Meeting Times: Tuesdays & Thursdays, 11:00am-12:15pm
Location: EMS E145
Instructor: Ms. Meghan McDonald Carlson
Email: mcdona89@uwm.edu
Bolton Hall 780
Office Hours: TR 12:45-1:45pm

How are we to understand race relations in the 21st century? How do race relations differ across the world? What role do racist ideologies play? How has the legacy of colonialism and systemic oppression affected the current state of affairs? What are the ramifications of such a reality? Thinking about race relations and their development, a sociological approach must consider the historical, political and social contexts that inherently shape how “race” is construed and perpetuated. Furthermore, the evidence for the conflation of life chances with race is far too overwhelming to justify ignoring. Rather, race, privilege, and power—in the United States and abroad—will be interrogated and problematized. Finally, we will consider how diplomatic and community efforts may or may not alleviate strained race relations.

Required Reading

(These are available for purchase at People’s Book Cooperative 804 E. Center St. in Riverwest. MCTS buses 22, 15, and 14 have nearby stops. They also offer bicycle delivery and textbook buyback.)

Other Required Readings are available on our D2L course website, including various articles and book chapters. Most of the books are also available on Reserve in the UWM Golda Meir library.

Assigned reading should be completed before lecture. Our lectures and discussions are based upon the assigned material.

Recommended Reading
***Feagin, Joe, *Racist America***
Tatum, Beverly Daniel. *Why are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations about Race.* 1997.
Course Expectations and Assignments

As we collectively embark on a scholarly discussion on race and racism across history, culture, and societies, it is essential that we all engage genuinely with the material. Class attendance and authentic participation are necessary. This includes being prepared for class sessions by completing reading assignments before class and spending time thinking critically and reflectively about the concepts. Questions are a wonderful way to delve deeper into an author's presumptions and arguments presented in the reading. Prepared questions can also be a helpful way to overcome the shyness some students experience at the prospect of speaking up during lecture. You will be expected to write some short papers. The hope is that these will provide a structured avenue for students to grapple with the material as well as further develop writing skills. As you receive feedback, the expectation is that you will use it constructively to improve your writing. Building arguments and writing clearly are processes—they require time and attention, including revisions.

The subjects we will cover in class are controversial and difficult ones. Historically, people have shied away from discussing race, power, and privilege—especially in public or among “mixed company.” As you will learn, this silence serves to reinforce the state of affairs. The way to address problematic issues around race relations is by discussing them. Everyone in this class should be empowered to speak what is on their mind. Therefore, it is imperative that we listen to one another, think about our classmates’ statements and RESPECT one another. Heated discussions may take place. Keep an open mind when a classmate has a differing opinion—we can learn from our various experiences. By grappling together through this material, we can get to a deeper understand of racial issues.

Given the deeply personal nature of some of the class content, it may be helpful to speak to a professional if you find yourself troubled by a discussion. In this event, UWM has a wonderful resource in Norris Health Center (414-229-4716). Counselors are available for private sessions. I am also available for private meetings to discuss any of the course material or issues that occur during the semester.

Grading Breakdown:
Participation (incl. attendance, group work, classroom & D2L contributions) 15 points
Paper 1 on Jim Crow’s Legacy - 10 points
Paper 2 - 10 points
Journal - 10 points (Information distributed later in semester)
Sociological Engagement Assignment – 5 points
Tests 1 & 2 – 30 (15 points each)
Final Exam 20 points
Total 100 points
Potential Extra Credit 2 points

Notes regarding assignments:

Papers – Details and information about the assignments will be distributed at least two weeks before the assignments are due. Papers will be 3-4 pages, double-spaced with 12 point font. I am always available for private meetings if students want to discuss their ideas or get assignment clarification. If students have concerns with grammar or organization, I strongly recommend the UWM Writing Center as an excellent, “free” resource. Hard copies with proper bibliographies are due at the beginning of class. Late
assignments will be penalized for each day. If legitimate issues arise (illness, travel for funeral, etc.), contacting me and providing documentation are required to avoid penalty. **You may not email your papers without express permission.**

The first paper will focus on *Jim Crow’s Legacy*, which will expose students to the voices of some Americans who experienced living under the horrific mantle of Jim Crow and legal segregation. For the paper, students are tasked to consider how the accumulated degradation of a people within an era of U.S. history comes to bear on present-day experiences and race relations. The paper will be due Tuesday October 20th.

The second paper hinges more on the personal and social experiences of students. It includes a journal requirement—which will serve to log and detail those experiences—along with a reflection. Details on these assignments will be distributed on Tuesday, November 10th.

**Sociological Engagement Assignment** – The goal of this short assignment will be to engage with a non-academic audience and discuss a race-related event drawing on sociological concepts. Details on the assignment will be distributed on October 15th.

**Extra Credit** – Students have the opportunity to earn two points of extra credit throughout the semester. All extra credit submissions must be turned by Tuesday December 8th. The opportunities include:

- **Attending a university or community event and submitting a paragraph discussing the event and relating it to class content.** Formal events such as Distinguished Lectures or informal events like Chai Chat or SistaTalk could qualify. Attending events in the community—such as a neighborhood meeting—also qualify. Again, use the paragraph to discuss the event and relate it to class material. Include a flier or other piece of material from the event, if you can.
- **Briefly analyze a movie or television show, with an eye on how “race” and/or power are conveyed in the material.** What assumptions are made—either about the characters or the audience? Use the White Racial Frame to interpret the material. A thoughtful paragraph or two is an appropriate length.

**Other Class Policies:**

There are certain behaviors that affect our classroom experience and my ability to instruct. The following will not be tolerated: cell phones, text messages, sleeping, or talking to friends during class. Also, given how tempting games and social media are, **computers are not permitted in class**, unless you have a note from a medical doctor or the Student Accessibility Center detailing your specific academic needs. If you have questions about the class, **please read your syllabus before emailing me.** And when you email, proper etiquette is expected.
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<thead>
<tr>
<th>Week</th>
<th>Date / Day</th>
<th>Class Topic and Reading Assignments</th>
<th>Note</th>
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<tr>
<td>1</td>
<td>Sept 3 - R</td>
<td>*Introduction</td>
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<td><strong>Race as Modern Phenomenon</strong></td>
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<td>2</td>
<td>Sept 8 - T</td>
<td>*Racial Formation Theory, Feudalism &amp; Modern States&lt;br&gt; <strong>100 Years of Racial Politics</strong></td>
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<td>Sept 10 - R</td>
<td>Colonialism, World War 2, World Systems Theory</td>
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<td>3</td>
<td>Sept 15 - T</td>
<td>*Brazil, the “Racial Democracy”&lt;br&gt; <strong>Jensen’s Contexts article</strong></td>
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<td>Sept 17 - R</td>
<td>*Rwanda&lt;br&gt; <strong>Jefremovas article</strong></td>
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<td><strong>White Supremacism &amp; Colorblind Racism</strong></td>
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<td>4</td>
<td>Sept 22 - T</td>
<td>*Racial Framing and the White Racial Frame&lt;br&gt; <strong>NYT Interview with Joe Feagin</strong></td>
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<td>Sept 24 - R</td>
<td>*Ideologies &amp; Colorblind Racism&lt;br&gt; <strong>Racism Without Racists, Chapter 1</strong></td>
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<td>5</td>
<td>Sept 29 - T</td>
<td>*South Africa &amp; Apartheid&lt;br&gt; <strong>Reading TBA – Check D2L</strong></td>
<td>Paper 1 prompt distributed</td>
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<td>Sept 30 - W</td>
<td><strong>DEFAMATION PLAY - ATTENDANCE REQUIRED</strong></td>
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<td>Oct 1 - R</td>
<td>NO CLASS – Attend play on 9/30/2015</td>
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<td>6</td>
<td>Oct 6 - T</td>
<td><strong>TEST 1</strong></td>
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<td><strong>Racism, Institutionalized</strong></td>
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<td>Oct 8 - R</td>
<td>Criminal Justice System - Begin <em>The House I Live In</em></td>
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<td>7</td>
<td>Oct 13 - T</td>
<td>Finish <em>The House I Live In</em> &amp; Greece&lt;br&gt; <strong>Antonopoulos article</strong></td>
<td>Paper 1 Due</td>
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<td>Oct 15 - R</td>
<td>*US Immigration policies and the Yellow Peril&lt;br&gt; “On the Exclusion of Chinese Workers”</td>
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<td>8</td>
<td>Oct 20 - T</td>
<td>*Roma People &amp; Education&lt;br&gt; <strong>Miscovic article</strong></td>
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| 8   | Oct 22 - R| *Australia – *Our Generation* Documentary  
**Reading TBA** – Check D2L                                                                 |
|     |           | **Intersectionality & Race Relations**                                                   |                                                                      |
| 9   | Oct 27 - T| *Japan  
**Yamashiro article**                                                               |                                                                      |
|     | Oct 29 - R| *Haiti & Dominican Republic *An Island Divided*                                            |
| 10  | Nov 3 - T | *India  
**Reddy article** (to p.573)                                                           |
|     | Nov 5 - R | *European Union, Netherlands & Orientalism  
**Essed & Trienekens article**                                                             |
| 11  | Nov 10 - T| Conquest Discussion  
**Chapters 1 - 3 of Conquest**                                                                 |
|     | Nov 12 - R| Conquest Discussion  
**Chapters 4 - 6 of Conquest**                                                                 |
| 12  | Nov 17 - T| Conquest Discussion  
**Chapters 7 & 8 of Conquest**                                                                 |
|     | Nov 19 - R| TEST 2                                                                                     |
| 13  | Nov 22 - T| NO CLASS                                                                                   |
|     | Nov 24 - R| NO CLASS                                                                                   |
|     |           | **Race Relations Moving Forward**                                                          |                                                                      |
| 14  | Dec 1 - T | *Cuba & the Restoration of Diplomacy  
**Al Jazeera news article**                                                                     |
|     | Dec 3 - R | *Cultural Appropriation and Islamophobia  
**Cultural appropriation piece & Hussain book review**                                      |
| 15  | Dec 8 - T | *International Diplomacy  
**Universal Declaration of Human Rights**                                                      |
|     | Dec 10 - R| *A Revolution of Values  
**Rev. King’s Speech**                                                                            |

*** FINAL EXAM ***  
Friday, December 18th – 10:00am-12:00pm  
EMS E145
In response to a new credit hours policy (see below), faculty teaching undergraduate and graduate courses are asked to: 1) provide an addendum to their current fall syllabi that outlines the workload on a weekly or semester basis, and 2) to continue to provide this information in all syllabi in future semesters.

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

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 below only indicate that the course will not require any less of your time.

If this is a traditional, or face-to-face course, you will spend a minimum of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

Notes

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf.
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at http://www.uwsa.edu/acss/acps/acps4.pdf.