

University of Wisconsin-Madison

SOCIOLOGY 134: THE SOCIOLOGY OF RACE AND ETHNICITY in the U.S.

SOC 134 001 (4 Credits In-person instruction)

2340 Mosse Humanities Building

4:00-5:15pm Tuesdays and Thursdays

INSTRUCTOR

Kathleen Doherty: kedoherty@wisc.edu
she/her/hers

Office: 2440 Sewell Social Sciences Bldg

Office Hours via Zoom:

<https://uwmadison.zoom.us/my/kedoherty>

11-1 pm Sundays

TEACHING ASSISTANTS:

Reena Maali: rmaali@wisc.edu
Tuesdays 12-2pm, room 7102 Sewell

Murilo Alves Zacareli: alveszacarel@wisc.edu
Wednesdays 3-5pm, via Zoom

Ski Singh: ssingh86@wisc.edu
Tuesdays 12:30 PM-2:30 pm, via Zoom

Cullen Cohane: cohane@wisc.edu
TBD

Tarjani Ranade: tranade@medicine.wisc.edu
Tuesdays 9:15am-11:15am, via zoom

COURSE DESCRIPTION AND OBJECTIVES

The tumultuous and fraught events of US history when it comes to race and ethnicity have been punctuated by recent events--in particular the Covid-19 global pandemic, the acquittal of Kyle Rittenhouse, the rise of cancel-culture and the racial protests spurred by the police killing of George Floyd. These larger events, as well as countless smaller events, underscore the continued need for the ability to critique society using a racial and ethnic lens.

This course introduces students to a uniquely sociological perspective on the nature, dynamics, and inequalities of race and ethnicity. Taking a sociological approach requires (in part) that we understand race and ethnicity as socially constructed processes of categorization, meaning, and behavior that shift over time and operate at 3 levels:

1) the structural & institutional 2) the cultural & symbolic 3) the interpersonal

Put another way, we will consider, critique, and process the ways in which biography, history and contemporary events intersect at the structural and interpersonal level. We will also tackle the difficult—and often controversial—task of defining and deconstructing the

concepts of racism, prejudice, discrimination, ideology, privilege, etc. In doing all of the above we will also consider the consequences of race and ethnic hierarchies on the lives of real people, both those who are disadvantaged by, AND those who benefit from such a social system. We will routinely consider paths of resistance and power through oppression and the ways in which each of us can profoundly shape our society.

REQUIRED MATERIALS

TEXT: Race in America (2e) by Matthew Desmond and Mustafa Emirbayer (available as an ebook)

SUPPLEMENTAL READINGS/VIDEOS/PODCASTS (posted electronically In Canvas)

LEARNING GOALS

To get the most out of this course, you need to open yourself up to being challenged, perhaps even feeling uncomfortable at times; and of course, you need to do the necessary work! If you do, by the end of the semester you will be able to:

1. Participate in informed conversations about issues relating to race and ethnicity with a variety of people.
2. Articulate sociological perspectives, theories, concepts, and debates relating to race and ethnicity in the U.S. and use these to better understand the world around you.
3. Demonstrate an understanding of race and ethnicity as a structural, not just an individual phenomenon.
4. Develop a “sociological imagination”—that is, understand how your personal experience intersects with and is shaped by a larger social and historical context.
5. Critically assess current issues in the news, politics, and your community using a sociologically-informed race and ethnicity lens.

EMAIL/CONTACT POLICY

Due to the size of this course, I respectfully request that if you need assistance with routine issues or questions (Canvas, assignments, exams, etc.), please contact your TA first. If your TA is unable to resolve the issue, then by all means feel free to contact me. Also, if you have a very important or sensitive issue that you’d rather address directly with me, that’s also fine. I do my best to respond to all emails within 24 hours. If you haven’t heard from me after that time, please send a reminder email and I’ll see to it that I respond ASAP.

GRADE SCALE

92.5-100: A

87.5-92.4: AB

82.5-87.4: B

77.5-82.4: BC

70-77.4: C

60-69: D

<60: F

GRADING

Your final grade for the course will be based on the following components:

1. EXAMS-50% (2 exams each worth 25% of your grade)
2. REFLECTIONS-20% (15 total)
3. INQUISITIVES-15% (assessment of textbook readings)
4. DISCUSSION PARTICIPATION-15%

LEARNING ENVIRONMENT

We're all responsible for creating a respectful, scholarly environment in which we grow as critical learners, informed citizens, and compassionate human beings. Each of us has something unique and valuable to contribute, based on our different identities and life experiences, varied college majors, and backgrounds; this diversity is a strength and a resource that we will draw upon to learn from one another. Please join me in creating an inclusive learning environment for students that supports a diversity of perspectives and experiences and honors one another's identities (including race, ethnicity, gender, class, sexuality, religion, ability, age, citizenship status, etc.).

We will be exploring sensitive and challenging material in class, which may evoke strong emotions and opinions as well as disagreement. It is essential that we have a safe and trusting atmosphere in the classroom, in which we can explore uncomfortable topics and diverse perspectives in a thoughtful, deep, and respectful manner. Students are invited to share their personal experiences and beliefs, always reflecting on how they relate to class material.

Part of fostering critical thinking skills is challenging assumptions—those of others and your own. You will get the most out of this class if you open yourself up to being challenged and feeling uncomfortable. You are welcome to disagree with one another (and me!), but let's respectfully challenge each other's argument/comment (not each other, personally). If someone unintentionally says or does something offensive or hurtful, let's assume best intentions rather than demonize them, and use it as a collective learning opportunity to explain why what they said or did was offensive or hurtful and what can be done to restore trust.

USAGE of AUDIO RECORDED LECTURES

Lecture materials and recordings for Sociology 134 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON FACE COVERING GUIDELINES

While on campus all employees and students are required to wear appropriate and properly fitting face coverings while present in any campus building unless working alone in a laboratory or office space.

Individuals are expected to wear a face covering while inside any university building. Face coverings must be worn correctly (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason. Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face

coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

QUARANTINE OR ISOLATION DUE TO COVID-19

Students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor/TA concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

ACADEMIC POLICIES

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to: <https://conduct.students.wisc.edu/academic-integrity/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement:

"The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in

coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA."

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity:

"Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>

WEEKLY TOPICS AND READINGS

These may change slightly as the semester goes on. The most current version will always be those posted in Canvas.

WEEK 1 (January 25/27): Introduction to the Course & Sociology as a Discipline

1. Bosman, Shetler, & Yahr. *In a Homecoming Video Meant to Unite Campus, Almost Everyone was White* January 1, 2020, New York Times
2. Excerpt from *The Sociological Imagination* by C. Wright Mills (1959) "*The Promise*"
3. Harris and McClure, "*But My Mother Told Me It's Rude to Talk About Race: How and Why We Need to Discuss Race in the U.S.*" (pp. 1-9)

WEEK 2 (February 1/3): Understanding the Sociological Approach to Race and Ethnicity: Language, Terms, Definitions & Concepts

1. Text, Chapter 1
2. Thornhill, "*If People Stopped Talking About Race, It Wouldn't Be a Problem Anymore: Silencing the Myth of a Color-Blind Society*"
3. Rice, "*The Three Degrees of Racism in the U.S.*" (The Atlantic)
4. Dubois, W.E.B. *The Study of the Negro Problems*, 1898 pp.9-11

WEEK 3 (February 8/10): Historical and Current Formations of Race and Ethnicity

1. Text, Chapter 2, pp. 39-53; 61-72
2. **VIDEO:** Ding, Loni. *Ancestors in America: Asian Americans documentary*, parts 6-9
3. **Podcast:** Garcia-Navarro & Warner, *Brazil in Black and White* (NPR)
4. Omi & Winant, *Racial Formations*, 1994

WEEK 4 (February 15/17): Economics and Inequality

1. Text, Chapter 4, pp. 117-26; 137-41
2. Jones, Mel “*Why So Many Minority Millennials Can’t Get Ahead*” (The Atlantic)
3. Ioanide, “*The Myth of Meritocracy*”
4. **VIDEO:** Pager, Devah. *Race, Employment and a Criminal Record*

WEEK 5 (February 22/24): Demographics & Catch up

1. Parker, Horowitz, Morin & Lopez *Multiracial in America*, Pew Research.
2. **Podcast:** Wang, Demby, Perry & Donnell. *Painting by the Numbers*, October 20, 2021
3. **Podcast:** Arena, Cassidy. *Iowa town translates its diverse population into a majority Latino city council*

WEEK 6 (March 1/3): Health, Wellness & the Environment

1. Mouzon, “*Confronting Myths about Ethno Racial Health Disparities*”
2. Wallis, Claudia. *Why Racism, Not Race, Is a Risk Factor for Dying of COVID-19*, (June 12, 2020, Scientific American)
3. Willis, D. & McElfish. *Racial disparities in the COVID-19 response affecting the Marshall Islands diaspora, United States of America*, 2021, World Health Organization Bulletin

WEEK 7 (March 8/10): Education (this will be on Test 2) & Test 1-March 10

1. Text, Chapter 7, pp. 225-34; 239-41
2. Fortin, “*What is Critical Race Theory?: A Brief History*”
3. Shomari Jones and Paul S. Sutton, *Doing equity work while Black in a culturally white district*, Kappan, June 2021
4. Trei, Lisa. *Black Children might have been better off without Brown v. Board*, Stanford Report, 2004

WEEK 8 (March 15/17): Spring Break

WEEK 9 (March 22/24): Housing and Residential Segregation

1. Text, Chapter 5, pp. 153-184
2. Ellis, “*Minneapolis Had This Coming*” (The Atlantic)
3. Gregory, Vanessa. *Waiting for Prosperity*, New York Times, November 18, 2021

WEEK 10 (March 29/31): Legal System (asynchronous)

1. Text, Chapter 6, pp. 187-203
2. **VIDEO:** Ava DuVernay. *13th* (Netflix)

WEEK 11 (April 5/7): Legal System

1. Text, Chapter 6, pp. 211-22;

2. Remnick, D. , “Ten Years After: *The New Jim Crow*”
3. Ray, “*If Only He Hadn’t Worn the Hoodie: Race, Selective Perception, and Stereotype Maintenance*”

WEEK 12 (April 12/14): Food Systems: Distribution, Production & Consumption

1. **Podcast.** *A Glimpse At 'How The Other Half Eats'* NPR Code Switch, December 8, 2021
2. **VIDEO:** *Black Farmers still struggle to get support*, PBS Newshour
3. Yang, Mary. *For Hmong farmers, access to COVID-19 funds hampered by multiple challenges. Wisconsin State Journal*, December 13, 2021
4. Healy, J. and Baker, M. *As Miners Chase Clean Energy Minerals, Tribes Fear a Repeat of the Past*, New York Times, 12/27/21

WEEK 13 (April 19/21): Pop Culture: Entertainment, Cultural Appropriation & Representation

1. Text, Chapter 8, pp. 284-288
2. Giorgis, Hannah. *Not enough has changed since Sanford and Son*, The Atlantic, September 2021
3. Gates Jr., Henry Louis. *TV's Black World Turns - But Stays Unreal*, 1989
4. Beinart, Peter. *Republican Is Not a Synonym for Racist*, The Atlantic, December 2017

WEEK 14 (April 26/28): Land, Recreation & Athletics through a Racial Lens | Politics and Action: Where are We Headed?

1. Semuels, A. *The White Flight from Football*, The Atlantic, February, 2019
2. **Podcast.** Alyssa Jeong Perry. *How Black Women Athletes Paved the Way for the NBA Strike*, NPR Code Switch, September 2020
3. Treuer, David. *Return the National parks to the tribes*, The Atlantic, May 2021
4. Text, Chapter 3, pp. 98-114
5. Chotiner, “*A Black Lives Matter Co-Founder Explains Why This Time is Different*” (The New Yorker)
6. Crane-Murdoch, “*Standing Rock: A New Moment for Native American Rights*” (New Yorker)
7. Wong, “*Asian Americans and Affirmative Action*” (The Atlantic)

WEEK 15 (May 3/5): Review for Exam & Test 2-May 5

1. *On Tuesday, May 3rd, lecture will consist of a review for Thursday’s exam.*
2. *Test 2 will be during the lecture time period, 4:00-5:15 in our regular lecture location, Humanities 2340 on Thursday, May 5, 2022.*