SOC 224- American Minority Groups
T/Th Bolton Hall B40 3:30p – 4:45p

Office Location/Office hours

Bolton Hall 756, Wednesday 2-4pm, or by appointment: sbaran@uwm.edu
These are times I have specifically set up for you to talk with me. If you have questions, are
confused or need more detail, this is a time where you can do that. It is much better to come for
help or clarify any issues sooner rather than later! 😊

Textbook

Books are also available at UWM Libraries Lower Level Media and Reserve
Articles available on D2L

Course description

What are minorities? How are marginalized 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.

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, Indigenous populations 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 how learning these processes can complicate their identification with United
States institutions, systems and policies in regards to race and ethnic relations.

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.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Questions</td>
<td>10%</td>
</tr>
<tr>
<td>Essays</td>
<td>30%</td>
</tr>
<tr>
<td>Three Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
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**Participation (15%)** In-class writing assignments that demonstrate you have completed the assigned readings, engaging in class discussions and are understanding course material.

**Topic Brainstorm:** This will be the first attempt for your final paper. This includes interest areas, explanation of the topic and some citations. An example is on D2L.

**Essays (25%)** “The past is our present.” These essays are linked to hopefully make it easier to build your final paper. The first essay will demonstrate some knowledge about your chosen topic. The second essay is a primary source document analysis that will be incorporated into your final paper. You will be using primary source documents to center Milwaukee in racial history by either using physical or digital collections. The third paper will continue to build on your knowledge from class as applied to your topic of choice.
Class Questions (10%) Post 2 discussion questions the night before class by 11:59pm.

Three quizzes (25%) These quizzes will help review the material discussed in class. The quizzes will be on D2L and available over the weekend.

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 papers leading up to this final one to help construct the argument. There are two options for this paper: Creative or Literature Review. Details are on D2L.

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Journaling activity: Each week, I’d like you to journal about the readings. You are able to create screennames. Via this tool, you are able to create a class journal wherein you are able to write your feelings and struggles about the readings. You’ll receive a class code from me for Penzu Classroom. There is no grade for this activity but offers a way to express feelings about the class.

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.

Course Calendar

Week 1: Course Introductions
September 4: Introduction, Class overview, I Notice/I Wonder In-Class project
September 6: R&R pgs. xxviii – xxix; Chapter 7: R&R; SYRWTAR: Intro, Ch. 4

I. Foundational Theories and Ideologies of Race

Week 2: Foundations of Racism
September 11: Chapter 1: R&R; SYRWTAR: Ch 1.
September 13: Markus and Moya; Leong pp. 2172-2182, 2190-2198

Week 3: Sociological Theories of Racism
September 18: Chapter 4: R&R; SYRWTAR: Ch 2
September 20: Omi, Michael, and Howard Winant, Racial Formations in the United States Chapter 4, Delgado and Stefancic, Critical Race Theory, Chapters 1 and 2.
Topic Brainstorm due 9/23

Week 4: Historical Racism (1840s – 1920s)
September 25: Chapter 2: R&R
September 27: Waters, Mary, Ethnic Options: Choosing Identities in America Chapter 3; Collins, Patricia Hill, “No Turning Back”
Week 5: Mid-Modern Racism (1920s - Present)
October 2: Chapter 3: R&R, Collins, Patricia Hill “Intersectionality”; SYRWTAR: Ch 5
October 4: 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); SYRWTAR: Ch 12
Essay #1 Due 9/30

Week 6: Selma of the North: Milwaukee
October 9: Dougherty, MKE; Selma of the North, Sanborn maps
October 11: Analyzing Primary Sources, classes will be held in the 4th Floor Conference room @ Golda Meir Library. *Start your primary analysis paper (instructions will be given at this time*

Week 7: Challenging Perceptions
October 18: hooks, bell, Feminist Theory; Cameron, “Gee you don’t seem like an Indian...”; Mohanty, “Third World Women” pp 65-74; Quiz Review
*Quiz #1* D2L

II. Policies and Institutions

Week 8: Racism and Immigration
October 23: Chapter 13: R&R
October 25: Lopez, White By Law Chapters 2 and 3; Mai Ngai, Chapter 3;

Week 9: Racism and Educational Inequalities
October 30: Chapter 8: R&R; Katznelson, “Affirmative Action...” SYRWTAR: Ch 7
November 1: Ferguson, “Bad Boys...”; Anyon selection; SYRWTAR: Ch 8
Essay #2 Due (Primary source) 11/4

Week 10: Racism and Criminal Justice
November 6: Chapter 11: R&R, Davis “Are Prisons obsolete?” Chap 1 & 6
November 8: Alexander “The New Jim Crow”; SYRWTAR: Ch 6

Week 11: Racism, Income and Housing Inequalities
November 13: Chapter 9, Play this handy game about poverty. http://playspent.org/ Short reflection due on D2L
November 15: Chapter 10: R&R; Desmond, Evicted (selection); Patillo-McCoy, Black Picket Fences, Voices of Cabrini (in class)
Paper Draft due in class

Week 12: Racism and Environmental Justice
November 20: Chapter 12: R&R; Pulido, Rethinking Environmental Racism
*Quiz #2* D2L

**Turkey Day Recess**
III. Race and Intersectionality

Week 13: Race and Gendered Discourse.
November 27: Chapter 6: R&R, Hunter, Hair Matters; Banks, Hair do and don’ts
SYRWTAR: Ch 11; Queerness on the front lines (in class) *short reflection in class*
November 29: Crenshaw, Selections from The Revolution starts at home; Noble, Algorithms, Serano, Transsexual selections

Week 14: Intersection of Abilities and Health
December 4: Dorothy Roberts, Fatal Invention, Part 1, Roberts, Dorothy, Killing the black body
December 6: Grandin; Sacks; mental health (selections)
Essay #3 Due 12/9

Week 15: Course Wrap-up: We go from here?
December 11: Chapter 14: R&R Anzaldua;
*Quiz #3* D2L
Final Paper

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<th>Major Assignments</th>
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<tr>
<td>Quiz #1</td>
<td>Week 7 (d2l)</td>
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<td>Quiz #2</td>
<td>Week 11(d2l)</td>
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<tr>
<td>Quiz #3</td>
<td>Week 15 (d2l)</td>
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<tr>
<td>Topic Brainstorm</td>
<td>9/23 (dropout)</td>
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<tr>
<td>Essay #1</td>
<td>9/30 (dropout)</td>
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<td>Essay #2</td>
<td>11/4 @ 11:59pm (dropout)</td>
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<tr>
<td>Essay #3</td>
<td>12/9 @ 11:59pm (dropout)</td>
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<td>Final Paper</td>
<td>Finals week</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:

Accommodations for Students with Disabilities. In the pursuit of equal access and in compliance with state and federal laws, the University is required to provide accommodations to students with documented disabilities. It is expected that a statement be placed on your syllabus informing students to contact you to arrange needed accommodations. A sample syllabus statement can be found here: https://uwm.edu/arc/wpcontent/uploads/sites/97/2015/08/Recommended-Syllabus-Statement.pdf.

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: https://uwm.edu/active-duty-military/
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_Discriminatory_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:
https://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

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_Discriminatory_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:
https://uwm.edu/letters-science/advising/answers-forms/policies/appeal-procedure-for-grades
Procedures for graduate student grade appeal can be found at
https://uwm.edu/graduateschool/appealing-academic-decisions/

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 08/2018

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