/29 when students will have a Thanksgiving break. 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

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.

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 the completed assignments and discussion participation, plus optional bonus points if applicable (also see the "Grading Scale" section below about the calculation of a student's "TOTAL POINTS"). Again, there will be no exams in this course.

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

- | | |
|----------------------|------------------|
| ➤ Assignments | 90 Points |
| ➤ Discussions | 10 Points |

Max Total = 100 Points

There will be 14 assignments spread over the semester (i.e., one new assignment for each week of the semester except for the week of Thanksgiving). 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 week's lecture, reading, and/or video clips and they are often closely tied to the "key topics" for that week (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 week of the course. Altogether they are worth 10 points.

For each required task (i.e., assignment and/or online discussion) students will have about one week to complete it. *Each required task is due on Sunday night within the week. Late submission will receive 1 point penalty. The last day for the instructor to accept any assignment submission, including late submission, is December 13, 2020 (Sunday).* No late submission will be accepted beyond December 13, 2020 (Sunday).

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" 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, 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 the required work, 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" s/he has accumulated over the semester. (**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. 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 her/his own grade status.

Textbook

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

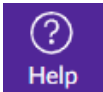
Richard T. Schaefer. 2015. *Racial and Ethnic Groups*. 14th Edition. Pearson.

Please visit <https://www.uwsp.edu/centers/store/Pages/default.aspx> to get the fall 2020 text rental information.

UWSP Technology Support

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

Canvas Support

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

Support Options	Explanations
<p>Ask Your Instructor a Question Submit a question to your instructor</p>	Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
<p>Chat with Canvas Support (Student) Live Chat with Canvas Support 24x7!</p>	Chatting with Canvas Support (Student) will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
<p>Contact Canvas Support via email Canvas support will email a response</p>	Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
<p>Contact Canvas Support via phone 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>Search the Canvas Guides Find answers to common questions</p>	Searching the Canvas guides connects you to documents that are searchable by issue. You may also opt for Canvas video guides .
<p>Submit a Feature Idea 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 Submit a Feature Idea avenue.

All options are available 24/7; however, if you opt to email your instructor, s/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

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.

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.

The instructor will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.

The instructor will attempt to grade written work within 72 hours, however longer written 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.

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.

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

09/02 – 09/06

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

Assignment: 6 points, due 09/06

Discussion: One's own racial and ethnic identity, 2 points, due 09/06

09/07 – 09/13

Unit 2: Prejudice

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

Key topics:

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

Assignment: 4 points, due 09/13

Discussion: White privilege, 1 point, due 09/13

09/14 – 09/20

Unit 3: Discrimination

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

Key topics:

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

Assignment: 7 points, due 09/20

Discussion: Affirmative action, 1 point, due 09/20

09/21 – 09/27

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, due 09/27

09/28 – 10/04

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, due 10/04

Discussion: Reflection on “white” identity, 1 point, due 10/04

10/05 – 10/11

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, due 10/11

10/12 – 10/18

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: 7 points, due 10/18

10/19 – 10/25

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, due 10/25

Discussion: 2 points, due 10/25

10/26 – 11/01

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: 9 points, due 11/01

11/02 – 11/08

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, due 11/08

11/09 – 11/15

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, due 11/15

11/16 – 11/22

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

Assignment: 5 points, due 11/22

Discussion: 1.5 points, due 11/22

* 11/26 – 11/29

STUDENT VACATION! HAPPY THANKSGIVING!

11/30 – 12/06

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

Assignment: 6 points, due 12/06

Discussion: 1.5 points, due 12/06

12/07 – 12/13

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: 6 points, due 12/13

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