

SOC 234: Sociology of Race and Ethnicity (Section G380: Online)
Fall 2018

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Lecture: Online
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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, 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 "Social Science" and "Ethnic Studies" requirements for the Associate Degree.

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

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

The textbook has been ordered at the UWMC bookstore. Students can either get the book from bookstore at 518 South 7th Avenue, Wausau, WI 54401, or order the textbook online from the UWMC bookstore website at <https://www.bkstr.com/cwmcstore/home>

Contact person of the UWMC bookstore:

Danielle Minor
UWMC Bookstore Manager
Phone: 715-261-6217
Email: uwmc@bkstr.com

Additional Course Materials

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

IT Support

To complete this online course it is essential that students have regular access to D2L and UW Colleges email. In case students have trouble accessing D2L or UW Colleges email, they can ask for help in the following ways:

- Use the IT Support web form: <http://cits.uwex.uwc.edu/service-center-web-form>
- Send an email to servicecenter@uwex.uwc.edu
- Use the phone support: (local) 608-262-5034 or (toll-free) 888-893-9892 (hours of operation: weekdays, 7AM – 5PM).

Weekly Routine of the Online Course

This course is taught completely online and the instructor and students do not meet in person. Each week we shall learn a new chapter according to the work schedule laid out in the “Course Outline” (see Page 7—Page 10 of this syllabus) and the instructor and students shall carry out the following routine activities:

1. At the beginning of each week, the instructor will post new materials (lecture slides, review exercises, and assignment/exam) in D2L → “Content” area;
2. Students shall study a new chapter of the textbook along with the instructor’s lecture slides;
3. Students shall work on the new assignment/exam and submit the completed work as an electronic file to D2L;
4. Students shall practice the review exercise in order to be prepared for next exam.

Grading

A student’s final course grade is based entirely on the “TOTAL POINTS” s/he has earned over the semester. The “TOTAL POINTS” is 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 “TOTAL POINTS”).

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

➤ Assignments	40 Points
➤ Exams	60 Points
❖ <i>1st exam</i>	<i>20 points</i>
❖ <i>2nd exam</i>	<i>20 points</i>
❖ <i>Final exam</i>	<i>20 points</i>

Max Total = 100 Points

Assignments (40 Points)

There will be a series of assignments spread over the semester. All assignments are take-home assignments. 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.).

There will be a new assignment almost every week, except for the exam weeks. 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. Each of these assignments is worth a certain number of grade points. Altogether they are worth 40 points.

For each assignment students will have one week to complete it. Students will receive the assignments as electronic files. Additional instructions will be provided for each individual assignment. For some assignments, students shall type the completed work into Microsoft Word documents and then submit the Word documents to D2L Dropbox; for other assignments, students shall submit their work to D2L → “Discussions” area so that they can exchange information and viewpoints with their classmates and learn from one another. Each new assignment will be distributed on Monday morning and will be due on Sunday night.

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.***

Exams (60 Points)

There will be three (3) exams: two midterm exams and one final exam. All exams are take-home exams. Each exam consists of 50 multiple-choice questions and is worth 20 points. There might also be optional short-answer and/or essay questions as bonus point questions in the exams. The exam questions are based on lectures, reading, review exercises, assignments, and pertinent video clips. The exams are not cumulative.

For each midterm exam students will have one week to complete it: The midterm exam will be distributed on Monday morning and will be due on Sunday night in D2L Dropbox. For the final exam students will have four days to complete it: The final exam will be distributed on Monday December 17 and will be due on Thursday December 20 in D2L Dropbox. Students will receive the exams as electronic files. ***To complete the exams, students shall type the answers and essays into new electronic files and then submit the files to D2L Dropbox.*** Additional instructions will provided for each individual exam.

Take careful note of the exam schedules. ***NEITHER EARLIER NOR MAKE-UP EXAMS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.*** [See “Assignments (40 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 the “Content” area of D2L. 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 for select topics, which can also be relevant to the exams. It is essential that students take good notes of the video in order to be prepared for the exams (also see “Additional Course Materials” above about the 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 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 in-class assignments and exams, 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.

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

UW 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.

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 university policies.

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COURSE OUTLINE

DATES	TOPICS AND READING
09/04 – 09/09	<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">1. Social construction of race2. Theoretical perspectives in sociology3. The spectrum of intergroup relations
09/10 – 09/16	<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">1. White privilege2. Theories of prejudice3. Stereotyping4. Contact hypothesis
09/17 – 09/23	<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">1. Hate crime2. Individual discrimination vs. institutional discrimination3. Affirmative action4. Environmental justice
09/24 – 09/30	<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">1. History of U.S.-bound immigration2. Major U.S. immigration policies3. Economic impact of immigration4. Illegal immigration

5. Globalization and immigration

10/01 – 10/07

***** First Midterm Exam *** (due in D2L Dropbox)**

10/08 – 10/14

European Americans

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

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

10/15 – 10/21

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)

10/22 – 10/28

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

10/29 – 11/04

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”

11/05 – 11/11

***** Second Midterm Exam *** (due in D2L Dropbox)**

11/12 – 11/18

Hispanics (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

11/19 – 11/25

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

11/26 – 11/02

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

12/03 – 12/09

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

12/10 – 12/16

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

12/17 – 12/20

***** Final Exam *** (due in D2L Dropbox)**

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