

UNIVERSITY OF WISCONSIN – BARABOO/SAUK COUNTY

SOC 234: THE SOCIOLOGY OF RACE AND ETHNICITY

Fall 2008

Dr. Annette Kuhlmann
3 credits

MWF 9:00-9:50

Office: A121

Office Hours: TTH 11:00-12:00
and by chance

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COURSE DESCRIPTION

Since its inception, the United States has been a society characterized by diversity -- of race, ethnicity, religion, gender, sexual orientation, region, age, and class. This course is designed to provide an introduction to the study of American society and culture by examining the nature of racial and ethnic diversity and its experiences. It explores critically the backgrounds as well as cultural and social characteristics of a wide range of American ethnic and racial groups, but focuses in particular on five broad ethnic categories: American Indians, European Americans, African Americans, Latinos, and Asian Americans. In the process it considers especially the importance of the historical context of the contact situation and gender in the experiences of each of these groups. This class will introduce theories of race and ethnic relations to better understand relationships between all of these groups. Above all the course seeks to increase the awareness of the realities of the increasingly diverse, multicultural society in which Americans live in the twenty-first century. But race and ethnic relations in the US do not occur in isolation – they are an integral part of global developments. Therefore, this class also looks at immigration and the relationship between ethnic groups in other countries.

This course is not recommended for new Freshmen, except with special permission by the instructor.

REQUIRED READINGS

Books:

Healey, Joseph F. 2007. Diversity and Society: Race, Diversity, and Gender. Pine Forge
McCall, Nathan. 1995. Makes Me Want to Holler. New York: Vintage

Articles:

Brotkin, Karen. 2004. "How Jews Became White Folk." In P.Rothenberg (ed.) *Race, Class, and Gender in the United States*. New York:Worth.

Barrett, James and David Roedinger. 2004. "How White People Became White." In:
P.Rothenberg (ed.) *White Privilege*. New York:Worth.

Harris, Marvin. 1999. "How Our Skins Got Their Color." In C. Gallagher (ed.): *Rethinking the Color Line: Readings in Race and Ethnicity*. Mountain View,CA: Mayfield.

Lee, Jennifer and Frank Bean. 2005. "Beyond Black and White: Remaking Race in America." In:
S.Ferguson (ed.) *Mapping the Social Landscape*. Boston: McGraw Hill.

Kamphoefer, Walter. 1996. "German Americans: Paradoxes of a 'Model Minority.'" In: S.Pedraza and R.Rumbaut (eds.) *Origins and Destinies: Immigration, Race, and Ethnicity in America*. Belmont: Wadsworth Publishing.

McIntosh, Peggy. 2004. "White Privilege: Unpacking the Invisible Knapsack." In P.Rothenberg (ed.)*Race, Class, and Gender in the United States*. New York:Worth.

- Omi, Michael and Howard Winant. 2005. "Racial Formations in the United States." In: S.Ferguson (ed.) *Mapping the Social Landscape*. Boston: McGraw Hill.
- Pedraza, Silvia. 1991. "Women and Migration: The Social Consequences of Gender." *Annual Review of Sociology*. Vol. 17:303-25.
- Rubin, Lilian. 2004. "Is This a White Country or What?" In: S.Ferguson (ed.) *Mapping the Social Landscape*. Boston: McGraw Hill.

All articles will be available on reserve in the library

COURSE ORGANIZATION

Class Participation: *I want to hear your voice!*

In an introductory class such as this one, class discussion is central and your participation is a major part of your final grade. You must be prepared for class discussion. If you are not used to speaking up in class or feel shy, this is the time to learn it! There are no stupid questions. Just make it a personal goal to make one comment or one question per class session. You will see, it gets easier every week!

Reading Assignment: *Just do it!*

As college students you are expected to have read and be knowledgeable about the readings assigned for the day they are listed in the syllabus. If reading is a problem for you, talk with me about it after class and/or attend one of the study skills clinics organized through the Academic Success Center. I can assure you that your reading skills will improve markedly throughout the semester. ***During class I may highlight some aspects of the readings, but I will not go over it in detail - that is your responsibility and you will be tested on the readings in regular exams.***

A Reminder: A 3 credit course means 9 hours of work a week (3 credits = 3 hours in class per week plus 6 hours outside class per week).

Short Writing Assignments

There will be several writing assignments throughout the semester, short homework assignments, in-class assignments or group work. Any outside class writing has to be typed, double-spaced, with a 1 inch margin. Staple anything that is longer than one page in length. I will collect these periodically and/or selectively. All students in a group will receive the same grade.

Class Attendance: *Show up!*

The material presented in the lectures and class discussions will be indispensable to this course, therefore your class attendance is important. In my years of teaching I have not seen a student with poor attendance succeed in class. The material on examinations will be drawn from required readings as well as my lectures, class discussions, and films shown in class; the integration of these elements create the framework for the course. Active participation in class is a major part of your final grade. If you miss more than **5 class sessions** you will lose 40 points for each additional absence. The allowed absences are intended for emergencies – only selected, extreme emergencies with documentation are accepted as excuses beyond this.

An absence from class on the day an assignment was given or is due is not a valid excuse for not having the work done. Therefore, if you do have to miss class, you need to call on a classmate to get the assignments and notes. I do not feel bound to re-teach to absentees material already covered in class, but if you have questions after talking to a class mate I will be glad to discuss them with you.

Any assignment is due at the beginning of class on the day it is due. Late papers will be down-graded one full letter grade for each class day they are late. I do not accept papers more than one week overdue. In an urgent situation you may e-mail me the assignment in time to meet the deadline; however, excuses relating to computer or printer problems are not acceptable. Similarly, there are ***no make-up tests for exams.*** Exceptions are made only in serious emergencies which require documentation such as a letter from the emergency physician, a police report, an obituary. Personal vacation or regular doctor visits, etc. are not valid excuses.

Don't Be Late!

Late-comers disrupt class. I understand that on a rare occasion, it may not be possible to be in class on time. However, repeated lateness is not acceptable. There will be no make-ups for missed assignments. You need to talk to me after class, so I can adjust the roster. More than 3 late arrivals will count as absences.

Communication with your Professor: *I like to talk to you!*

During class I can only get to know students to a certain degree and I can not respond to all student questions in that setting, therefore I do like to talk to my students outside class. *So come on in!*

As I noted above, my formal office hours are Tuesdays and Thursdays from 11:00 to 12:00. 10:00 – 11:00 on Mondays, Wednesday, and Fridays is also a good time to come in; *You are welcome to come in and talk to me any time you find me in my office.* You will understand I cannot be glued to my office chair. Sometimes I just stepped out for a few minutes, so, when the door is open and my computer screen is on, it is a good bet that I am on campus and will return shortly, so *just wait a few minutes.* It is always good to check for me in the library too! I serve on several committees on campus; I cannot, at this time, predict when they meet – so there may be times when I am not available. Also, I noted my e-mail address above; usually I am able to answer you quickly in this venue. In an emergency (this includes emergency questions before a test) you may call me at home (608) 643-0673. Please call at a decent hour.

You do not need to call me if you are missing one regular class session, that is your responsibility; but do discuss with me any extended absences.

Classroom Code of Conduct: *What we need to teach and learn*

All students at the University of Wisconsin Baraboo have the right to learn without interference from others. As an instructor it is ultimately my responsibility to uphold this right by creating and maintaining an environment that is conducive to learning. To this end our campus is in the process of developing a classroom code of conduct. The Code clarifies basic expectations from students and is a selection of statements from Codes of Conduct existing at other universities. The Code for this class is listed below. Students who have a problem with any of the statements should talk to me outside class.

Turn off all cell phones: absolutely no checking messages or texting!

Assessment:

A UW Colleges-wide assessment program has been put into place to enhance the quality and effectiveness of the curriculum, programs and services of the institution. The following areas of proficiency will be assessed because they are of primary importance in the education of our students: Analytical Skills, Quantitative Skills, Communication Skills, and the Aesthetic Engagement. The Anthropology/Sociology Department has also determined a number of core proficiencies for students enrolled in Anthropology/ Sociology classes throughout the UW Colleges.

Academic Dishonesty/Plagiarism/Cheating: *Don't do it!*

Academic dishonesty/plagiarism includes: cheating on assignments or exams, plagiarism (misrepresenting as your own work any work that was written by another

author), submitting the same paper (or a substantially similar paper) to meet the requirements of more than one course without the approval of all instructors involved.

Plagiarism occurs when a written work does not cite quotations and borrowed ideas from outside sources, including the World Wide Web or the work of other students, does not enclose borrowed sentences or partial sentences in quotation marks, does not, when summarizing or paraphrasing parts of another author's work, use the student's own words. Instructors are required to report such misconduct and it leads to a failing grade or dismissal.

Disabilities

If you have any disability, do come and talk to me outside class. I will be glad to help you with special accommodations that support your success in this class, but if you need special arrangement for exams you have to talk to me *and* Students Services at *least 24 hours before the exam*.

Class Assignments: Find your own niche!

You are expected to develop each one of the 4 assignments discussed below. These assignments are designed to give you the possibility to be creative and have fun, so talk to me if you have some other special ideas. Option 1, 3, 5 do have to result in formal papers written according to the standards you learned in your English classes, especially in regard to organization, diction, etc. They have to be double-spaced with 1 inch margins on all sides. You are required to submit the paper to a writing tutor at the *Academic Success Center* and obtain her signature before handing it in.

These papers are due at the **beginning of class** on the day they are due. Late papers are downgraded one letter grade for every class session it is late. I do not accept any papers one week after the due date.

Grading:

Your grade will be determined by your overall performance in class. There will be 3 multiple choice tests with short essay questions. You are required to prepare 4 class assignments, discussed below. There will be short quizzes, writing assignments and group exercises throughout the semester; their frequency depends on the readings in class.

**** Discussion is important in such an introductory class and therefore active participation can significantly raise your grade - even give you extra credits. ***

Exam I	100
Exam II	100
Exam III	100
5 Class Assignments (50 points each will be added up)	250
In-class Assignments 10-30 points each	200 (plus)
Quizzes	100
Class Participation	<u>150 (plus)</u>
 TOTAL	 1000

Extra Credit Project (Book review) is an option for those in danger of failing the class only and has to be arranged at least one month before the last day of class.

My evaluations include full, plus, and minus letter grades

THIS POINT SYSTEM IS IN AN EXPERIMENTAL STAGE AND IS SUBJECT TO CHANGE

4 CLASS ASSIGNMENTS

1. The Family History Project

Throughout this semester we will discuss the historical experiences of many different ethnic groups in this country. What is the experience of your own family? How does it relate to this class? This assignment is designed to allow you to think about these questions.

The Objective is to:

- collect and organize demographic and ethnic information about your family
- explore their experiences of emigration, immigration, and adaptation to life in the US
- compare and contrast the patterns of ethnic change in your family with the general trends in this country
- to write a narrative discussing aspects of your family's experiences.

The Project:

Part I: Prepare a Family Tree

On a poster board (cardboard) prepare a detailed drawing of your family. For at least 3 generations back (parents, grandparents, great grandparents), illustrate, marriages, divorces, births, deaths. Also indicate education, religion, profession, residence for each ancestor on both sides of your family. Use your creativity as well as detail and care. The project will be evaluated according to:

- completeness (in regard to ancestors and criteria mentioned above)
- detail
- care / clarity
- creativity

When you work on this family tree think about how much your own children and grandchildren will enjoy this sometime in the future.

Part II: The Narrative

In the 3 page narrative illustrate the immigration experiences of **one** of your ancestors. Choose one particular ancestor only from the family tree. You want to collect stories (and pictures) about his or her emigration, immigration, and adaptation.

1. You have to think about the following:

- why did your ancestors leave their country of origin?
- why did your ancestors come to the US?
- where they settled (state, rural vs. urban)
- how did they live
- what church/religion did they belong to?
- what problems did they encounter

2. What kind of changes did he/she initiate or encounter? For instance:

- did she/he marry across religious boundaries?
- did he/she marry across ethnic boundaries?
- did her/his educational level vary significantly from other members of your family or the general community?
- What did she/he do for a living? Was that similar or different from other family members or community members?

- When/how/why did he/she move out of an ethnic to a multi-ethnic or non-ethnic community?
- What other evidence do you have to show how the meaning of cultural belonging changed?

If you are Native American you may want to discuss

- the different places your family (as you define it) lived
- specific ways in which federal Indian policies affected your family

3. Integrate you family's experiences into a theoretical framework

- relate his/her/their experience to one of the theoretical frameworks discussed in class. (Blauner-Noel hypotheses, Assimilation – pluralism, White privilege, ideological racism, institutional discrimination).

Also, you may want to look at the syllabus and read ahead the article or chapters appropriate for an ethnic background in your family.

2. Student Presentation

* Each student in class is required to join a group to prepare and present a presentation on one of the 5 ethnic groups or on race and ethnic relations in another country. Each student group should have 2-3 students. Develop a presentation using Power Point, posters, or an alternative form of delivery addressing a contemporary, up-to-date issue or controversy regarding this group. You are required to clear your choice first with me in a short discussion outside class. There may be a maximum of 2 presentations on any one topic, so list your group names on the sign-up sheet on the wall. You will need to send me your power point presentation or give me a disc or travel drive at least 48 hours before the actual presentation, so I can have it uploaded on the class room computer. You will not be able to make any changes on it after that point. Talk to me about the exact date of the presentation, most likely the last day we discuss the group in question.

* You have the option to ask students to familiarize themselves with an article or special material ahead of time. You can give the material to me and I put it on-line. The presentations will be evaluated by me and by all the students in the audience in regard to *criteria* such as creativity, clarity, depth, use of sources, presentation of the information.

You may also want to prepare a *hand-out* that includes

- ^ the main points
- ^ one or two ideas you want students to take away from your presentation
- ^ a list of recommended sources for further investigation.

* All students in the group will receive the same grade. If one group member does not adequately participate in the work, the other group members may submit a written statement to that effect. The student presentations will be graded by the other students in class, although I reserve the right for the final decision on the grade. The criteria for evaluation are:

- *organization
- *clarity
- *illustration

- *creativity
- *depth
- *sources (provide a bibliography)

* Finally, hand-in at least 2 multiple-choice questions about your presentation to be used in the next exam.

3. Film Project

Attached to this syllabus you will find a list of films available at the UW Baraboo campus library. You can check these films out for free and I want to encourage you to do so often. Choose one of these films and write a 2 page review. This means, write a well developed introduction that articulates a central thesis and an explanation as to why this film is important. Summarize the film in not more than $\frac{3}{4}$ pages. Then discuss the film in regard to one or more of the theories addressed in class. Don't forget the conclusion.

4. Activity Project

For this paper you may choose from a number of different activities; you may visit a museum such as the Public Museum or the Black Holocaust Museum in Milwaukee, the Field Museum in Chicago, or another museum that exhibits themes on race and ethnicity in the US. You may also want to explore further the history of the Freethinker Congregation in Sauk City or visit Parson's Indian Trading Post in the Wisconsin Dells. Talk to me if you have any other ideas. You also have the option to interview people from a different ethnic background, but you do need to clear this option with me first. Then write a 2 page paper about this activity. This should be a formal paper (see instructions above). Here you may spend more space laying out your experience, but do discuss it at least shortly in regard to one or more theories addressed in class.