Race and Ethnicity in the United States
Spring 2022 - SOCIOL 224

Instructor: Prof. Esther Chan (she/her/hers)
E-mail: chane@uwm.edu

Zoom meetings on Monday’s from 2 to 3:15pm
Zoom link: https://wisconsin-edu.zoom.us/j/95288620085?pwd=SkxTambJdEdpUU16VGIYuKlVd2R1dz09
Passcode: 714003

Office hours: Tuesday’s 3-5pm on Zoom
Sign up for office hours: https://signup.com/go/AGNYqtP
*Please sign up for office hours latest one hour before they begin.
Zoom link for office hours: https://wisconsin-edu.zoom.us/j/96532413545

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 online. All lectures and course readings besides the textbook will be posted on Canvas. We will have weekly meetings on Zoom on Monday’s from 2-3:15pm. I will upload lectures every Monday by 5pm. 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 5pm** 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. There will not be any quizzes due on March 13, 20, 27.

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 discussion posts will also be due every Sunday by 11:59pm and you will post your response on that week’s discussion board. You will not need to post on March 13, 20, 27. Similar to the quizzes, 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.

You will be expected to **come to Monday classes ready to discuss your discussion response**. Posting on the discussion board will ensure that you will be able to participate in discussing at least one discussion question, but you should also feel free to discuss the other questions even if you have not written on them. Feel free to print out your response and have your response handy to facilitate discussion. Our Monday meetings will be devoted to discussion and other learning activities. Your **attendance is mandatory** and worth 10% of your grade. There will no Monday meetings on March 14, 21, 28.

**Exams**

We will have **one midterm exam**. The exam will be multiple choice and is worth 15% of your grade. The exam will be posted on Monday, March 14, at 2pm 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 all three of 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 different definitions of racism and provide at least three examples of how racism persists.

(2) Your good friend Joe tells you he doesn’t understand what people mean when they say race is socially constructed. Write a compassionate response to Joe. In your response, explain the social construction of race and provide at least three 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 and provide a description of the inequality and how it persists, drawing on examples from the class and readings.

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 16 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 and uncomfortable. Please exercise kindness and compassion to one another and me. We are all learning together.

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/keep-learning-tip-sheet-for-students/)
- [https://uwm.edu/cetl/be-a-successful-online-student/](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, 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**
ISBN-10: 0190663782

Please note that you can purchase the first or third edition as well. The second edition is the text that I have, but any one of the editions will be fine. There is also a “short” edition. Please do NOT buy the short edition.

Other required articles and readings will be uploaded to Canvas.

Please note that some of the textbook readings and lectures will touch on topics such as rape, suicide, and genocide. If you have any concerns about the contents of this course, please let me know.

**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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points</th>
<th>Grade</th>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>33+3EC</td>
<td>94-100</td>
<td>A</td>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>Weekly Posts</td>
<td>22+2EC</td>
<td>90-93</td>
<td>A-</td>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>Exam</td>
<td>15</td>
<td>87-89</td>
<td>B+</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>Response Paper</td>
<td>20</td>
<td>84-86</td>
<td>B</td>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>10</td>
<td>80-83</td>
<td>B-</td>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>77-79</td>
<td>C+</td>
<td>0-59</td>
<td>F</td>
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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.

**Land Acknowledgement**

We acknowledge in Milwaukee that we are on traditional Potawatomi, Ho-Chunk and Menominee homeland along the southwest shores of Michigami, North America’s largest system of freshwater lakes, where the Milwaukee, Menominee and Kinnickinnic rivers meet and the people of Wisconsin’s sovereign Anishinaabe, Ho-Chunk, Menominee, Oneida and Mohican nations remain present. Land acknowledgements help us remember these nations and the ancestors who were stewards of the places where we live and work.

**Course at a Glance**

<table>
<thead>
<tr>
<th>Monday's</th>
<th>Zoom meetings 2-3:15pm</th>
<th>Lecture posted at 5pm</th>
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</thead>
<tbody>
<tr>
<td>24-Jan</td>
<td>Syllabus Overview</td>
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<tr>
<td>31-Jan</td>
<td>Self-introductions &amp; Ground Rules</td>
<td>Social Construction of Race</td>
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<tr>
<td>7-Feb</td>
<td>Discussion: Social Construction of Race</td>
<td>Theories of Race &amp; Racism</td>
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<tr>
<td>14-Feb</td>
<td>Discussion: Theories of Race &amp; Racism</td>
<td>Immigration, Policy, Assimilation</td>
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<tr>
<td>21-Feb</td>
<td>Discussion: Immigration, Policy, Assimilation</td>
<td>White Identity, White Privilege, White Supremacy</td>
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<tr>
<td>28-Feb</td>
<td>Discussion: White Identity, White Privilege, White Supremacy</td>
<td>Racial Hierarchies &amp; Colorism</td>
</tr>
<tr>
<td>7-Mar</td>
<td>Discussion: Racial Hierarchies &amp; Colorism</td>
<td>Exam Prep</td>
</tr>
<tr>
<td>14-Mar</td>
<td>Exam (posted at 2p online) – Exam due Mar 20 by 11:59p</td>
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<tr>
<td>21-Mar</td>
<td>Spring Break</td>
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<tr>
<td>28-Mar</td>
<td>No class meeting</td>
<td>Educational Inequality</td>
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<tr>
<td>4-Apr</td>
<td>Discussion: Educational Inequality</td>
<td>Income &amp; Labor Market Inequality</td>
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<tr>
<td>11-Apr</td>
<td>Discussion: Income &amp; Labor Market Inequality</td>
<td>Wealth, Housing, &amp; Residential Segregation</td>
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<td>18-Apr</td>
<td>Discussion: Wealth, Housing, &amp; Residential Segregation</td>
<td>Health and the Environment</td>
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</tbody>
</table>
25-Apr | Discussion: Health and the Environment | Mass Incarceration and Crimmigration
2-May | Discussion: Mass Incarceration and Crimmigration | Racial Justice
9-May | Discussion: Racial Justice |
16-May | NO CLASS - FINAL DUE ON CANVAS |

Sunday Quiz & Discussion Post Patterns
Sunday's | Quiz | Post Discussion
30-Jan | Quiz #1 | Discussion #1
6-Feb | Quiz #2 | Discussion #2
13-Feb | Quiz #3 | Discussion #3
20-Feb | Quiz #4 | Discussion #4
27-Feb | Quiz #5 | Discussion #5
6-Mar | Quiz #6 | Discussion #6
13-Mar | None - exam prep |
20-Mar | Spring Break |
27-Mar | Spring Break |
3-Apr | Quiz #7 | Discussion #7
10-Apr | Quiz #8 | Discussion #8
17-Apr | Quiz #9 | Discussion #9
24-Apr | Quiz #10 | Discussion #10
1-May | Quiz #11 | Discussion #11
8-May | Quiz #12 | Discussion #12

Unit 1: Concepts and Theories

Week 1 (Monday, Jan. 24 – Monday, Jan 31.): Introduction
Monday, January 24: Syllabus Overview
Readings:
  - Textbook “Talking About Race Outside the Classroom”
Due Sunday, January 30 by 11:59p:
  - Week 1 Discussion Board Posts (post self-introduction)
  - Week 1 Quiz (syllabus quiz)
Monday, January 31: Self-introductions & creating community values together for discussion

Week 2 (Monday, Jan. 31 – Monday, Feb. 7): Social Construction of Race
Monday, January 31 at 5pm: Social Construction of Race lecture posted
Readings:
  - 3rd edition textbook Ch 1 / 2nd edition textbook Ch 1 / 1st edition textbook Ch 1
Due Sunday, February 6 by 11:59p:
- Week 2 Discussion Board Posts
- Week 2 Quiz

Monday, February 7: Discussion of Week 2 “Social Construction of Race”

**Week 3 (Monday, Feb. 7 – Monday, Feb. 14): Theories of Race & Racism**
Monday, February 7 at 5pm: Theories of Race & Racism lecture posted
Readings:
- 3rd edition textbook Ch 3-4 / 2nd edition textbook Ch 3-4 / 1st edition textbook Ch 2

Due Sunday, February 13 by 11:59p:
- Week 3 Discussion Board Posts
- Week 3 Quiz

Monday, February 14: Discussion of “Theories of Race & Racism”

**Week 4 (Monday, Feb. 14 – Monday, Feb. 21): Immigration, Policy, and Assimilation**
Monday, February 14 at 5pm: Immigration, Policy, and Assimilation lecture posted
Readings:
- 3rd edition textbook Ch 2 & 13 / 2nd edition textbook Ch 2 & 13 / 1st edition Ch 3

Due Sunday, February 20 by 11:59p:
- Week 4 Discussion Board Posts
- Week 4 Quiz

Monday, February 21: Discussion of “Immigration, Policy, and Assimilation”

**Week 5 (Monday, Feb. 21 – Monday, Feb. 28): White Identity, White Privilege, & White Supremacy**
Monday, February 21 at 5pm: White Identity, White Privilege, & White Supremacy lecture posted
Readings:
- 3rd edition textbook Ch 7 / 2nd edition textbook Ch 7

Due Sunday, February 27 by 11:59p:
- Week 5 Discussion Board Posts
- Week 5 Quiz

Monday, February 28: Discussion of “White Identity, White Privilege, & White Supremacy”

**Week 6 (Monday, Feb. 28 – Monday, Mar. 7): Racial Hierarchies & Colorism**
Monday, February 28 at 5pm: Racial Hierarchies & Colorism lecture posted
Readings:
- 3rd edition textbook Ch 6 / 2nd edition textbook Ch 6 / 1st edition textbook Ch 5

Due Sunday, March 6 by 11:59p:
- Week 6 Discussion Board Posts
• Week 6 Quiz
Monday, March 7: Discussion of “Racial Hierarchies & Colorism”

Week 7 (Monday, Mar. 7 – Monday, Mar. 14): Exam Prep
Monday, March 7 @ 5pm: Exam prep posted
• No readings this week
• No quiz or discussion board posts due
Monday, March 14: No zoom meeting, exam posted online

Week 8 (Monday, Mar. 14 - Sunday, Mar. 20): Exam
***EXAM POSTED ON MONDAY, MARCH 14 ON CANVAS @ 2pm***
***EXAM DUE SUNDAY, MARCH 20 BY 11:59PM***
• No lecture posted this week
• No readings this week
• No quiz or discussion board posts due

Week 9 (Sunday, Mar. 20 – Sunday, Mar. 27): Spring Break

Unit 2: REI and Society

Week 10: (Monday, Mar. 28 – Monday, Apr 4): Educational Inequality
Monday, March 28: No discussion meeting – do not come to class!
Monday, March 28 @ 5pm: Lecture on Educational Inequality Posted
Readings:
• 3rd edition textbook Ch 8 / 2nd edition textbook Ch 8 / 1st edition textbook Ch 6
• Education & Immigration book Ch 4 & 5 selections
Due Sunday, April 3 by 11:59p:
• Week 10 Discussion Board Posts
• Week 10 Quiz
Monday, April 4: Discussion of “Educational Inequality”

Week 11 (Monday, Apr. 4 – Monday, Apr. 11): Income & Labor Market Inequality
Monday, April 4 at 5pm: Income & Labor Market Inequality lecture posted
Readings:
• 3rd edition textbook Ch 9 / 2nd edition textbook Ch 9 / 1st edition textbook Ch 7
• Play the game “Spent” http://playspent.org/
• You may write about your reflections on the game for this week’s discussion
Due Sunday, April 10 by 11:59p:
• Week 11 Discussion Board Posts
• Week 11 Quiz
Monday, April 11: Discussion of “Income & Labor Market Inequality”

Week 12 (Monday, Apr. 11 – Monday, Apr. 18): Wealth, Housing, & Residential Segregation
Monday, April 11 at 5pm: Wealth, Housing, & Residential Segregation lecture posted
Readings:
- 3rd edition textbook Ch 10 / 2nd edition textbook Ch 10 / 1st edition textbook Ch 8
- http://racialdotmap.demographics.coopercenter.org/

Due Sunday, April 17 by 11:59p:
- Week 12 Discussion Board Posts
- Week 12 Quiz

Monday, April 18: Discussion of “Wealth, Housing, & Residential Segregation”

Week 13 (Monday, Apr. 18 – Monday, Apr. 25): Health and the Environment
Monday, April 18 at 5pm: Health and the Environment lecture posted
Readings:
- 3rd edition textbook Ch 12 / 2nd edition textbook Ch 12 / 1st edition textbook Ch 10

Due Sunday, April 24 by 11:59p:
- Week 13 Discussion Board Posts
- Week 13 Quiz

Monday, April 25: Discussion of “Health and the Environment”

Week 14 (Monday, Apr. 25 – Monday, May 2): Mass Incarceration and Crimmigration
Monday, April 25 at 5pm: Mass Incarceration and Crimmigration lecture posted
Readings
- 3rd edition textbook Ch 11 / 2nd edition textbook Ch 11 / 1st edition textbook Ch 9

Due Sunday, May 1 by 11:59p:
- Week 14 Discussion Board Posts
- Week 14 Quiz

Monday, May 2: Discussion of “Mass Incarceration and Crimmigration”

Week 15 (Monday, May 2– Monday, May 9): Diversity & Racial Justice
Monday, May 2 at 5pm: Diversity & Racial Justice lecture posted
Readings
- 3rd edition textbook Ch 14 / 2nd edition textbook Ch 14
- Wrap up!

Due Sunday, May 8 by 11:59p:
- Week 15 Discussion Board Posts
- Week 15 Quiz

Monday, May 9: Discussion of Diversity & Racial Justice

Final Due – Monday, May 16 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/br9.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). 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%2010-10.%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-
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