

**SOC 134: Sociology of Race and Ethnicity in the United States
Summer 2022**

**Monday-Thursday 8:55-10:10AM
June 20 – Aug 14**

Instructor: Youbin Kang

Email: youbin.kang@wisc.edu

Credits: 3

Lecture: All instruction will be online on zoom, available through Canvas.

Virtual Office Hours: Mondays 10:20-1:00 will be held for meeting with students via Zoom.

Please make an appointment, or private message me during the class on Monday. I can also be available at other times via e-mail.

Course Description:

This course is an introductory course to Race and Ethnicity in the United States through the lens of Sociology. Themes covered in this course include: the nature of inter-group relations; emphasis on various forms of racism, discrimination, and white privilege; historical background and characteristics of American Indians, African Americans, Hispanic Americans, Asian Americans and other racial and ethnic minorities; a consideration of economic, housing, political, legal, educational, familial, and health challenges faced by minority groups in US society.

Learning Outcomes:

- Familiarize yourself with various concepts surrounding race & ethnicity.
- Be able to identify the historical, social, political, and economic legacies of race and racism, and how it shapes the experience of a diverse range of people in the United States.
- Be able to recognize and question assumptions on the discourses surrounding race and ethnicity and incorporate critical thinking skills.
- Increase ability to communicate through presentations and papers in a clear and effective manner.
- Bridge connections between theory, empirical reality, and practice in everyday life.
- Be more conscious of yourself and others.
- Be able to be an effective participant in a multicultural society.

Assignments:

Attendance & Participation (20%): Attendance, participation in class discussions, and evidence of watching lectures and doing readings. You will be allowed TWO “free-pass” absences where no one has to say anything about why you missed class. Further absences should be communicated with the instructor.

Quizzes (40%) Due biweekly; on Canvas: There will be weekly quizzes on material from both lectures and readings. The quizzes are multiple choice, open-note, and open-book. Quizzes are

open on Thursdays and will close on Sundays. You will have as much time as you need to finish them, and they may vary in how long they take to finish, on average.

REFLECTION ESSAY (20%) Due July 17 11:59PM; upload on Canvas: Each student will develop a written essay on your personal experience of race and ethnicity. Who are you? What is the first time you thought about your own race/ethnicity? What is your relationship to theories, news articles, and activism based on race and ethnicity? What messages did you hear about race and ethnicity growing up? How has your thinking evolved as you grew up? What ideas do you wrestle with? In your analysis, you will need to discuss at least 2 concepts that we have covered in class. Cite them using parenthetical references (e.g., Emirbayer & Desmond 2020).

To guide your exploration, take this implicit bias test:

Go to <https://implicit.harvard.edu/implicit/takeatest.html>, which has several tests for measuring our implicit bias in different circumstances. First, take the RACE IAT test and record your score. Then, take another test related to race and ethnicity (such as SKIN-TONE IAT, ARAB-MUSLIM IAT, NATIVE AMERICAN IAT, or ASIAN IAT). Reflect on your feelings and thoughts about your test results. Were they what you expected? Why or why not? Do you think that these results will impact the ways that you will think about race and ethnicity in the future? Why or why not? How?

Also, reflect on your neighborhood as featured on the racial dot map:

<http://racialdotmap.demographics.coopercenter.org/> (Links to an external site.)

and the redlining map:

<https://dsl.richmond.edu/panorama/redlining/> (Links to an external site.)

FINAL PROJECT (20%) Due August 11 11:59PM; upload on Canvas: Each student will offer a final paper or a creative piece that builds on the materials of the course and demonstrates the ability that they have learned the material of the course. The paper will ask you to draw on concepts and ideas from readings and lectures. Your final project should demonstrate your grasp of course concepts and your ability to apply them to specific examples. You will be graded on your overall thoughtfulness (breadth and depth of your analysis), and the sophistication of your connections and concepts used.

1) A short research paper (**1600-1800 words**): on one of the topics we discussed in class. This option gives you the chance to learn more about a specific topic that interested you during the semester. **You will need to cite at least 2 related concepts referenced in class, and you will also need to find a minimum of 4 outside sources (journal articles, news articles, books) to reinforce your argument.** Use parenthetical citations in your paper, with a list of references at the end.

2) A tiktok video: a tiktok-format video that attempts to educate viewers what you learned about race and ethnicity in our society, or your reflections on class concepts. **Your piece should be accompanied by an explanatory essay of 1000-1200 words that includes at least 4 class concepts.**

3) A playlist: A race and ethnicity playlist of **at least 6 songs** that address a race and ethnicity theme. NOTE: Music must come from more than one genre; they cannot be all rock & roll, hip-hop, or country. Some examples of themes are; family, specific holidays, racism, racial identity, education, institutions, race relations in the U.S. Your theme should be broad enough that **you can use a minimum of 4 class concepts** to illustrate it. If you're not sure what theme to pick, please feel free to talk to me. You will submit your playlist with a 150-200-word explanation for each song and how it relates to the theme, and an overall summary of 300-400 words about your playlist. The entire essay should be around 1400-1600 words.

4) A creative piece: a poem, short story, artwork, comic, photo series, song, dance, or sculpture that expresses your ideas about race and ethnicity in our society, or your reflections on class concepts. **Your piece should be accompanied by an explanatory essay of 1200-1400 words that includes at least 4 class concepts.**

Grading Scale

A	93 & above	B	87-83	C	77-70
AB	92-88	BC	82-78	D	69-60
				F	59 or below

Classroom Policies:

Usage of Audio Recorded Lectures - Lecture materials and recordings for SOC 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.

Late Work - It is up to the discretion of the instructor on how to go about accepting late work or not, depending on the circumstances. Please approach the instructor if you anticipate missing class or are struggling in completing an assignment on time.

Academic Integrity - By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation,

suspension, or expulsion. Learn more here: <https://conduct.students.wisc.edu/academic-misconduct/>

Accommodations for students with disabilities - 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 first 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. (See: McBurney Disability Resource Center)

Documenting Class Policy - Unless approved by the McBurney Center and requested in writing, students are prohibited from recording the class in any audio, video or other media form. For evaluation and archiving purposes, classes may be recorded by the professor only.

Community Learning Agreement:

In this course, we hope to cultivate a learning community. This requires both instructors and students to honor our mutual needs for dignity, respect, and care in the classroom. In doing so, we adhere to following code of ethics in this course:

- To create community in the classroom, we recognize that we share in this space together. This requires a more collectivist approach to how we relate to one another, rather than acting independent of or competitive with each other. We will not tolerate personal attacks, or blatant sexist, racist, homophobic, or antagonistic language in the classroom.
- We hope to normalize mistakes and disagreement, as this fosters critical thinking as well as personal and collective growth. Everyone is free to express opinions and ask questions without fear or criticism from classmates. You should feel comfortable to express your views, even if you think that none of your classmates will agree. If someone says something that you find offensive, react to the comment (not the person) by asking him/her first to clarify what he/she said before posing counter-arguments to challenge the assertion with respect or explain why the remark was offensive to you.
- Opposing viewpoints and criticism of ideals are welcome.
- Be willing to listen to and reflect upon opinions you disagree with.
- Be sensitive to majority/minority dynamics. People who are members of racial/ethnic minorities or who hold minority opinions can feel particularly vulnerable in some contexts. Be respectful of this.
- Avoid comments or language whose sole purpose is to provoke or disparage.
- Learn to distinguish between factual claims and opinions.
- Communicate with the instructor after class during office hours, through email, or through the chat function on zoom when you feel uncomfortable or strongly about an event or lecture in class.
- Be engaged by preparing ahead, doing readings and homework.

Required Textbook:

All readings will be available electronically on Canvas.

Course Schedule:**Module 1: Definitions, Key Debates**

Week 1 June 20-23

Monday June 20: Introductions, building community

- [Watch] How to talk about Race. 2017.
https://www.youtube.com/watch?v=UojLHDG_Y4w
- PEW Research Center <https://www.pewresearch.org/social-trends/2018/11/15/early-benchmarks-show-post-millennials-on-track-to-be-most-diverse-best-educated-generation-yet/>
- Oliver, Pam. 2017. Race Names
<https://www.ssc.wisc.edu/soc/racepoliticsjustice/2017/09/16/race-names/>

Tuesday June 21: Interpersonal vs Institutional(systemic) Racism

- *Race in America* pp.3-18

Wednesday June 22: Interpersonal vs Institutional(systemic) Racism (cont.)

- *Racism without Racists* chapters 1&3 pp. 1-16 & 53-76

Thursday June 23: Interpersonal vs Institutional(systemic) Racism (cont.)

- Rankine, Claudia *Just Us* pp. 1-55
- McIntosh, Peggy "White Privilege: Unpacking the Invisible Knapsack."

Week 2 June 27-30

Monday June 27: Biology vs. Social Construction

- *Race in America* pp. 18-37
- Reich, David. 2018. "How Genetics is Changing Our Understanding of 'Race'"
<https://www.nytimes.com/2018/03/23/opinion/sunday/genetics-race.html>
- BuzzFeed News. 2018. "How Not to Talk about Race and Genetics"
<https://www.buzzfeednews.com/article/bfopinion/race-genetics-david-reich>

- [optional] <https://www.nytimes.com/2021/05/25/magazine/cherokee-native-american-andrea-smith.html?smid=em-share>

Tuesday June 28: Biology vs. Social Construction (Discussion)

Wednesday June 29: Intersectionality vs Identity Politics

- [**Watch**] National Association of Independent Schools. 2018. "[Kimberlé Crenshaw: What is Intersectionality?](#)"
- Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* (43)6. 1241-1299.
- Lorde, Audre 1984, Age, Race, Class and Sex: Women Redefining Difference in *Sister Outsider*
- Garza, Alicia. 2019. "Identity Politics: Friend or Foe?" *Other & Belonging Institute*. Retrieved (<https://belonging.berkeley.edu/identity-politics-friend-or-foe/>).
- Ellwanger, Adam. 2019. "Why Identity Politics Kills Democracy." *American Conservative*. <https://www.theamericanconservative.com/articles/why-identity-politics-kills-democracy/>

Thursday June 30: Intersectionality vs. Identity Politics (Discussion)

<Quiz 1: Available on Canvas June30-July3 11:59PM >

Module 2: The History & Reality of Racism

Week 3 July 5-7

Tuesday July 5: The American History of Racism

- *Race in America* Chapter 2: The Invention of Race
- [**Listen**] Biewen, John. 2019. "[The Invention of Race](#)." WNYC. Aired February 19 on WNYC 93.9FM

Wednesday July 6: Racial Capitalism

- Kelley, Robin D.G. 2017. "[What did Cedric Robinson Mean by Racial Capitalism?](#)" *Boston Review*. January 12.

Thursday July 7: Politics

- *Race in America* Chapter 3: Politics
- Edsall, Thomas B. 2019. "[The Deepening 'Racialization' of American Politics](#)." *The New York Times*, February 27.

Week 4: July 11-14

Monday July 11: Wealth and Income Inequality

- *Race in America* Chapter 4: Economics
- [Watch] "[The Racial Wealth Gap](#)." *Explained* (available on Netflix)

Tuesday July 12: Culture vs Structure

- *Race in America* Chapter 4: Economics
- Desmond, Matthew. 2017. "[How Homeownership Became the Engine of American Inequality](#)." *New York Times*, May 9.

Wednesday July 13: Housing

- *Race in America* Chapter 5: Housing
- Farley, John E. and Gregory D. Squires. 2005. "Fences and Neighbors: Segregation in 21st Century America." *Contexts* 4(1): **33-39**.

Thursday July 14: Discussion

<Quiz 2: Available on Canvas July 14- July 17 11:59PM >

<Project 1: Due July 17, 11:59 PM on Canvas>

Week 5: July 18-21

Monday July 18: History of Educational Inequality

- *Race in America* Chapter 7: Education

Tuesday July 19: Current trends on Educational Inequality

- *Race in America* Chapter 7: Education
- [SKIM] Rothstein, Richard. 2015. "The Racial Achievement Gap, Segregated Schools, and Segregated Neighborhoods." *Race and Social Problems* (7): 21 – 30.

Wednesday July 20: Associations

- *Race in America*. Ch 9: Associations
- McPherson, Miller, Lynn Smith-Lovin, and James M. Cook. 2001. "Birds of a Feather: Homophily in Social Networks." *Annual Review of Sociology* 27: 415–44. Read Pp. 415-422.

Thursday July 21: Friendship, Network, Dating, and Marriage

- *Race in America*. Ch.10: Intimate Life

Week 6: July 25-28

Monday July 25: Aesthetics

- *Race in America*. Ch.8: Aesthetics

Tuesday July 26: Crime & Punishment

- *Race in America* Chapter 6: Crime and Punishment

Wednesday July 27: Crime & Punishment

- **WATCH:** “Thirteenth.” Available on *Netflix* and YouTube at:
<https://www.youtube.com/watch?v=krfcq5pF8u8>

Thursday July 29: Discussion

<Quiz 3: Available on Canvas July 29- August 1 11:59PM >

Module 3: Social Movements and Change

Week 7: August 1-4

Monday August 1: Current Events- Black Lives Matter

- Asoka, Kaavya. 2015. “Women and Black Lives Matter: An Interview with Marcia Chatelain.” *Dissent Magazine*, Summer:
<https://www.dissentmagazine.org/article/women-black-lives-matter-interview-marcia-chatelain>
- Nummi, Jozie, Carly Jennings and Joe Feagin. 2019. “#BlackLivesMatter: Innovative Black Resistance.” *Sociological Forum* (34)1: 1042-1064.

Tuesday August 2: Current Events – Black Lives Matter

- WATCH (from 3:43): “Where do We Go From Here?: Abolition or Fascism”
<https://havenswrightcenter.wisc.edu/2021/02/10/robin-d-g-kelley-2/>
- [OPTIONAL] Sugrue, Thomas 2020. “2020 is not 1968: To understand today’s protests, you must look further back”
<https://www.nationalgeographic.com/history/article/2020-not-1968>

Wednesday August 3: Current Events- Immigration

- Golash-Boza, Tanya Maria. 2018. “Racism, Nativism, and Immigration Policy.” **Pp. 376-406** in *Race & Racisms: A Critical Approach*. New York: Oxford University Press.
- [skim] Selections from Gonzales, Roberto. 2016. *Lives in Limbo: Undocumented and Coming of Age in America*. Oakland: University of California Press.

- Chapter 1: Contested membership over time (read online through the library)
- [skim] Gowayed, Heba. 2017. "Resettled and unsettled: Syrian refugees and the intersection of race and legal status in the United States." *Ethnic and Racial Studies* 43(2).

Thursday August 4: Current Events – Immigration (Cont)

- Blakemore, Erin. 2021 "The Asian American 'model minority' myth masks a history of discrimination." <https://www.nationalgeographic.com/culture/article/asian-american-model-minority-myth-masks-history-discrimination>
- WATCH: Combatting Anti-Asian Violence: <https://www.facebook.com/watch/?v=440321807250957>
- [skim] Selections from Cathy Park Hong 2020. *Minor Feelings*.
 - *Ch.1: United* (read online through the library)

Module 4: Building an Anti-Racist World

Week 8: August 8-11

Monday August 8: Imagining

- *Race in America* Ch.11: Toward Racial Democracy p.393-p407

Tuesday August 9: Imagining

- [Listen/Read] Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic*. June: <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
https://soundcloud.com/user-154380542/the-case-for-reparations-the-atlantic-ta-nehisi-coates?utm_source=www.theatlantic.com&utm_campaign=wtshare&utm_medium=widget&utm_content=https%253A%252F%252Fsoundcloud.com%252Fuser-154380542%252Fthe-case-for-reparations-the-atlantic-ta-nehisi-coates
- [skim] Alba, Richard. 2018. "What Majority-Minority Society? A Critical Analysis of the Census Bureau's Projection of America's Demographic Future." *Socius*.

Wednesday August 10: Witnessing and Solidarity

- *Race in America* Ch.11: Toward Racial Democracy p.408-423
- Alcoff, Linda, "The Problem with Speaking for Others"
- Lorde, Audre "The transformation of silence into language and action" from *Sister Outsider*
- Kivel, Paul. 2007. "What Does an Ally Do?" **Pp. 550-557** in *Race, Class, and Gender: An Anthology, 6th edition*, edited by Margaret L. Andersen and Patricia Hill Collins. Belmont, CA: Thomson.

Thursday August 11: Discussion/Presentations

<Quiz 4: 11:59PM August 11 - August 13 11:59PM >

<Project 2: Due 11:59PM August 11>