

**Race and Ethnicity in the United States**  
SOCIOL 224  
Spring 2021 via Canvas (asynchronously)

Instructor: Prof. Esther Chan (she/her/hers)

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Office hours: Monday's 3-5pm on Collaborate Ultra via Canvas

Sign up: <https://signup.com/go/CLAuHAY> (There are no drop-in office hours.)

**Course Description**

This course serves as an introduction to the social scientific study of race and ethnicity in the United States. We will also briefly cover topics related to race and immigration. Although this course focuses primarily on the United States, we will also sometimes discuss race, ethnicity, and immigration in a global perspective. The course is divided into two units. The first unit will survey key concepts and theories for understanding race, ethnicity, and immigration. The second unit will transition into understanding the relationship between race, ethnicity, and immigration and different social outcomes and institutions. By the end of the semester, you will have knowledge of key concepts, theories, and empirical studies in the study of race, ethnicity, and immigration. By the end of this course, students should understand the following:

- 1) Race is socially constructed. Racial classifications are dynamic and take different forms in different historical contexts
- 2) Race, ethnicity, and immigration are interrelated.
- 3) Racism is built into the structural components of society and not simply a problem of individual attitudes.
- 4) Racial inequality exists and persists in the United States and can be seen in various social institutions and life outcomes.

**Course Format**

Due to the COVID-19 pandemic, we will be meeting asynchronously and online. All lectures and course readings besides the textbook will be posted on Canvas. I will upload lectures every Monday by 12 pm. In addition, your quizzes, exams, and writing assignments will be due via Canvas.

You will be expected to complete assigned readings and listen to the weekly lectures. One is not a substitute for the other. Lectures will include material not included in the readings. In addition, I will not go over everything in the readings in the lecture; however, you are still responsible for everything in the readings. You will have weekly quizzes due every Sunday by 11:59pm on the readings and lecture for that week. Weekly quizzes will be posted every Monday by 12pm on Canvas. You may complete the weekly quiz any time before the Sunday due date. The quiz with the lowest score will be considered extra credit. In other words, if you have an exceptionally busy week, you may skip a quiz. If you complete all the quizzes, the quiz with the lowest score will become extra credit.

Please note that quizzes are meant to be easy and not a way to trick you! As long as you have read and listened to the lecture *prior* to taking the quiz, you will be able to answer the questions. All quizzes are multiple choice and will contain three questions. Each question is worth a point. Cumulatively, quizzes are worth 33% of your grade. We will have no quizzes weeks 7 and 8.

In addition, you will be required to post weekly on the discussion board with your response to one of the prompts below. Your response should be a minimum of 150 words in length.

- (1) What were some things that you found surprising in the readings or the lecture?
- (2) What were some questions that arose for you from the readings or the lecture?
- (3) Choose one of the discussion questions raised at the end of the lecture and write your response to this.
- (4) How do concepts or themes from this week's readings and lecture help you understand a current event?

These posts will also be due every Sunday by 11:59pm to that week's discussion board. You will not need to post during weeks 7 and 8 in which we will have midterm preparation and have a traditional midterm. Similar to the quiz, your writing post with the lowest score will be considered extra credit. In other words, if you have an exceptionally busy week, you may skip posting for one week. Otherwise, the one with the lowest score will be considered extra credit. The discussion board posts are worth two points each. Cumulatively, this is worth 22% of your grade.

We will have one exam during Week 8. The exam will be multiple choice and is worth 20% of your grade. The exam will be posted on Monday at 12pm and be due by Sunday March 21 by at 11:59pm. The midterm will be timed. You will be given 1 hour and 20 minutes to complete the midterm on Canvas.

In place of a final exam, you will write responses to the three situations posed below. Ultimately, the purpose of these response questions is to prepare you for conversations about race outside of the classroom. In your responses, you must draw on materials and examples from this course. Please cite these in your responses. The purpose of citing the materials from class is so that you can easily pinpoint these if you are ever asked about them.

You will respond to the following situations/questions:

- (1) Your good friend Amy tells you she thinks racism is a thing of the past. Write a compassionate response to Amy. In your response, consider definitions of racism and provide at least three examples of how racism persists.
- (2) Your good friend Joe tells you he is planning to take a genetic test to discover his race and ethnicity. Write a compassionate response to Joe. In your response, consider explaining how race is socially constructed and provide at least two examples of how race is socially constructed.
- (3) Your good friend Taylor runs a blog on issues related to race, ethnicity, and immigration (REI). They invite you to write a blog entry on an area of REI inequality of your interest that ends with a call for action. The area of inequality must come from one of the areas we covered in class.

The purpose of giving these questions to you in advance is so that you can be thinking about them throughout the course. And of course, you may write your response to any of these whenever you feel you've been adequately equipped to do so! Together, these responses should be around 9 pages double spaced. Please use one inch margins, Times New Roman font, with a font size of 12. To cite lecture, cite it as (Lecture, Week X). To cite the textbook, cite it as (Textbook, Ch X). To cite any of the other readings from class, cite as (Author's last name, Year article was published). The written responses will be due on Monday, May 17 by 11:59pm on Canvas. These should be uploaded as a word document or pdf.

### **Teaching Philosophy**

My teaching philosophy is informed by the three C's: Critical Thinking, Creativity, and Compassion.

All three are needed together. If you are only a great critical thinker, you will lack the creativity and compassion to tackle the world's problems. If you only have creativity, you will lack critical thinking to make assessments and compassion to bring your creativity to bear on lives. If you only have compassion, you will fail to think creatively and critically about how to care for others.

The three C's form not only my philosophy for the classroom and approach to pedagogy, but are also capacities I hope to model for you and help cultivate in you. Through equipping you with sociological tools, I aim to impart a sociological imagination that encompasses these three capacities. Practically this means familiarizing you with social theory and methods to critically evaluate the social world, providing traditional and innovative assignments that allow you to exercise creativity, and modeling compassion in the ways we speak about the social, recognizing that behind all our sociological studies are human beings.

Learning and discussing topics of race, ethnicity, and immigration in the United States can be difficult, uncomfortable, and emotionally painful. Please exercise kindness and compassion to one another and me as well.

Your success in this course is also very important to me! Please check out these resources from the CETL for learning online.

- <https://uwm.edu/cetl/keep-learning-tip-sheet-for-students/>
- <https://uwm.edu/cetl/be-a-successful-online-student/>

### **Email Policy**

In general, I will do my best to respond to e-mails within one to two days. If I do not respond within that time period, please feel free to send me another e-mail. I promise I am not ignoring you but that e-mails often get buried. Please note that I do not generally check e-mail over the weekend.

### **Required Texts**

Golash-Boza, Tanya. Race and Racisms: A Critical Approach. Second Edition. Oxford University Press.

ISBN-13: 978-0190663780  
ISBN-10: 0190663782

Other required articles and readings will be uploaded to Canvas.

**Syllabus Policy**

This syllabus is only a guide for the course and is subject to change with advanced notice.

**Grades & Evaluation**

Assignments in this course add up to 100 points.

Assignment	Points
Quizzes	33
Weekly Posts	22
Exam	20
Response Paper	25
Total	100

Total Points	Grade	Total Points	Grade
94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	0-59	F
Partial points will always be rounded up.			

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.

- 37.5 hours reviewing instructional materials prepared by your instructor and placed online. This is instead of physically coming to class and sitting through a lecture.
- 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.

**Late Policy**

Late assignments will not be accepted. Please e-mail me if you require an extension.

**Unit 1: Concepts and Theories**

**Week 1 (Jan. 25): Introduction**

Readings:

- Textbook “Talking About Race Outside the Classroom” p. xxviii – xxix

Due Sunday, January 31 by 11:59p:

- Week 1 Discussion Board Posts
- Week 1 Quiz

## **Week 2 (Feb. 1): Social Construction of Race**

Readings:

- Textbook Ch 1
- Roth, Wendy D. and Biorn Ivermark. 2018. "Genetic Options: The Impact of Genetic Ancestry Testing on Consumers' Racial and Ethnic Identities." *American Journal of Sociology*. 134:150-84.

Due Sunday, February 7 by 11:59p:

- Week 2 Discussion Board Posts
- Week 2 Quiz

## **Week 3 (Feb. 8): Theories of Race & Racism**

Readings:

- Textbook Ch 3-4

Due Sunday, February 14 by 11:59p:

- Week 3 Discussion Board Posts
- Week 3 Quiz

## **Week 4 (Feb. 15): Immigration, Policy, and Assimilation**

Readings:

- Textbook Ch 2 & 13

Due Sunday, February 21 by 11:59p:

- Week 4 Discussion Board Posts
- Week 4 Quiz

## **Week 5 (Feb. 22): White Identity, White Privilege, & White Supremacy**

Readings:

- Textbook Ch 7
- Bunyasi, Tehama Lopez. 2015. "Color-cognizance and Color-blindness in White America: Perceptions of Whiteness and Their Potential to Predict Racial Policy Attitudes at the Dawn of the Twenty-first Century." *Sociology of Race and Ethnicity* 1(2): 209-224.

Due Sunday, February 28 by 11:59p:

- Week 5 Discussion Board Posts
- Week 5 Quiz

## **Week 6 (Mar. 1): Racial Hierarchies & Colorism**

Readings:

- Textbook Ch 6
- Bonilla-Silva, Eduardo. 2004. "From bi-racial to tri-racial: Towards a new system of racial stratification in the USA." *Ethnic and Racial Studies* 27(4):931-950.

Due Sunday, March 7 by 11:59p:

- Week 6 Discussion Board Posts
- Week 6 Quiz

## **Week 7 (Mar. 8): Exam Preparation & Study**

- No readings this week
- No quiz or discussion board posts due

### **Week 8 (Mar. 15): Exam**

- No lecture or readings this week.
- Timed midterm exam due Sunday, March 21 by 11:59p. Time limit is 1 hour and 20 minutes.

### **Week 9 (Mar. 22): Spring break**

- No lectures or readings this week. Enjoy your break!

## **Unit 2: REI and Society**

### **Week 10 (Mar. 29): Educational Inequality**

Readings:

- Textbook Ch 8
- Education & Immigration book Ch 4 & 5 selections

Due Sunday, April 4 by 11:59p:

- Week 10 Discussion Board Posts
- Week 10 Quiz

### **Week 11 (Apr. 5): Income & Labor Market Inequality**

Readings:

- Textbook Ch 9
- Play the game “Spent” <http://playspent.org/>
- You may write about your reflections on the game for this week’s discussion

Due Sunday, April 11 by 11:59p:

- Week 11 Discussion Board Posts
- Week 11 Quiz

### **Week 12 (Apr. 12): Wealth, Housing, & Residential Segregation**

Readings:

- Textbook Ch 10
- Korver-Glenn, Elizabeth. 2018. “Compounding Inequalities: How Racial Stereotypes and Discrimination Accumulate Across the Stages of Housing Exchange.” *American Sociological Review* 83(4):627-656
- <http://racialdotmap.demographics.coopercenter.org/>

Due Sunday, April 18 by 11:59p:

- Week 12 Discussion Board Posts
- Week 12 Quiz

### **Week 13 (Apr. 19): Health and the Environment**

Readings:

- Textbook Ch 12

- Phelan, Jo C. and Bruce G. Link. 2015. Is Racism a Fundamental Cause of Inequalities in Health? *Annual Review of Sociology* 4:311-330.

Due Sunday, April 25 by 11:59p:

- Week 13 Discussion Board Posts
- Week 13 Quiz

#### **Week 14 (Apr. 26): Mass Incarceration and Crimmigration**

Readings

- Textbook Ch 11
- Armenta, Amada. 2016. "Racializing Crimmigration: Structural Racism, Colorblindness, and the Institutional Production of Immigrant Criminality." *Sociology of Race and Ethnicity* 3(1):82-95.

Due Sunday, May 2 by 11:59p:

- Week 14 Discussion Board Posts
- Week 14 Quiz

#### **Week 15 (May 3): Diversity & Racial Justice**

Readings

- Textbook Ch 14
- Wrap up!

Due Sunday, May 9 by 11:59p:

- Week 15 Discussion Board Posts
- Week 15 Quiz

**Final Due – Monday, May 17 by 11:59pm**

## 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 page is: <https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

**Students with Disabilities.** In the pursuit of equal access and in compliance with state and federal laws, the University is required to provide accommodations to students with documented disabilities. To learn more, please visit: <http://uwm.edu/arc/>

**Religious Observances.** Policies regarding accommodations for absences due to religious observance are found at the following: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>

**Students called to active Military Duty.** Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted.

**Students:** <http://uwm.edu/active-duty-military/>

**Employees:** <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>

**Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf>

**Discriminatory Conduct.** 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: <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>

**Title IX/Sexual Violence.** Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator ([titleix@uwm.edu](mailto:titleix@uwm.edu)). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>

**Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>

**Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>

**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. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf>

**LGBT+ resources.** Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <https://uwm.edu/lgbtrc/>

**Smoke and Tobacco-Free campus.** UWM prohibits smoking and the use of tobacco on all campus property. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco->

[Free%20Campus%20Policy.pdf](#)

**Final Examinations.** Information about the final exam requirement, the final exam date requirement, and make-up examinations. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf>

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

Updated 08/2020

Updated 08/2019