

Sociology/Asian American Studies 2020: Ethnic Movements in the U.S.

Spring 2021

INSTRUCTOR: Benny Witkovsky

LECTURE: Recordings will be posted online on Mondays and Wednesdays. There will be an optional live, online lecture discussion on Wednesdays from 12:05-12:55 (more below).

EMAIL: bwitkovsky@wisc.edu

OFFICE: On Zoom

OFFICE HOURS: By Appointment

***** As we as a country and a class continue to grapple with the COVID19 Pandemic, please know that some of these plans, policies and expectations may change. The teaching team will strive to treat you with generosity, flexibility and understanding during this time, and we ask that you will extend the same to us*****

SECTION	TA	TIME	ROOM
301	Sherry Chan	MW 1:20 – 2:10	Online
302	Sherry Chan	MW 2:25 – 3:15	Online
303	Todd Fournoy	TR 9:55 – 10:45	Online
304	Todd Fournoy	TR 11:00 – 11:50	Online
305	Cullen Cohane	TR 2:25 – 3:15	Online
306	Cullen Cohane	TR 3:30 – 4:20	Online

COURSE OVERVIEW:

The United States is a country founded on both a promise of democratic equality and a system of racial exclusion and oppression. Throughout this country's history, communities—racial and ethnic minorities as well as white allies—have used political and social movements to emphasize that contradiction and demand greater inclusion, equality and justice. This course is a survey of those moments throughout American history.

The course will have three main focuses:

1. Introducing students to elementary concepts of the sociology of race and sociology of social movements
2. Surveying the experiences and social movements of different racial/ethnic minorities in American history.

3. Providing students with the tools to analyze and understand controversial issues concerning to race and ethnicity in the contemporary U.S.

The course will be divided into four broad units, each concerning a different racial/ethnic minority group and lasting approximately 3 weeks. They will include:

1. Native Americans
2. African Americans
3. Latino Americans
4. Asian Americans

Other topics that will be addressed if there is time and will be spread out throughout the semester may include: religious minorities, “white-ethnic” minorities, white majoritarian movements, and others.

There are two required textbooks for this course available at the bookstore and easily findable online. It does not matter which edition of these books you read:

An Indigenous Peoples History of the United States – Roxanne Dunbar-Ortiz

The Origins of The Civil Rights Movement: Black Communities Organizing For Change – Aldon Morris

LEARNING GOALS:

This course meets both the ethnic studies and Communication B requirements and may be counted as a lower division course for the sociology major. The “essential learnings: for the ethnic studies requirement are: (1) Awareness of History’s Impact on the Present; (2) Ability to Recognize and Question Assumptions; (3) A Consciousness of Self and Other; (4) Effective Participation in a Multicultural Society. This course meets the requirements for extensive writing and revision as well as oral presentations for the Communication B requirement. For more, see: <https://guide.wisc.edu/undergraduate/#requirementsforundergraduatestudytext>

This course also helps to develop the following **learning objectives for the sociology major**: (1) *Communicate Skillfully*: write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner. (2) *Critical Thinking about Society and Social Processes*: look beyond the surface of issues to discover the “why” and “how” of social order and structure. (3) *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. (4) *Work effectively in groups* (5) *Improve project management skills*: ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

Ethnic Movements in The United States fulfills the Asian American Studies Certificate Program requirements. The Asian American Studies Certificate Program provides students with an opportunity to develop a sustained intellectual focus on Asian American racial formation, history, literature, culture, and social concerns. Effective Fall 2020, the certificate can be obtained by completing ANY FOUR Asian American Studies course for 12 credits of coursework. The certificate program is open to any undergraduate student who has an interest in Asian American Studies.

Within the Asian American Studies Concentration, students have the option to declare a HMoob American Studies Emphasis. This special track promotes a more in-depth examination of HMoob American history and culture and can be obtained if 6 out of 12 credits are completed by taking designated HMoob American Studies courses within the Asian American Studies curriculum. Please contact Professor Cheng in the Asian American Studies program at cicheng@wisc.edu for more information.

HOW THIS COURSE WORKS:

This course has a lot of moving parts and things can be a little difficult to keep track of. Please make sure you understand each of the following components and contact me or your TA as soon as you feel you may be falling behind in one or more area.

Lecture:

Lecture this semester will be divided into 3 separate components:

- Lecture Recordings: These will be uploaded roughly to match the official schedule for the course on Mondays and Wednesdays. These will be roughly 50-minute lectures that contain the main content for the class. You can watch these on your own schedule, but you are expected to watch them in the week they come out.
- Lecture Notes: Every week I will ask you to turn in a short reflection on the material from lecture that week. These will be due on Fridays and be about 1 page (250 words). Please see Canvas for specific instructions.
- Lecture Discussion: On Wednesdays from 12:05 – 12:55 I will hold an optional live discussion on Zoom. We'll use this time to talk about current events and how they relate to our course material, address any questions or concerns about material you might have, and allow you to reflect on the material and draw connections with your own lives

and experiences. If you attend a week's lecture discussion, then you can turn in an abridged lecture notes (just saying that you attended the discussion and one or two sentences of reflection on what we discussed) instead of the whole assignment.

Readings:

Every week there will be a reading assignment that provides more context and background to the issues we discuss in class. Because there are no exams in this class, my goal is not for you to memorize details or obsess about capturing every fact from each reading, but rather to get a good sense of their arguments and the stories they share. Importantly, because this is a class about many different communities, these readings are often your best chance to hear directly from members of these communities. For the first two units the readings will consist of several chapters per week of the assigned books, for the second two units they will be articles/chapters posted on Canvas.

Quizzes:

Every week there will be a short, multiple choice quiz (approx. 5-10 questions) administered through Canvas. These quizzes will open on Friday morning and close on Sundays. They will address content from both the lectures and readings for the week. These quizzes are untimed, open-note and open-book. The main goal of the quizzes is to provide you some accountability to make sure you are doing the readings and watching the lectures every week.

Writing Assignments:

Because this is a Comm-B Class, writing assignments will be the bulk of your grade and the thing that takes up the majority of your time in this class. These assignments will be done in section through your TA, so look for more information from them. The two large assignments (Project 1 and Project 2) will also have smaller pieces due before the final deadline. Here is a general outline of the assignments:

- Project 1: This is a group assignment done in section which will involve analyzing and presenting a debate on a controversial issue that has to do with race in America. You will be assigned into a group and given one of four issues to analyze. The assignment will involve both a oral presentation and a written component.
- Project 2: This is an individual research paper assignment that will ask you to choose a social movement that has to do with race in America and analyze various aspects of the movement and its opposition. The paper will be 15-20 pages long and require research of both academic sources and media/organizational materials. There will also be an oral presentation as part of this assignment.
- Short intro assignment: This will be due early in the semester and will receive full credit for completion. It will ask you to write a brief (2-page) reflection on your own personal experiences with race and social movements.
- Final Reflection paper: This will be due at the very end of the semester and will receive full credit for completion. It will ask you to write a brief (2-page) reflection on what you learned over the course of the semester, how it changed your perspective on your own background and experiences and what you will take forward from the class.

Section:

Discussion section is a mandatory part of this course and is where you will both get to dive deeper into the course material and gain the writing skills and experience that are a part of this class. TAs will communicate their expectations for section in a separate syllabus.

Live Chats:

Because so much of what we're losing during this COVID pandemic is a sense of community and an opportunity to build relationships in our classes, we're going to experiment with a new way to engage with one another. Four days a week a member of the teaching team will host an optional text Live Chat through Canvas's Chat function. This is a great place for you to ask questions that you think others might have or benefit from the answer, share news that seems relevant to this class and get to know your classmates and the teaching team a bit better. You can attend the chat hosted by any member of the teaching team, not just your own TA.

Live Chats will be from 12pm – 1pm with the following Schedule:

Monday: Cullen

Tuesday: Benny

Thursday: Todd

Friday: Sherry

GRADING:

The grading breakdown for this class is as follows:

LECTURE REFLECTIONS: 25%

SECTION: 15%

QUIZZES: 20%

ASSIGNMENTS: 40%

(PROJECT 1: 15%)

(PROJECT 2: 25%)

All grades in this class will be on the following scale

A	=	100 – 93%
AB	=	92.9 – 88%
B	=	87.9 – 83%
BC	=	82.9 – 78%
C	=	77.9 – 70%
D	=	69.9 – 60%
F	=	59.9 – 0%

In addition, to balance the different parts of this class, you must pass each of the 4 aspects of this class listed above in order to pass the class. You can't simply blow-off section and hope to make up the points elsewhere.

CLASSROOM EXPECTATIONS:

- Respect other students' rights and needs. Do not engage in behavior which distracts others
- Do your best to contribute to an environment in which people can express real opinions that others disagree with and can learn from hearing the opinions of others, even when you disagree. **Do not expect to end class agreeing on one right opinion on controversial topics. Instead, expect to learn more about why different people have different opinions. See Canvas for advice about dealing with conflict and offense.**
 - **Never** intentionally insult another person or group in this class. This includes insults meant as jokes.
 - If you are offended or bothered by what someone else has said, or someone else expresses offense at what you said, do your best to assume good will and explain your concerns while also listening to the other person's. Expect that people from different backgrounds will be bothered by different things. Try to understand why other people disagree with you as well as why you disagree with them.
- Please be honest in your lecture reactions to help me know whether we have class process issues I need to deal with. Let me know if you are offended or disagree or have some personal issues that are affecting you.
- I strongly encourage you to pay attention to the news this semester, especially as it relates to the topics we're discussing in this class and to come to both lecture and section ready to talk about our course material's relevance to current events.
- You are invited to treat this class as an open forum.
 - You may raise your hand to ask a question, share an experience or an opinion at any time in live lecture discussion.
 - You may announce any event which you believe may be of interest to others in the class.
 - In consultation with me, you may arrange to address the class or to bring a speaker or film to the class, to raise issues which you feel are being ignored or distorted in lectures, to give voice to your own feelings and experiences, or to enrich the learning experience of yourself and others. Speak to me in advance to make arrangements for anything "big" (i.e. more than 5 minutes long).
 - It is not appropriate for one or a few people to dominate class interaction; we do need to leave room for many voices. If I am concerned that you are talking too much, I will speak to you. Otherwise, you can assume you're talking is OK. Students who feel that someone else is dominating should let me know in the daily reactions.

ABSENCE/MAKE UP POLICY:

Because the mandatory parts of lecture are asynchronous there is no formal absence or make-up policy. Lecture notes and quizzes are due on Friday and Sunday respectively with the expectation that you will have watched those lectures beforehand. I will accept late lecture notes and late quizzes for half-credit without an excuse (but you must contact me to have these

assignments re-opened). Please let me know if you have a personal emergency that will prevent you from completing this work on time, in which case I will give you full credit.

Please see your TA's syllabus for absence and make up policies for section and the writing assignments.

ACCOMODATIONS:

We know students have many issues in their lives that may affect classroom performance, including hunger, homelessness, money problems, family responsibilities or crises, death of a family member or close friend, illness, or disability. If you are having difficulty securing food or housing or are facing financial, family, crime victimization, or life stresses, you can get support from the Dean of Students <https://doso.students.wisc.edu/student-assistance/> and are invited, at your option, to inform your professor or TA of your circumstances. If you have life circumstances beyond your control, you have the right to request accommodation.

Accommodation adjusts deadlines or the details of assignments to give you a chance to do your work and demonstrate your knowledge. Accommodation does not get you out of work nor does it give you a higher grade. You can receive accommodation for circumstances beyond your control, disabilities, and religious observances. Requests for accommodation for disability, religious observance, or chronic problems beyond your control should be requested during the first two weeks of class. Requests for unexpected or emergent problems should be requested as soon as possible.

This course does NOT have timed exams but it DOES have due dates for a great deal of written work and it DOES have mandatory attendance for participation. If you have a disability that affects your ability to meet these requirements make sure that you have worked with the McBurney Center (<http://www.mcburney.wisc.edu/>) to determine the best accommodations for you and that those accommodations have been communicated to me and your TA early in the semester.

CONTACTING LECTURER AND TAS

The best way to get in touch with me and your TAs about short questions or emergencies is through email. When you email us, please remind us what section you are in. Please allow for 48 hours for a response—feel free to reach out again if it is longer and we don't respond.

Longer questions may be better held through Zoom appointments you are welcome to ask to schedule appointments with either me or your TA.

While you are welcome to speak to both me or your TA about whatever you need, here's a quick guide to who can help you on what issues.

Course Content: Me or TA
Lecture Absence: Me

Section Absence: TA
Quizzes/Readings: Me
Assignments: TA
Grades: TA

IMPORTANT NOTE: Your TA has authority over what happens in section and with the written assignments. Each TA runs their own section and will have somewhat different expectations and standards, that is normal and ok. Follow their instructions, not what friends in other sections say. If you believe you are being treated unfairly, you are of course welcome to raise concerns to me or to the department's Undergraduate Student Advisor Lyn MacGregor (lyn.macgregor@wisc.edu).

CAMPUS RESOURCES

The Writing Center

Excellent writing instructors offer classes and one-on-one meetings to help you with all aspects of the writing process. Call 263-1992 or go to www.wisc.edu/writing for more information. The Writing Center is located at 6171 Helen C. White Hall and is open Mon-Thu from 9:00a-8:30p and Fri from 9:00a-3:00p.

University Health Services -- <https://www.uhs.wisc.edu>

University of Wisconsin Health Services has many resources for students on issues including: violence prevention, mental health, sexual assault and drug and alcohol abuse. Mental and physical health are important aspects of academic success. Please do not hesitate to reach out to UHS for more information about these services.

ACADEMIC POLICIES

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

See information about privacy of student records and the usage of audio-recorded lectures: <https://instructionalcontinuity.wisc.edu/2020/04/03/privacy-of-student-records-and-the-usage-of-audio-recorded-lectures/>

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for [insert class name] 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:](https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext)

<https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

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: <https://d1cjb8q1w2lzm7.cloudfront.net/wp-content/uploads/sites/22/2020/06/Cloth-face-cover-guidance-06-22-20-final.pdf>

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.

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.

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/>