UNIVERSITY OF WISCONSIN-MILWAUKEE  
DEPARTMENT OF SOCIOLOGY  

SOCIOLOGY 150-251 (online)  
MULTICULTURAL AMERICA:  
IMMIGRATION AND ETHNICITY IN THE U.S.  

SUMMER 2016  
PROFESSOR WILLIAM VÉLEZ  

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Course Description and Objectives:  
The United States has often been called a Nation of Immigrants. Over the past 300 years, fortune-seekers, refugees, slaves and adventures from Europe, Africa, Asia and Latin America have made their way to the US and have helped fashion a complex, vibrant and diverse American mosaic. This course will provide an introduction to American cultural and racial diversity by exploring this immigrant mosaic – through a sociological lens. In other words, the course will focus more specifically on the historical, economic and political contexts of immigrant-driven “multiculturalism,” the relations between immigrants, existing ethnic and racial groups, and American political and economic institutions, and the changing processes of assimilation/incorporation.  

We will approach the issues of immigration by tackling two basic sets of questions. First, why do migrants come in the first place? Why might they stop or continue to migrate? Here, besides the allure of the “Gold Mountain” and the promise of upward mobility, we will explore global/historical factors affecting migration, tracing historical timing and key macro-level influences such as the Mexican-American War, the Irish potato famine, the Civil War, as well as contemporary global forces such as economic restructuring and transnationalism.  

The second set of questions asks: What happens to migrants once they arrive? What are the economic, social and political consequences of their presence? Here, we will explore several new ways sociologists have approached the study of immigration, comparing, for example, how different waves of immigrants have experienced differential or segmented assimilation, and how “new” immigrants interact with changing labor markets and other structures of inequality in contemporary American society. We shall also pay particular attention to the children of immigrants, their patterns of acculturation, their changes for socioeconomic mobility, and the long-term prospects of immigrant communities.  

Major emphasis will be given to the following ethnic/racial groups: African Americans, Irish Americans, and Mexican Americans.
Main topics to be examined include: sociological perspectives on racial and ethnic relations in the United States, multiculturalism; white privilege; theories of migration; immigrant assimilation and incorporation; group competition and immigrant succession; colonialism and institutional racism; ethnic and immigrant identify formation; immigrant second generation.

**Primary Objectives:**
After completing the course, students should be equipped to:

1. better understand the backgrounds and contributions of immigrant communities and historically marginalized groups, particularly African Americans, Asian Americans, and Latino/a Americans
2. demonstrate knowledge of the immigration patterns to the US, the contexts of their reception, and their impact on social, economic and racial stratification;
3. analyze critically the historical and social construction of “race” and “ethnicity,” and “white privilege”;
4. articulate the forms of racism in American society and their relations to systematic inequalities between dominant and marginalized groups, now and in the past;
5. participate constructively in social and political debate on race and ethnic relations, multicultural issues, and immigrant acculturation in American and beyond

**Readings and other course materials:**
The readings will be a combination of articles, books, and excerpts to provide an analytical framework for discussions of immigration and multiculturalism, in-depth studies of particular immigrant groups in historical context, and narrative accounts from immigrants and their families themselves about their own experiences of migration, reception, acculturation and incorporation.

We will also make extensive use of videos and films that document the immigrant experience and use many web-based materials to better understand how contemporary immigrant groups developed a collective identity and organized political and social institutions in the face of oppression.

These core course books will be available for purchase through the UWM Bookstore:

American Minority Groups, Custom Edition for UW-Milwaukee
Course Format:
The course will try to draw on the experiences and diversity of the class through online
discussions with both the instructor and with other class participants. You are expected to post
weekly discussion answers focused primarily on the week’s readings or a film clipping related
to the course material. Active discussion is the key to understanding the course material and
participation will be graded.

Requirements and expectations:
I want to emphasize that this summer session is highly condensed and will move very quickly.
As noted below, I will be very strict with deadlines. Therefore, it is essential that you keep-up
with the course readings (including the lecture notes) and assignments. There are seven essential
requirements for this course:

1. Post an introductory note about yourself by 11:59 pm Tuesday, May 31
2. Read all of the assigned readings for each week, including lecture notes
3. Regularly (several times a week) monitor and read D2L announcements and discussion
   boards
4. Post six (6) discussion question answers (DQAs) to the D2L discussion board (or one per
   week)
5. Post at least two discussion question responses (DQRs) to another student’s DQA to the
   D2L discussion board (or two weekly). A response to the instructor also counts.
6. Take five (5) quizzes or short exams in D2L within the allotted period.
7. Complete a final paper based on interviewing an immigrant and place it in the course
   dropbox by 11:59 pm, July 9. The final paper is a 4-5-page (double-spaced, 12 pt font; 1
   inch margins) essay that is worth 60 points.

Here is how your final grade breaks down:

**Discussion Question Answers (42 points)**
The class will be divided into small groups of 7 students for online discussions. I will
post a number of questions on the readings for each of the six course modules. You are
required to post weekly discussion weekly answers (DQAs). The deadline for each post
is Wednesday 11:59 pm and no late posts will be accepted. So, for example the deadline
for the first week’s DQAs is Wednesday, June 1st, 11:59 pm. In your post, your answers
should
- Specifically identify the questions you are attempting to answer
- Make direct references to the readings (in the form of paraphrasing or quotations or
citation of specific page numbers) to provide evidence supporting your answers
- Include a total of at least 10 sentences (but answer each question completely)

**Discussion Question Replies (18 points)**
You must also complete at least two discussion question replies (DQRs) every week.
These replies will consist of you responding to the post of another student (or the
professor) to the week’s questions. The deadline for each DQR is Friday 11:59 pm and
no late posts will be accepted. So, for example, the deadline for the first week’s DQR is
Friday, June 3rd, 11:59 pm. Each DQR should:
• Articulate a response to the answers provided in the student’s post, including a discussion of why you agree or disagree (not just that you agree or disagree)
• Be respectful of the other student even if you disagree with what he or she wrote
• Include at least 4 sentences respectfully explaining your position

**Quizzes (50 points)**
Students will take five online quizzes on D2L, which will consist of multiple choice question and short answers. These are timed and will come with strict deadlines attached. I will let the class know when these are posted.

**Final Paper-Immigrant interview (60 points)**
You are required to write an essay (final paper) based on what you learned from the course and what you discovered by interviewing an immigrant. The final paper is a 4-page (double-spaced, 12 pt font; 1 inch margins) essay that is worth 60 points.

**The final grade will be calculated as follows:**

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<tr>
<th>Grade</th>
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<td>A</td>
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**Outline for writing your final paper:**
Identify a resident of Wisconsin who immigrated to this country at least 3 years ago. UWM international students do not qualify unless they have applied for permanent residency. The following is a list of questions that can help you obtain information from your informant. Modify your questions according to the characteristics of your interviewee.

1. How long ago did you or your parents move from (fill in the country).
2. Why did you move here?
3. Why did you pick this city to live in?
4. What neighborhood do you work (or study) in? How far is that from where you live?
5. Do you have a job? If yes, what kind of job do you have? Which jobs did you have in (fill in country) and which jobs did you have in the U.S.?
6. Do you think (employers, teachers, etc) treat you worse or better because of your nationality?
7. Do your friends or family help each other find jobs? Housing?
8. What is the best part about coming to the U.S.?
9. What is the worse part about coming to the U.S.?
10. What is the biggest cultural difference between your country and the United States?
11. What are your hopes for the future?
Note: don’t forget to list your respondent’s gender, age, and place of origin. Do not reveal your respondent’s real name; assign her/him a fake name for the sake of anonymity. I will grade the final paper based on how well you cover the questions posed above and link it to the class readings. The four page length guideline is a minimum, feel free to write more if needed. In previous classes students interviewed neighbors, work colleagues, grandparents, uncles and aunts, and even restaurant workers. Try to make reference to the class readings whenever possible.
A NOTE ON YOUR EXPECTED TIME COMMITMENT TO THIS CLASS:

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a traditional, or face-to-face course, you will spend a minimum of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is an online course, you will spend a minimum of

- 37.5 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is a hybrid course, you will spend a minimum of

- 18.75 hours in the classroom
- 18.75 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

Notes

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf.
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at at http://www.uwsa.edu/acss/acps/acps4.pdf.
Using UW-Milwaukee Desire2Learn (D2L) course web sites
Materials for this course are available on a Desire2Learn (D2L) course web site. You may see these materials there anytime you wish, using a standard web browser.

Recommended browsers: For a PC-compatible computer, use Internet Explorer, Chrome, or Firefox. For Apple (Mac) computers, it is best to use Safari or Firefox. Be sure your browser also has “Sun Java Runtime Environment” (Java-scripting) enabled for a recent version of Java. (If you have any questions about these requirements, contact the UWM Help Desk, as described at the bottom of this page.)

In order to find and browse the D2L course web site:
1. Open your web browser and go to the UWM home page: http://www.uwm.edu (OR go directly to the D2L login page at http://D2L.uwm.edu and skip to #3 below).
2. From the UWM home page, select D2L.
3. On the Desire2Learn Welcome screen, you will see a location to enter your Username and Password.
4. Type in your ePanther Username (your ePanther campus email, but without the “@uwm.edu”). Hit the [Tab] key on your keyboard, or use the mouse to click in the box next to Password.
5. Type in your ePanther Password. Then hit [Login].
6. On the MyHome screen, find the area called My UW-Milwaukee Courses.
   • Click on [Search] with the textbox empty, to see all the “Active” courses you are enrolled in. (Students are not able to see course sites until the Instructor has designated them as “Active.”)
   • Alternatively, you can type a search string (for instance, “psych 101” but without the quotes) and click on [Search]. If you’re enrolled in an active D2L site with that search string, it will be displayed for you.
   • In the search results list, click twice on the word Semester at the top of the column to organize your courses by semester, displaying the current semester first.
7. If you have any difficulty getting into the course web site, please close down your web browser completely and open it up again. Then try logging on again, using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.
8. When you are finished looking around your D2L course sites, always click on [Logout]. This is especially important if you are in a computer lab. Otherwise, the next person who uses the machine will be using your D2L account!

What to do if you have problems with Desire2Learn (D2L)
If you have problems with your login (e.g., you forgot your password, or if you just can’t get on) or if you run into any other difficulties with D2L, help is available from the UWM Help Desk. You may do one of the following:
• Send an email to help@uwm.edu
• Call the UWM Help Desk at 414.229.4040 if you are in Metro Milwaukee (or just dial 4040 on a UWM campus phone).
• Go to Bolton 225 (this lab is not open all day or on weekends – call 414.229.4040 for specific hours)
• If you are calling from outside the 414 or 262 area codes, but from within the USA, you may call the UWM Help Desk at 1.877.381.3459.
COURSE SCHEDULE

I. Week of May 31
Introduction to Sociology and Sociological Perspective on Race & Multiculturalism: Race, Nations, and Ethnicity as Sociological concepts.

Quiz 1

Required Readings:
“Week 1: Basic Concepts and Definitions” D2L-(class website)
“Notes on Assimilation Theories”-D2L

II. Week of June 6
Sociological Perspective on Immigration; Japanese Americans
1. Orthodox views on migration: cost-benefit and push-pull factors
2. Historical and Macrostructural factors: core and periphery nations
3. Social capital and personal networks: migration as a household based strategy
5. Japanese Americans: Middleman Minorities and “Model” minority

Required Readings:
Massey, Douglas et al, “Principles of Operation: Theories of International Migration”
Wenger, Michael R. “White Privilege” (in D2L under Contents)
Haney-Lopez, Ian, “The Evolution of Legal Constructions of Race and Whiteness”
Feagin, Joe and Feagin, C., “Japanese Americans” (American Minority Groups)
Video: *Race: The Power of an Illusion* (You Tube)
*White Privilege and Migration Theories* (D2L)
*Theories of Migration* (D2L)

IV. Week of June 13
Irish Americans: Becoming White

Ethnicity and Class within White America: late 19th and early 20th Century
The Irish “Ethnic” Strategy
Structural and Cultural Assimilation

Required Readings:
Takaki, R., Ch. 6, “Emigrants from Erin,” in *A Different Mirror*
Feagin & Feagin, “Irish and Italian Americans” (American Minority Groups)
Notes on the Irish (D2L)
V. **Week of June 20**

**African-Americans and the Great Migration**

Legacies of Slavery and Involuntary Migration

The Great Migration, economic competition and discrimination in Northern cities

Residential and occupational segregation

De-industrialization

African Americans in Milwaukee

**Required Readings:**

*Feagin and Feagin, Racial & Ethnic Relations, African Americans* (chapter 7 in American Minority Groups Reader)


*Notes on African American Migration (D2L)*

*Notes on African Americans-Powerpoint Slides (D2L)*

V. **Week of June 27**

**Mexican Americans: An Overview**

1. Manifest Destiny and U.S. expansionism
2. The Mexican-American War
3. The Treaty of Guadalupe Hidalgo
4. From Michoacan to Wisconsin-Roots of a Migrant Stream

**Required Readings**

Martinez, Ruben. 2001. *Crossing Over: A Mexican Family on the Migrant Trail*, Prologue, Chapter 1, Chapter 4

*Notes on Mexican Migration (D2L)*

VI. **Week of July 4**

**Mexican, Mexican Americans**

Coming to America: dangers and promises. Living and working in small town U.S.

Final Discussion of the future of Race relations in the United States

Final Paper Due—July 9

**Required Readings:**

Martinez, Ch. 9, 11 & Epilogue

UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is: http://www4.uwm.edu/secu/SyllabusLinks.pdf

**Students with Disabilities.** Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following: http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf

**Religious Observances.** Policies regarding accommodations for absences due to religious observance are found at the following: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm

**Students called to active Military Duty.** Accommodations for absences due to call-up of reserves to active military duty are found at the following: http://www4.uwm.edu/current_students/military_call_up.cfm

**Incompletes.** You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf

**Discriminatory Conduct** (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf

**Academic Misconduct.** Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following: http://www.uwm.edu/Dept/OSL/DOS/conduct.html

**Complaint Procedures.** Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S49.7.htm

**Grade Appeal Procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. Procedures for student grade appeal can be found at: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm

**Final Examination Policy.** Policies regarding final examinations can be found at the following: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S22.htm

**Book Royalties.** In accord with Department of Sociology policy, the royalties from the sale of faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities for UWM students in Sociology.

Update 06/10/2010

10