

Ethnic Movements in the United States

SOC/ASIAN AM 220

Elementary Social Science Credit

4 Credits (see Format & Instructors, p. 5)

Spring 2022

Lectures: MW 11:00 – 11:50 with Dr. Cabell Gathman

Social Science 5231 OR

Live via Zoom: <https://tinyurl.com/gathman220>

Passcode: 367320

All students are welcome to attend lecture remotely via Zoom at any time for any reason.

Discussion sections as scheduled:

Section 301	MW 1:20 – 2:10	6224 Social Science	Siying
Section 302	MW 2:25 – 3:15	6224 Social Science	Siying
Section 303	TR 9:55 – 10:45	6117 Social Science	Leo
Section 304	TR 11:00 – 11:55	6117 Social Science	Leo
Section 305	TR 2:25 – 3:15	209 Van Hise	Sara
Section 306	TR 3:30 – 4:20	209 Van Hise	Sara

Campus map with markers for all-gender & ADA-accessible bathrooms:

<https://map.wisc.edu/>

Electronic materials and links available at: <http://canvas.wisc.edu/>

Course Description

This course will use a social movement perspective to discuss ethnic movements and conflict in the United States. Building on basic sociological perspectives on race, racialization, and social movements, we will cover "blocks" focused on historical and contemporary communities, politics, and activism in connection with four main groups: Native and Indigenous people, Black and African-American people, Latinx people (particularly Chicanx and Mexican-American people), and Asian American people.

Questions we will consider include:

- When do groups adopt collective rather than individual strategies for improving their position?
- How does the history of inter-group relations affect the present?
- When and how are ethnic & racial identities constructed? How and when do people come to see a common identity despite differences in history and experience?
- How do economic and political conditions affect life conditions and shape the possibilities for collective action?
- Who has power over particular situations? What resources and capacities do aggrieved groups have?
- What are the interests and issues involved in inter-group conflicts?

Course Objectives

This course meets both the Ethnic Studies and Communication B (Comm B) requirements and may be counted as a lower division course for the sociology major.

The "essential learnings: for the Ethnic Studies requirement are:

- Awareness of History's Impact on the Present
- Ability to Recognize and Question Assumptions
- A Consciousness of Self and Other
- Effective Participation in a Multicultural Society

This course meets the requirement for extensive writing and revision as well as oral presentations for the Comm B requirement.

Finally, this course also helps to develop the following learning objectives for the sociology major:

- **Communicate Skillfully:** Write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- **Critical Thinking about Society and Social Processes:** Look beyond the surface of issues to discover the "why" and "how" of social order and structure.
- **See Things from a Global Perspective:** Be aware of the diversity of backgrounds and experiences among residents of the United States and understand the ways events and processes in one country are linked to those in other countries.
- **Improve project management skills:** Order and execute a series of complex and interrelated tasks, integrating distinct components of a project into a final product.

Contact information: Dr. Cabell Gathman (“Cabell” rhymes with “Scrabble”)

Office: Zoom Personal Meeting Room: <https://uwmadison.zoom.us/my/cabell>
Office hour: W 3-4pm; by appointment
Email: chgathman@wisc.edu

Please do NOT contact me via Canvas messages.

Although Canvas does forward messages to email, the system usually diverts them from Outlook’s “Focused Inbox,” so if you message me through Canvas, I likely won’t see it.

Contact information: Siying Fu

Office: See Canvas Announcements
Office hours: See Canvas Announcements
Email: siying.fu@wisc.edu

Contact information: Leonard Chao

Office: See Canvas Announcements
Office hours: See Canvas Announcements
Email: kchao5@wisc.edu

Contact information: Sara Trongone

Office: See Canvas Announcements

Office hours: See Canvas Announcements

Email: trongone@wisc.edu

Communication with your teaching team

We welcome student email, but we ask that you follow these basic guidelines:

Please email:

- Requests for minor clarifications regarding course materials and assignments
- Requests to meet outside of normally scheduled office hours (we may or may not be able to accommodate these)
- More complicated questions, with the understanding that we may need to address them in class or with a one-on-one meeting—giving us lead time allows us to provide you with the best, most complete answer

Please do NOT email:

- Questions answered on the syllabus
- Questions answered in announcements posted to Canvas or emailed to class lists

We will do our best to answer email in a timely fashion, which means **within 48 weekday hours**. Response times over the weekend may be longer. Please do NOT send follow-up emails less than 48 hours after your initial email; this does not make us respond faster, but it does make it more difficult for us to prioritize student communications effectively.

You should watch Canvas announcements as they are our primary method of conveying information outside of class (note that you can change your individual Canvas settings to receive email notifications of announcements on the course site or not, as you choose). We may occasionally send time-sensitive information out via email distribution lists, so you should also be sure to check your WiscMail at least daily.

Format and Instructors

The course includes two lectures per week on Mondays and Wednesdays from 11:00 – 11:50 and two discussion sections as shown on your course schedule.

All lectures will be livestreamed via Zoom, to allow for remote attendance and streamline the process of “pivoting to virtual instruction” should that become necessary. Lecture recordings will also be available for limited periods of time. **However, we strongly encourage you to attend lectures synchronously as much as you are able (whether in-person or via Zoom).** This will allow you to ask questions about the material that will be covered on our weekly quizzes as well as required to participate in discussion and complete our required assignments, and most people do better both academically and generally psychologically with a consistent structure/schedule.

Discussion sections will NOT be recorded. If you miss more discussion sections than are covered by the dropped scores for the category, you should communicate with your TA about their specific make-up requirements. There is no limit on the number of make-ups that you may complete, and you are not required to provide any kind of documentation for absences.

In addition to 200 minutes of synchronous instructional time per week, you should expect to spend **8-9 hours per week outside of class**, primarily reading and taking notes on assigned materials, in order to complete graded assignments and prepare to participate fully in weekly discussion sections. Readings are heavier for some weeks than for others, so make sure to look ahead and block out reasonable periods of time for reading and studying. Your TA and course instructor are also happy to discuss strategies for doing your best in the course.

Lectures will cover general concepts that are also addressed in the assigned readings, but they will NOT be a simple repetition of the readings; they will introduce new information and may also include related videos and other multimedia material. Throughout the semester there may be guest lectures by scholars and activists doing related work.

Discussion sections are not meant to repeat lectures; they are an opportunity for students to engage with the material in a small group setting where they may have productive discussions with their peers. Discussion section is a place to raise questions about lectures and assigned readings and make connections between those materials and concepts and popular culture, other university courses, current events, and personal experiences, as well as work on improving your written and verbal communication skills in accordance with UWMadison's Communication B requirement.

While your TA will make an effort to review readings that we know from experience may be particularly difficult for many students, it is your responsibility to raise points of ambiguity or interest and actively participate in setting the agenda for individual discussion sections.

Participating via Zoom

In lecture sessions, although Zoom is set to automatically mute everyone upon sign-in, you are able to stream audio and video if you would like to do so in order to make a comment or ask a question. You are also free to raise questions and comments via the Chat and Raise Hands features. You may find it useful to participate in the course via Zoom even if you are attending lecture in-person!

In the event that discussion section needs to be moved to Zoom for any reason (you will be notified via Canvas announcement), we encourage you to stream audio and video as much as you are able and comfortable to do so; this is helpful in building/maintaining a sense of community as we discuss topics that are personally relevant and significant to most members of the class. However, we recognize that students are participating in the course from a wide range of living situations and with different technological resources, and we will never require you to stream audio or video in a Zoom discussion.

Policy on Children in Virtual Sessions

(Based on policies by Dr. Melissa Cheyney, Oregon State University, and Dr. Elizabeth Horn, University of Central Florida)

Caregivers deserve access to education. In our virtual learning spaces, we can expect children to be present in class from time to time since many children are doing in-home remote education and schools & daycares will be facing periodic sudden closures. We also recognize that students may be participating from shared living spaces.

1. Children may be visible on-screen during class sessions, either in a lap or playing in the background. This includes breastfeeding or [chestfeeding](#) babies. Alternatively, you may always choose to turn off your camera for personal privacy reasons.
2. Caregivers who anticipate having children with them during class sessions are encouraged to wear a headset to help minimize background noise (if you have

access to one). All students are also welcome to mute their mics and communicate through the "chat" feature for this or other issues of privacy/background noise.

3. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary, and rejoin us when you are able.
4. We are happy to problem solve with you in a way that makes you feel supported as you strive for school-caregiving balance so that you can meet the expectations of this class.

Accessibility

The policy of the Board of Regents of the UW System is to ensure that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated in the UW System. Each qualified person shall receive reasonable accommodations needed to ensure access to educational opportunities, programs and activities in the most integrated setting appropriate.

If you have official accommodations through the McBurney Center, we should have received an automated email from them, but please also email your TA ASAP to discuss how they will be implemented in this course.

If you do not have official accommodations, but there are conditions or life circumstances that interfere with your ability to fulfill your responsibilities for this course, we still encourage you to meet with your TA ASAP to discuss how best to accommodate you. In some cases, we may recommend that you consult with the McBurney Disability Resource Center (2632742), but we recognize that official channels are not equally accessible to all students, and we want to support you in doing your best work for this course.

"Disability" is a broad category that includes physical, cognitive, and psychological issues, including chronic or mental illness. **People with disabilities/disabled people have the right to an education.**

Course Intro Survey

To get to know you better as people, we ask that you fill out an introduction survey via Canvas **no later than 5pm on Friday, February 4th**. We have chosen to put this form online in

order to allow you more privacy and flexibility in filling it out. You should have received section-specific link via email prior to our first class meeting.

Note: If have trouble with the link, you may need to sign out of your personal Google account, as UW uses Google Apps to record your UW username.

Please note that this form also gives you a chance to ask a question for your instructor to answer for the class at some point during the semester. Like you (see below), I have the option to decline, but I hope to make the exchange of information a little more reciprocal.

You may decline to answer any questions that you like, but should go through the entire form and submit it to receive pass/fail credit. Your responses will be visible ONLY to your instructor and your assigned TA. The completed survey counts for **2% of your final grade**.

Canvas/Zoom Profile Picture Image Upload

We will be using Zoom for lecture live streams and potentially also for discussion sections depending on circumstances. In order to build classroom community and help create a sense of familiarity even in the event of a “pivot” to all-virtual instruction, we ask that you add an image to your Canvas profile account to help others recognize you in that virtual space, and also set this image as your Zoom profile picture if you are participating via Zoom. Uploading the file to the Canvas assignment helps you to remember to pick an image and allows us to streamline grading, **but you will still need to actually set the image in your Canvas profile and Zoom separately (see Course Documents for instructions).**

Your image should be work-safe and recognizable at a small size, but it does NOT need to be a photo! (See your instructor's Canvas profile for a link to a custom avatar builder, for example.) It's okay to change profile pics during the semester but we ask that you not do so often, since the main purpose of a profile pic is to help people “recognize” you in the virtual classroom setting. **Be aware that your Canvas profile picture will be visible to all your instructors and classmates in shared Canvas settings across courses.**

We ask that you select an image to represent yourself and upload it to the Canvas assignment no later than **5pm on Friday, February 4th**. It is worth **1% of your final grade**.

Paper #1

Your first major assignment in this course is Paper #1, for which you will be assigned one of four contemporary ethnic social movements to research. You will present your findings, comment on classmates' presentations and respond to questions about your own, and submit a written brief of your findings. The full instructions for Paper #1 are available under Course Documents & Resources in Canvas, and your TA will go over these in section.

Paper #1 is broken up into numerous separately graded components. It is worth **15% of your final grade**.

Paper #2

Your second major assignment is Paper #2, for which you will research the US contemporary or historical ethnic movement of your choice. You will outline and draft this paper, participate in peer review, conference with your TA, present your findings, and submit a polished final draft of the paper. The full instructions for Paper #2 are available under Course Documents & Resources in Canvas, and your TA will go over these in section.

Paper #2 is broken up into numerous separately graded components. It is worth **30% of your final grade**.

Discussion Section (Attendance & Participation)

This is a general explanation of discussion participation as a component of your course grade. You, your classmates, and your TA will cover expectations further in discussion section.

Discussion sections for this course are scheduled face-to-face as required by the university. However, it may be necessary during the semester to move some or all sections online, temporarily or long-term. We have scheduled back-up recurring Zoom meetings as a contingency plan; if a section must be moved online for any reason, you will be informed via Canvas Announcements, so please be sure that you have notifications set up for these!

TAs will enter grades for students based on attendance (half your points for the session) and participation (the other half). We recognize that students learn and participate in many different ways; your TA will discuss different ways to earn full participation points in class.

There are 26 discussion sections scheduled for the fall semester (sections will not meet Monday/Tuesday of Week 2). A few dates, as indicated in the paper instructions and in the relevant modules on Canvas, will not meet in-person due to other activities such as participating in video presentation discussion forums or one-on-one conferences. In these cases, grades will still be entered for discussion section; the teaching team will let you know how those points are being assigned as we get closer to the dates.

Six (6) low scores in the Discussion Section category, including zeroes for absence, will be DROPPED. Canvas does this automatically when scores are entered; you do not need to let anyone know that you are using a drop. The remaining 20 scores in this category are worth one (1) percentage point on your final grade each, for a total of 20% of your final grade for the category.

We recognize that students may need to miss more classes than drops provided, even with a relatively high number of drops. If you are missing more than six discussion sessions, contact your TA to work out how to make-up the attendance & participation credit for the relevant dates. **There is no limit on the number of absences you can make up.**

Note: If you will be missing discussion on any date for a religious observance, please let your TA know and your absence will be EXCUSED, which means that it does not count against your seven (7) drops. If Christian students get Sundays, Easter and Christmas off automatically, other religious groups should be afforded the same privilege.

Weekly Quizzes

To help ensure that students stay caught up with material for the course and bring questions to discussion section when they need expansion or clarification on course concepts and materials, we will have weekly quizzes in Canvas for Weeks 2-14. These quizzes are open notes/materials and will be available from 5pm Thursday through 5pm Friday each week. You can take the quiz at any time during this window and refer to any and all notes and course materials, including lecture slides and recordings when/if available, but you should not consult with any other person or external source (online searches, etc.) in the process.

Your five (5) lowest quiz scores, including zeroes, will be dropped. Your remaining eight (8) quizzes will each be worth four (4) percentage points on your final grade, for a total of **32% of your final grade for the category.**

There are a large number of dropped scores in the quiz category to account for unavoidable absences, technical failures, etc. **Please do not ask members of the teaching team to re-open a closed quiz after the scheduled window.**

Course Grading Scheme

Course intro survey	2%
Canvas Profile Picture image upload	1%
Paper #1	15%
Paper #2	30%
Discussion attendance & participation	20%
Weekly quizzes	32%
TOTAL	100%

IMPORTANT note on grades: Grades in this course are not negotiable, but we are happy to discuss course content and strategies for improvement in the future. We do require a 24hour waiting period between receipt of a grade and discussion thereof so that you can fully read and consider all related feedback. If you have questions about graded work, please set up a time to meet and discuss them with your TA.

Grading Scale

A	92.5+
AB	87.5 – 92.49
B	82.5 – 87.49
BC	77.5 – 82.49
C	69.5 – 77.49
D	60.5 – 69.49
F	<60.5

Statement on academic dishonesty

TL;DR: Life is short; this course has been designed to be very hard to fail; please don't cheat.

This course has a heavy focus on written communication in order to help you develop and express your own ideas. Copying other people's ideas defeats that purpose; we want to know more about YOURS. If you are unsure how to paraphrase or cite appropriately, we encourage you to take advantage of the Writing Center on campus or to meet virtually with your TA.

We will work with students to help them attribute information and ideas appropriately and highlight their own interpretations and ideas. Cases of intentional plagiarism will be assigned a zero for the assignment and will be reported to the office of the Dean of Students to prevent continuing patterns of such behavior.

For the university's policy on academic dishonesty and misconduct, see:
<https://conduct.students.wisc.edu/misconduct/academic-integrity/>

Please note: A score of “0” received for academic dishonesty CANNOT BE DROPPED OR REPLACED, regardless of the normal mechanisms for the grade category.

Required Readings

There are two required books for this course. Although they are on order with the University Bookstore, you may obtain ANY edition of these, new or used, for use in this class. Used copies are available at low cost from various online sellers. We will not use either book until Week 4 of class (begins February 14th).

An Indigenous People's History of the United States by Roxane Dunbar-Ortiz

The Origins of the Civil Rights Movement: Black Communities Organizing for Change by Aldon Morris

All other readings will be available as PDFs for download in Canvas. All readings are listed under "REQUIRED READINGS" in the relevant Weekly Module on our Canvas homepage—assigned chapters from the books above are listed as text items alongside any downloadable PDFs. You should complete all readings for the week by Wednesday's lecture at the latest to ensure that you have time to consider them fully and ask questions in class. The week's readings will be covered on the quiz that opens on Thursday, along with lecture content from Monday and Wednesday.

Semester Schedule

See Weekly Modules in Canvas for all assigned readings, assignments, and supplementary materials.

Week 1 (1/26 – 1/28):	Introduction
Week 2 (1/31 – 2/4):	Race & Racialization
Week 3 (2/7 – 2/11):	Sociology of Social Movements
Week 4 (2/14 – 2/18):	Native & Indigenous Communities & Movements
Week 5 (2/21 – 2/25):	From 19th Century Militant Resistance to the American Indian Movement
Week 6 (2/28 - 3/4):	Contemporary Native & Indigenous Movements
Week 7 (3/7 – 3/11):	Black Communities & Movements; Brief History of US Slavery
Week 8 (3/21 – 3/25):	Jim Crow to Civil Rights

Week 9 (3/28 – 4/1): Contemporary Black Movements

Week 10 (4/4 – 4/8): Latinx Communities & Movements

Week 11 (4/11 – 4/15): Immigration

**Week 12 (4/18 – 4/22): Spanish Language & Education;
Asian-American Communities & Movements**

Week 13 (4/25 – 4/29): Imperialism & Immigration

**Week 14 (5/2 – 5/6): (Revocable) Citizenship & Contemporary
Asian-American Movements**

**REMINDER: We do not have a final exam, but there is a quiz on Thursday/Friday
of our last week of class!**