**SOC 224- American Minority Groups**  
T/Th 12:30pm – 1:45pm     Bolton Hall B52

**Office Location/Office hours**   Stephanie Baran     sbaran@uwm.edu  
Room BOL 722, Wednesday: 9:00 am – 12:00 pm, or by appointment.

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**Textbook**


Articles available on D2L

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**Course description**

What are minorities? How are minority groups constructed? Has the United States become a melting pot of different ethnic groups or is it still a salad bowl? This class will challenge us to think about the varieties of the minority experience, including racialized and marginalized groups, but also gendered and differently abled populations. More importantly, this class will introduce the major sociological perspectives on race and ethnic relations, and gender issues within American society. As a class, we will come to the table and examine sociological theories and ideologies of race and racism, learning how policies and institutions construct race and racism, and consider how different minority statuses may intersect with one another.

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**Why does this course qualify for GER Credit**

American Minority Groups (Sociology 224) meets the UWM General Education Requirements (GER) because it focuses on how ideas about racial and ethnic groups influence social institutions, inter-group relationships, systemic and structural processes. These institutions, systems and structures are simultaneously related to identities, stratification and inequalities. This course will focus on a timeline development of marginalized American groups in the United States context, including Native Americans, Black and African Americans, Latino Americans and Asian Americans. Students will be introduced to the formation of those groups through historical processes that create and impact contemporary issues. This course also examines who learning these processes can complicate their identification with United States institutions, systems and policies in regards to race and ethnic relations.

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**This course meets the UW System Shared Learning Goal 2**

Critical and Creative Thinking Skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning applies to this course. Students will develop the ability to critically assess the literature in the field of sociology that presents theoretical explanations and empirical evidence to explain the life experiences of contemporary marginalized groups in the United States context.

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**Course Goals and Learning Outcomes in GER Courses:**

Upon completion of this course, I expect students to be able to:
1. Apply critical thinking skills to understand the ways society affects individual behaviors, individual lifestyles, and public life.
2. Identify and explain the theoretical paradigms that try to explain majority-minority relations.
3. Understand how conceptions of racial status changed over the course of American history.
4. Develop knowledge and awareness about the experiences of marginalized populations in the United States via explaining class concepts in short and long essay, multiple choice and a class capstone research project of a topic discussed in class.

**Credit Hours**

American Minority Groups is a 3-credit course. This means on average you will spend:

- 5 hours per week in preparation - this may include reading, notetaking, completing minor exercises/assignments
- As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers only indicate that the course will not require any less of your time.

**Course Breakdown**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation/in-class work</td>
<td>15%</td>
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<tr>
<td>Discussion Points</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>25%</td>
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<tr>
<td>Three Quizzes</td>
<td>25%</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
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**In-Class Work (15%)** In-class writing assignments that demonstrate you have completed the assigned readings, engaging in class discussions, semester-long scavenger hunt, and other activities. The lowest scores will be dropped. For extra incentive, there will be extra credit if you complete all 12 assignments.

**Discussion Points (10%)**: For a total of 10 readings of the student’s choosing, students will write one double-spaced page, size 12 font posted on D2L that analyzes the content of the reading and will pull from all the readings that week based on a prompt on the discussion board. Please include citations if using out of class materials! You must include two original questions about the material, such as: a question about unclear understandings, details or critiques of the readings. These questions will be discussed in class. These responses and questions must be posted by 7:00pm, the day prior to class and questions can be answered throughout the week. (Therefore, if class meets on Tuesday, you would have to post these by 7:00pm Monday.) You must at least respond to a post by another student each week. This will give students a chance to read each other’s thoughts and comments and think about their own understanding of the material. Also, to keep you on top of these, 3 discussion points will need to be completed by October 11th. (An example has been posted on D2L).
Alternative: If you do not want to do a discussion post (**you still must pose 2 questions to a student!**) that week, you can write a short analysis (**1-1.5 pages**) of a news article or other media (podcast, movie, television show) using concepts from that week and submit it to D2L.

**Midterm (25%)** This exam will require you to utilize course concepts in multiple choice and short essay form.

**Three quizzes (25%)** This quizzes will help study for your midterm and the last one will be used as the final. These quizzes will be on D2L and available over the weekend after the last class.

**Final Paper (25%)**: This cumulative paper will cover a topic that is of interest to you about any topic/concept dealing with majority/minority group relations. There will be a short topic paper (about 1 paragraph). There are two options for this paper: Creative or Literature Review. More details will be given.

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**Attendance, Incompletes and Code of Conduct**

It is important to come to class because class assignments are an integral part of the class and your learning of the material.

Let me know immediately if you are confused or puzzled by any class material. It is much better to come for help or clarify any issues sooner rather than later!

**Course Calendar**

**Week 1: Course Introductions**
- 9/6: Introduction, Class overview, Class race/gender genealogies
- 9/8: Chapter 6: R&R, D2L Maclntosh, Peggy “Invisible Knapsack” (to be completed in class)

**I. Foundational Theories and Ideologies of Race**

**Week 2: Foundations of Racism**
- 9/13: Chapter 1: R&R, Rothenberg Invisible/Visible
- 9/15: Markus and Moya; Leong pp. 2172-2182, 2190-2198 (you can read more 😊)

**Week 3: Sociological Theories of Racism**
- 9/20: Chapter 7: R&R

**Week 4: Historical Racism (1840s – 1920s)**
- 9/27: Chapter 2: R&R
- 9/29: Waters, Mary, *Ethnic Options: Choosing Identities in America* Chapter 3; Collins, Patricia Hill, “No Turning Back” D2L

*Quiz #1* D2L
**Week 5: Mid-Modern Racism (1920s - Present)**
10/4: Chapter 3: R&R, Collins, Patricia Hill “Intersectionality”; D2L
10/6: Bonilla-Silva, Eduardo, *Racism Without Racists* Chapter 2; Malcolm X, “Talks to Young People” (read the excerpt before the interview, personal choice to read interview) D2L
*1 paragraph topic brainstorm due*

**Week 6: Racism in the Media/Current Issues**
10/11: Chapter 4: R&R, Hill Collins, “Black Sexual Politics” D2L
10/13: hooks, bell *Madonna: Plantation Mistress or Soul Sister*; Cameron, “Gee you don’t seem like an Indian…” D2L

**Week 7: Challenging Perceptions of Feminism, Race**
10/20: MIDTERM

II. Policies and Institutions

**Week 8: Racism and Immigration**
10/25: Chapter 13: R&R; Rothenberg, Chap 2; D2L
10/27: Lopez, *White By Law* Chapters 2 and 3; Mai Ngai, Chapter 3; D2L

**Week 9: Racism and Educational Inequalities**
11/1: Chapter 8: R&R,
11/3: Ferguson, “Bad Boys…”; Anyon selection; [Stop stop and frisk](https://d2l.uiowa.edu) D2L

**Week 10: Racism and Criminal Justice**
11/8: Chapter 11: R&R, Davis “Are Prisons obsolete?” Chapter 2
11/10: Roberts article; Alexander “The New Jim Crow” Chapter 5, D2L

**Week 11: Racism, Income and Housing Inequalities**
11/15: Chapter 9 pp. 250-263, Chapter 10: R&R (Talk about Black Picket Fences)
11/17: Desmond, *Evicted* (selection); *Voices of Cabrini (in class)* D2L
Play this handy game about poverty. [http://playspent.org/](http://playspent.org/) Short reflection due 11/20 (D2L)
*Quiz #2* D2L

**Week 12: Racism and Environmental Justice**
11/24: Break

III. Race and Intersectionality

**Week 13: Race and Gendered Discourse.**
11/29: Chapter 5: R&R, Hunter, Banks (D2L)
*Queerness on the front lines* (in class)
12/1: Crenshaw, Serano, Julia (D2L)
Week 14: Different abilities & Health Care
12/6: Dorothy Roberts, *Fatal Invention, Part 1*, Roberts, Dorothy, *Killing the black body*
12/8: Grandin, Temple, Sacks, Oliver (selections) D2L

Week 15: Course Wrap-up: We go from here?
12/13: Chapter 14: R&R Kivel; *Anzaldua; D2L, Final Review*
*Quiz #3* D2L

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<th>Major Assignments</th>
<th>Due Dates (Dropbox)</th>
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<tr>
<td>Quiz #1</td>
<td>Week 4</td>
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<tr>
<td>Topic Brainstorm</td>
<td>10/8/2016</td>
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<tr>
<td>3 Discussion Points are due</td>
<td>10/11/2016</td>
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<tr>
<td>Midterm</td>
<td>10/20/2016</td>
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<tr>
<td>Quiz #2</td>
<td>Week 11</td>
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<tr>
<td>Paper check-in</td>
<td>11/1/2016</td>
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<tr>
<td>Quiz #3</td>
<td>Week 15</td>
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<td>Final Paper</td>
<td>12/23/16</td>
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UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that page is:  

**Students with Disabilities.** Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following:  
http://www4.uwm.edu/arc

**Religious Observances.** Policies regarding accommodations for absences due to religious observance are found at the following:  
http://www4.uwm.edu/secu/docs/other/S1.5.htm

**Students called to active Military Duty.** Accommodations for absences due to call-up of reserves to active military duty are found at the following:  
http://www4.uwm.edu/academics/military.cfm

**Incompletes.** You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:  
https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

**Discriminatory Conduct** (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at:  
https://www4.uwm.edu/secu/docs/other/S 47_Discrimina_duct_Policy.pdf

**Academic Misconduct.** Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.
Policies for addressing students cheating on exams or plagiarism can be found at the following:
http://www4.uwm.edu/dos/conduct/

**Complaint Procedures.** Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at: https://www4.uwm.edu/secu/docs/other/S_47_Discrimination_Policy.pdf

**Grade Appeal Procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the sociology department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at http://www4.uwm.edu/letsci/upload/grievance_procedure.pdf
Procedures for graduate student grade appeal can be found at http://uwm.edu/graduateschool/academic-appeals-procedure/

**Final Examination Policy.** Policies regarding final examinations can be found at the following:
http://www4.uwm.edu/secu/docs/other/S22.htm

**Book Royalties.** In accord with Department of Sociology policy, the royalties from the sale of faculty-authored books to students in their classes are donated to a UWM Foundation/Sociology Account to support future awards and activities for UWM students in Sociology.

Update 08/2016

*Syllabus disclaimer:* Course syllabus/calendar is subject to change.