

# Sociology 265

## Introduction to Race & Ethnicity in the U.S.

Diane R. Soles, Professor

Spring 2007  
Tues & Thurs, 12:30 – 1:45  
101 McGraw Hall

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Office Hours: T, 2-00-3:30,  
R, 10-11:30 or by appt.  
D2L Engaged

### Course Description:

For many people in the United States racial and ethnic inequalities remain invisible. In this course we will examine both the nature of these on-going inequalities and the mechanisms that make it possible for so many people to remain unaware of them. We will focus on the social construction of race and ethnicity, civil rights, housing, education, work, and theories of racism and privilege. Through readings, lectures, visual media and assignments we will look at differential access, lived experience and outcomes across ethnic/racial categories. My goals for this course are to: 1) Introduce race and ethnicity as social constructions; 2) Document the presence of racial hierarchy in American society; and, 3) Provide opportunities and tools for you to critically examine opinions and information about race and ethnicity.

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### Required Supplies:

- **Text:** Gallagher, Charles A. (Ed.) 1999. *Rethinking the Color Line*. Second Edition. New York: McGraw Hill (Available via text rental)
  - **“Clicker”** - Purchase a “clicker if you do not already have one. The sooner you buy it, the better since sometimes the bookstore runs out of them.
    - **Register the clicker and bring it to class starting February 1<sup>st</sup>**
  - **“Crash” (Paul Haggis, 2005), Lions Gate Entertainment.**
    - Available for rent at Blockbuster and most video stores
    - Available for purchase at Amazon.com (new or used)
    - **Will be used for assignment to be completed by class on March 8<sup>th</sup>.**
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**Assignments:** There are four types of graded assignments in this class: A) Multiple-choice Exams at pre-scheduled times; B) Group Research Project; C) Pop quizzes; D) Extra-Credit.

**MULTIPLE CHOICE EXAMS** – There will be four exams during class which constitute **45%** of your final grade.

- The standard format is multiple-choice questions. I will distribute a study guide for you to prepare 1 page of notes to use during the exam.
- You will have the option of completely a written alternative assignment, if you do not want to do multiple-choice. I will post that assignment when I post the study guide for the unit. Typically the assignment is about 6 pages long.
- *You are expected to take all tests at the scheduled time. If you have an unavoidable conflict, you must contact me before the test or you will receive a grade of zero.*

**GROUP RESEARCH PROJECT** - This involves researching a topic about *racial and ethnic inequality* not covered in class. More details will be available early in the semester. The project concludes with an in-class poster presentation, annotated bibliography, and written Executive Summary. The overall project represents **35%** of your final grade.

- Success depends on how well you learn to communicate and work with each other.
- You must conduct research for this project throughout the semester. Experience has shown that when groups put off the research until the last minute they produce poor quality work and receive lower grades.
- You will be graded both as a group and as an individual.

**POP QUIZZES**: During any class session when we do not already have a schedule exam, I may give a pop quiz. The questions are based on the assigned readings and will involve varied formats, which may include: identifications, short answers, multiple-choice or summary of the authors' main points. These constituted **10%** of your final grade. *If you need accommodation to do in-class writing, please contact me by January 30th.*

**EXTRA-CREDIT PROJECTS**: I offer many opportunities for extra-credit that fall into the three categories listed below. You may only complete one project from each category. A fully description of each category will be posted on D2L. *These projects are due one week after the event/unit.*

- 1) Attend campus events related to issues of race & ethnicity and write up a summary.
- 2) Complete the Photographic assignment.
- 3) Submit your own multiple choice questions at the end of a unit.

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<b>Grade Schemes</b>	
<b><u>Item</u></b>	<b><u>Percentage of Final Grade</u></b>
4 pre-schedule Exams	45%
Group Project	35%
Participation	10%
Pop Quizzes	10%
<b><u>Grade</u></b>	<b><u>Percentage</u></b>
A	100-90
B	89-80
C	79-70
D	69-60
F	Below 60

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#### **Attendance & Participation:**

- **You are responsible for the material covered in class, whether you attended or not.**
- *If and only if you will miss more than two classes in a row should you contact me about your absences.*
- **Participation constitutes 10% of your final grade.** Consistent attendance and constructive participation are crucial to earning a strong grade. Students who regularly ask questions about the readings, answer questions or give well reasoned and respectful opinions during class discussions and contribute to in-class exercises will earn high marks for “participation.” Students who attend regularly but are passive in class will receive fewer participation points. Finally, students who only attend erratically will receive few *if any* participation points.
- **Come to class prepared.** This means you have completed all of the readings and assignments due that day and have your reading notes with you in class. You are ready to engage in discussion, to ask questions about anything that was unclear in the readings, and to be open to new ideas from the professor and other students.

**Respectful environment:** Starting with the first session, we will have challenging lectures, conversations and discussions. Disagreement and even discomfort are parts

of this educational experience. Treat each other's opinions and questions with respect and curiosity. We'll go over ground rules during the first or second class and refer to them throughout the semester.

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### **University Policies**

"The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events (for details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17)."

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### **Deadlines & Responsibilities**

- If you will need any academic accommodations for this course, please contact me no later than January 30th. I will be happy to assist you.
  - I expect you to adhere to all posted deadlines. Forgetfulness and/or procrastination on your part do not constitute grounds for an extension.
  - If you miss class ask other students in the class for lecture notes and be willing to share your own when asked. Do not ask me for notes.
  - Sometimes I make a change in the syllabus to keep the readings in sync with class discussion and progress. I will always post any changes on D2L. It is your responsibility to look for and note those changes.
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<b>Course Schedule</b>	
<b>Date Due</b>	<b>Assignment</b>
1/23	Introduction, Review Syllabus
1/25	<u>Racial &amp; Ethnic Inequality – Is It Real?</u>
1/30	<u>Social Construction of Race</u> <b>Read:</b> d2l, R. Blank “Defining Race”
2/1	<b>Read:</b> Gallagher – Rodríguez & Guzman <b>Due:</b> Clickers, registered and in class
2/6	<b>Exam #1: Social Construction and Inequality</b>
2/8	<u>Immigration:</u> <b>Due: Web assignment</b> <a href="http://memory.loc.gov/learn/features/immig/timeline.html">http://memory.loc.gov/learn/features/immig/timeline.html</a>
2/13	<b>Read:</b> on d2l, Kivisto & Ng “Racial Divide”
2/15	<b>Read:</b> on d2l, Portes & Rumbaut “ Who They are...”
2/20	<b>Read:</b> on d2l, Aguirre & Turner, “Arab Americans” (Chap. 9)
2/22	<u>Blacks &amp; Civil Rights in White America</u> <b>Read:</b> on d2l Kivisto & Ng “African Americans...” (Chap. 6)
2/27	<u>Leadership and Legislation in the BCRM</u> <b>Read:</b> on d2l key legislation from BCRM
3/1	<u>Ethnic Power Movements: Red &amp; Chicano</u> <b>Read:</b> on d2l, S. Cornell “American Indians and Political Protest” and J.S. Vigil “Que Viva la Raza...”
3/6	<b>Exam #2: Immigration and Civil Rights</b>
3/8	<u>Discrimination, Racism, and Advantage</u> <b>Due:</b> Movie “Crash”
3/13	<b>Read:</b> on d2l, C. P. Jones “Levels of Racism...” and B.D. Tatum “Defining Racism” and on d2l, L. Guinier and G. Torres “The Ideology of Colorblindness”

3/15	<b>Read:</b> Gallagher, G. Lipsitz “Possessive Investment in Whiteness”
3/20	<u>Housing: Segregation and Discrimination</u> <b>Read:</b> on d2l, Maly, “Changing Demographics...”
3/22	<b>Read:</b> in Gallagher, DeSena Article; and on d2l, P. Williams, “Of Race and Risk” <b>Due:</b> Research Question and Preliminary Annotated Bibliography
Break	
4/3	<b>Exam #3: Racism, Advantage and Housing</b>
4/5	<u>K-12 Education: Segregation and Inequality</u> <b>Read:</b> in Gallagher, J. Kozol “Savage Inequalities” and on d2l, L. Webber “Themes: Historically and Geographically/Globally...”
4/10	<b>Read:</b> d2l G. Orfield, “The Growth of Segregation...”
4/12	<u>Work Opportunities: An Equal Playing Field?</u> <b>Read:</b> on d2l R. Schaefer “ Affirmative Action”
4/17	<b>Read:</b> in Gallagher, D. Pager “ The Mark of a Criminal Record”
4/19	<b>Read:</b> on d2l, Daesler
4/24	<u>In Class Debate: Affirmative Action</u>
4/26	<u>Blurring the Color Line: Inter-Racial Relationships &amp; Multi-Racial Identities</u> <b>Read: on d2l, R. Romano “ Epilogue”</b>
5/1	<b>Read:</b> in Gallagher, F. Wu “ The Changing Face of America: Inter-Marriage and the Mixed Race Movement”
5/3	<b>Exam #4: Education, work, Affirmative Action and Blurring the Color Line</b>
5/8	Poster Session: Groups 1-10
5/10	Poster Session: Groups 11-20 <b>Due: Final Annotated Bibliography and Executive Summary and Rat Sheets</b>