

SOC/ASIAN AM 220: Ethnic Movements in the United States Fall 2023

Lecturer: Emma-Claire LaSaine

Course Description

This course sociologically analyzes historical and recent ethnic/racial conflict and movements in the U.S., including the relations between European Americans, African Americans, Mexican Americans, Native Americans, and Asian Americans. The class introduces fundamental theories of social movements and prepares students to think critically about the resources, opportunities, and constraints faced by the ethnic movements covered in the course. The class asks two key questions that will be answered throughout the semester: 1) What does it mean for race to be socially constructed in terms of ethnic movements in the U.S.? and 2) What role do ethnic movements play in U.S. socio-political life?

This course fulfills the University's Communications-B ("Comm-B") requirement; therefore, by the end of the semester it is expected that you will have developed advanced skills in a) critical reading, logical thinking, and the use of evidence, b) the use of appropriate conventions in writing and speaking in a social scientific academic style, and c) the productive use of core library resources specific to sociology. Each student should leave this course more confident in their ability to present ideas in both oral and written form.

University Communications B Requirements. In addition to course subject matter, you will learn to write as a social scientist, conduct some forms of research, present your findings, and analyze what scholars have written. Each of the assignments in Sociology/Asian American Studies 220 has been created to meet the university's Communications B requirement. The core aim of the communication requirements is to prepare students for writing assignments in upper-level courses. Specifically, the objectives of Communications B courses are to develop advanced skills in:

- Critical reading, logical thinking, and the use of evidence
- The use of appropriate style and disciplinary conventions in writing and speaking
- The productive use of core library resources specific to the discipline.

University Ethnic Studies Requirements. The Ethnic Studies requirement is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the United States, and to equip students to respond constructively to issues connected with our pluralistic society and global community. The objective are:

- Increase students' understanding of and capacity to value the unique cultural and ethnic backgrounds and contributions of groups not integrated into the mainstream.
- Facilitate an understanding of what it means to live in a society that may display hostility to the individual on the basis of stereotypes of fundamental, frequently unalterable, characteristics of race, religion, sex, and/or national origin.
- Equip students to respond constructively to problems of our increasingly pluralistic American society.

Department learning objectives. Beyond the specific content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as prioritized by the Department of Sociology:

- *Critically Evaluate Published Research.* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Communicate Skillfully:* Sociology majors 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:* Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *See Things from a Global Perspective:* Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.
- *Improve project management skills:* Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

Course Requirements and Policies

Readings: All required readings will be provided in digital format through Canvas.

Lectures: All lectures will be in person, unless notified otherwise. Due to the limitations on available classroom technology, lectures WILL NOT be recorded. Lecture slides will be posted to Canvas in advance of each lecture.

Attendance and Participation: Participation includes reading. You are expected to complete all required readings assignments before the lectures and discussion section in meetings in which they are discussed. To pass this course, you must be prepared to do the reading assignments consistently and thoroughly throughout the semester. Please bring assigned readings with you to section. You are also required to attend the lectures and to attend and participate actively in your section meetings. Repeated problems with attendance or participation, including distracting behavior during lectures or discussions, will definitely reduce your grade.

Research Project: General Education Requirements for communication are intended to help you develop skills in critical reading, logical thinking, and the use of evidence, as well as the use of appropriate style and disciplinary conventions in writing. To achieve these objectives, you will be required to produce a sociological research paper, due at the end of the semester. Within a few parameters, you will be able to select a topic of your own choosing.

- The topic of your paper requires approval from your section instructor.

- The research project is divided into a series of assignments due at different points in the semester. You will receive greater detail about this in section.
- The writing for all assignments must be original to this class. Papers written for other courses will not be accepted except at the discretion of the Instructor and Section Instructor.

Pro-tip: I would suggest that you start thinking about research topics now and begin talking to your TA about it. Look through the syllabus and the course readings for topics of interest. Choose something that you want to learn more about, since you will be spending considerable time working on this. The topic does *not* need to be something that will be directly discussed in class, but will need to demonstrate understanding of course concepts.

Short Writing Assignment: Courses satisfying the Communications B requirement must provide multiple writing assignments. The Short Writing Assignment asks students to apply course concepts to real-world issues. This assignment will help students practice the basics of formulating an original thesis and supporting arguments, structuring an argumentative essay, and providing evidence with solid citation practices. Likewise, it encourages careful and critical reading of course materials and builds on discussion section analysis.

By the end of the semester, between the short writing assignments and research project, you will have completed a minimum of 20 pages of writing, meeting the Communications B requirements for writing.

Oral Presentations: An additional objective of the university's Communications B requirements is to develop skills in disciplinary conventions for speaking. To satisfy this requirement, each student will give two oral presentations during the semester. These will be video presentations that you will post to your section's website. More details will be provided in section.

Exams: There are two in-person exams, given during our usual 50-minute lecture time slot; neither will take place during final exam week. They are not cumulative. The exams are designed to evaluate your mastery of course materials, including lecture and reading assignments.

Grading: Your section instructor will provide you with a more detailed breakdown of the grade allocation. Final grades will be based on:

Course Intro Survey: 2%

Best Three of Four Short Writing Assignments: 21% (7% each)

Research Project (31% overall, but divided into the following assignments):

- Topic statement (1%)
- Annotated bibliography (3%)
- Outline (5%)
- First draft (12%)
- Peer review workshop (2%)
- Final draft (8%)

Oral Presentations: 6% overall, but divided into the following assignments:

- Oral Presentation Video #1 and Peer Review: (3%)
- Oral Presentation Video #2 and Peer Review (3%)

Attendance and Participation: 20%

- Lecture attendance (2%)
- Reading Participation (on Perusall) (3%)
- Section attendance (5%)
- Section participation (10%)

Exams: 20% (2 exams, each worth 10%)

This is the grading scale employed in the class:

A	94 – 100%
AB	88 – 93%
B	83 – 87%
BC	78 – 82%
C	70 – 77%
D	60 – 69%
F	59% or below

Weekly Reading and Lecture Schedule:

Unit I

September 6, 2023

- Read the syllabi closely. This class has a lot of pieces to keep track of.

September 11, 2023

- Omi, Michael and Howard Winant, 2016. “Racial Formations,” pp. 185-98 in McGann, Kimberly (ed) *SAGE Readings for Introductory Sociology*. Sage Publications.
- Desmond, Matthew and Mustafa Emirbayer. 2009. “What is Racial Domination?” *Du Bois Review* 6(2):335-355.

The following readings are related to the craft of writing. You will be expected to be familiar with them by the time that you turn in your first Short Writing Assignment.

- Richlin-Lonsky, Judith and Ellen Strenski, eds. 2001. “Getting Started,” pp. 3-27 in *A Guide to Writing Sociology Papers*. 5th edition. New York: Worth Publishers.
- “ASA Quick style guide”
- “Acknowledging Sources”

September 13, 2023

- Collins and Blige (2020) *Intersectionality* (excerpts from the introduction)

September 18

- Collins, Patricia Hill (2000) “Toward a Politics of Empowerment” in *Black Feminist Thought*
- Romero (2019) “Sociology Engaged in Social Justice” Excerpts

September 20, 2023

- Walder (2009) “Political Sociology and Social Movements”

September 25, 2023

- Fleming, Crystal M. and Aldon Morris (2018) “Theorizing Ethnic and Racial Movements in the Global Age: Lessons from the Civil Rights Movement”

Again, these readings are about the craft of writing. You should read them prior to submitting assignments related to the Research Paper.

- Edwards, Mark. 2015. “Overview of Writing a Research Paper: An Extended Analogy,” 19-24 in *Writing in Sociology*. Thousand Oaks: Sage Publications.
- Edwards, Mark. 2015. “Borrowing Well From the Literature,” pp. 25-30 in *Writing in Sociology*. Thousand Oaks: Sage Publications.
- “Making a Sociological Argument”

Unit II

September 27, 2023

- Christiansen (2014) “Four Stages of Social Movements” in *Sociology Reference Guide: Theories of Social Movements*
- Manekin, Devorah and Tamar Mitts (2022) “Effective for Whom? Ethnic Identity and Nonviolent Resistance”

October 2, 2023

- Morris, Aldon D. and Suzanne Staggenborg (2008) “Leadership in Social Movements” in *The Blackwell Companion to Social Movements*
- Fraley and Lester-Roushazamir (2004) “Revolutionary Leader or Deviant Thug? A Comparative Analysis of the Chicago Tribune and Chicago Daily Defender's Reporting on the Death of Fred Hampton”

October 4, 2023

- Oliver, Pamela E. (2008) “Repression and Crime Control: Why Social Movement Scholars Should Pay Attention to Mass Incarceration as a Form of Repression”
- Simi and Futrell (2020) “Active abeyance, political opportunity, and the ‘new’ white supremacy” in *Racialized Protest and the State: Resistance and Repression in a Divided America*

Unit III

October 9, 2023

- Dunbar-Ortiz (2014) *An Indigenous Peoples’ History of the United States* – chapters 5-6

October 11, 2023

- Dunbar-Ortiz (2014) *An Indigenous Peoples' History of the United States* – chapters 7-8

October 16, 2023

- Marx, Anthony W. (1996) “Race-Making and the Nation State”

October 18, 2023

- Morris (1999) “A Retrospective on the Civil Rights Movement: Political and Intellectual Landmarks”

October 23, 2023: EXAM 1

Unit IV

October 25, 2023

- Ellinghaus, Katherine (2006) “Indigenous Assimilation and Absorption in the United States and Australia”
- Steinman (2016) “Decolonization Not Inclusion: Indigenous Resistance to American Settler Colonialism”

October 30, 2023

- Lang, Clarence (2004) “Between Civil Rights and Black Power in the Gateway City: The Action Committee to Improve Opportunities for Negroes (ACTION), 1964-75”

November 1, 2023

- García (2014) “Introduction: The Chicano Movement and Chicano Historiography” in *The Chicano Movement: Perspectives from the Twenty-First Century*
- Bauman (2007) “The Black Power and Chicano Movements in the Poverty Wars in Los Angeles”

November 6, 2023

- Lopez and Espiritu (1990) “Panethnic Identity in the United States: a theoretical framework”
- Wei, William (2010) “Who Am I? Creating an Asian American Identity and Culture” in *The Asian American Movement*

November 8, 2023

- López, Antonio R. (2019) “‘We Know What the Pigs Don’t Like’: the Formation and Solidarity of the Original Rainbow Coalition”

Unit V

November 13, 2023

- Gutiérrez, Ramón A. (2004) “Internal Colonialism: An American Theory of Race”

November 15, 2023

- Ngai (2014) *Impossible Subjects* Ch 2: Deportation Policy and the Making and Unmaking of Illegal Aliens

November 20, 2023

- Jung, Moon-Kie (2011) “Constituting the U.S. Empire-State and White Supremacy”
- Valle (2019) “Race and the Empire-state: Puerto Ricans’ Unequal U.S. Citizenship”

November 22, 2023

- Kauanui, J. Kēhaulani. (2008) “Colonialism in Equality: Hawaiian Sovereignty and the Question of U.S. Civil Rights”
- Darrah-Okike, Jennifer (2019) “Theorizing race in Hawai‘i: Centering place, indigeneity, and settler colonialism”

*****Thanksgiving Break November 23-26*****

Unit VI

November 27, 2023

- Bonilla-Silva, Eduardo (2015) "The Structure of Racism in Color-Blind 'Post-Racial' America"

November 29, 2023

- Blee, Kathleen M. and Elizabeth A. Yates (2015) “The Place of Race in Conservative and Far-right Movements”

December 4, 2023

- Lee, Jennifer (2021) “Reckoning with Asian America and the New Culture War on Affirmative Action”

December 6, 2023

- Alexander, Michelle (2010) Excerpts from Chapter 5 of *The New Jim Crow*
- Brown, Robert A. (2019) “Policing in American History”

December 11, 2023

- [*Black Snake Killaz: A #NoDAPL Story*](#)

December 13, 2023: EXAM 2

Course Website: The Canvas website for the course will house the course syllabus and related documents, the digital version of the readings, assignment dropboxes, exams, and announcements. Consult with your Section Instructor about use of the dropbox. The Canvas

gradebook is not weighted, so you should be careful not to interpret grades-to-date as reflective of a final course grade. If you are confused about your grades, consult with your TA or the instructor.

Other Business:

- Late papers are not accepted except at the discretion of the Instructor and Section Instructor.
- Missed exams cannot be made up except at the discretion of the instructor and provided that the student can document the reason for their absence.
- If laptops, cell phones, or other devices prove distracting in class, they will be banned.
- Because this is a writing intensive course, I strongly encourage you to employ the services of the [Writing Center](#) (6171 Helen C. White Hall).

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 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. I will work either directly with 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](#).)

Religious Observances: If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details.

Privacy of Student Information and Digital Proctoring: The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported teaching and learning tools, including proctoring tools and takes necessary steps to ensure that tool providers prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices. Under the Family Educational Rights and Privacy Act (FERPA – which protects the privacy of student education records), student consent is not required for the university to share with Honorlock those student education records necessary for carrying out the proctoring service. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to treat vendors as school officials and to share student education records with them where they perform services for the university and are subject to FERPA requirements governing the use and redisclosure of personally identifiable information from education records. Honorlock is FERPA compliant and is bound by the terms of its agreement with the university to comply with FERPA's restrictions on the use of student education records.

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. For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#). If you have questions about the rules for any of the assignments or exams, please ask your instructor.

Artificial Intelligence Tools: As a part of Comm-B and Sociology Department requirements, this course asks students to demonstrate critical reading and thinking skills. For this reason, students are expected to create their own arguments and identify and implement supporting evidence for each written assignment without the use of Artificial Intelligence (AI) software such as Chat GPT or Writer. While AI tools may prove useful to student success in some UW-Madison courses, relying on AI to summarize or evaluate readings, or asking AI to generate thesis statements, supporting arguments, or evidence for written assignments directly prevents students from learning and demonstrating the skills evaluated in this course. As such, use of AI is prohibited in this class. Instructors will use AI detection software and any written assignments where AI-generated material is identified by instructors will be treated as plagiarism.

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.

Course Evaluations: Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation. UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Departmental notice of grievance and appeal rights: The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the Chair of the Department of Sociology, 4454 Sewell Social Sciences (egrodsky@ssc.wisc.edu).

Intellectual Property: Lecture materials and recordings for Sociology 220 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 share 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 constitute copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COVID-19 Policies

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.

Face Coverings During In-person Instruction (COVID-19): Individuals are encouraged, but not required, to wear a face covering while inside any university building. Remember to wear face coverings [correctly](#) (i.e., covering both your mouth and nose) for full protection.

QUARANTINE OR ISOLATION DUE TO COVID-19: Student 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. Student 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 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.