

RACE AND ETHNICITY IN THE UNITED STATES
SOC 224
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In the U.S., your race can determine where you live, how well you do in school, the type of job you get, who you marry, how the police interact with you, and when you are likely to die. We will examine many of these trends and discuss different theories explaining why race matters. We will also take a step back and ask a more basic question: what is race? We will review the different ways of conceptualizing race, how and why these vary across history, and the processes that imbue it with social significance.

GENERAL EDUCATION REQUIREMENTS (GER)

This course meets the UWM General Education Requirements (GER) for Social Sciences and Cultural Diversity.

Social Sciences

This course meets the requirements for Social Sciences because course materials and assignments in this course will help students:

- recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development. The activities will provide you with opportunities to analyze how interpersonal and socio-cultural factors shape individual experiences (either your own or those portrayed in media), which we will link to broader patterns in society.
- critically evaluate and apply alternative theoretical frameworks that have been used to offer meaningful explanations of social phenomena. As we learn new theories, we will use activities to demonstrate key concepts and propositions from each theory. The exams will ask you to compare theories by applying them to understand either a research problem or policy issue. For the research report, you will apply a theoretical framework to understand a research problem or policy issue of your choosing.
- demonstrate the ability to identify, apply and effectively communicate methodologies designed for conducting inquiry into human behavior, collective action, societies, or cultures. Throughout the semester, we will review peer-reviewed empirical articles and discuss the methodologies used by the researchers. The research report will involve identifying your own peer-reviewed empirical articles, which you will summarize in written and oral form.

Cultural Diversity

This course meets the requirements for Social Sciences because course materials and assignments in this course will help students:

- understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their life experiences over historical time. The assigned readings include peer-reviewed empirical articles where the researchers surveyed or interviewed members of different racial/ethnic groups about their own experiences. Other readings are chapters from books written by researchers who present a historical survey of the experiences of different racial/ethnic groups.
- investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences. The exams and activities will assess students' abilities to do so. We will discuss structural racism throughout the course. The readings and activities will help you understand how interpersonal experiences (either your own or those portrayed in media) are both a consequence of and support broader structures that systematically produce difference.
- explain fundamental episodes in the history and social construction of concepts of "race" and "ethnicity". We will regularly compare sociological and biological perspectives on race and discuss the socio-history surrounding the primacy of one perspective over another. The exams and activities will help you identify each perspective and understand how perspectives get infused into the everyday practices of institutions, like the criminal justice system, education, and medicine.

UW SYSTEM SHARED LEARNING GOAL

This course meets the UW System's Shared Learning Goal 2: Critical and Creative Thinking Skills including inquiry, problem solving, and higher order qualitative and quantitative reasoning.

We will work toward this goal in two ways. First, we will review and critique qualitative and quantitative data together during each lecture. Second, I will assess your ability to do so independently through a research report.

CLASS FORMAT

Lectures will be primarily dedicated to briefly reviewing the required readings for the day and discussing additional content that is related to these readings. All of this information will be summarized in PowerPoint slides, which I will upload onto the course's Canvas website by the morning before class. Most slides present data such as tables, graphs, and quotes, which may come from required readings or the additional content. I will review these data during lectures and describe why it is important, helping you develop higher order qualitative and quantitative reasoning. Consequently, in addition to attending class, you will also need to be attentive during lecture to complete course requirements successfully. Please feel free to ask me to repeat or elaborate on any information while I review the slides.

While I go over the slides, there will occasionally be short opportunities to engage in classroom discussion. The discussion questions I select have no right or wrong answer to elicit discussion. I

strive to create and sustain a welcoming environment where all students feel comfortable contributing to discussion.

REQUIRED READING

I expect students to complete assigned reading prior to our class time. All readings will be available on our Canvas website.

COURSE REQUIREMENTS

Activities (20 points total): At various times during the semester, we will complete 4-6 in-class activities. These will be unannounced and will therefore also serve as an indicator of your attendance. I will drop your lowest grade on an activity.

Exams (25 points each): There will be two non-cumulative in-class exams worth 25 points each. We will use an entire class period for each exam. Questions on the exams will be multiple choice, true/false, and short response (2-5 sentences). They will cover material in the readings, in-class videos, classroom discussion, and the additional content that I discuss during lecture. Exams will be open note/book, but computers and mobile devices are not allowed.

Research Report (15 points): A 3-5 page research report that identifies a social problem and summarizes three empirical articles whose findings are relevant for understanding it. We will have class periods dedicated to helping students identify a problem and find and interpret empirical articles. The research report will be your final assignment in the class (instead of a “final exam”). Additional information about the research report can be found on a worksheet that I will post on our Canvas website as the due dates approach.

Research Report Proposal (5 points): A proposal for the research report will be due during the semester, which students will review with each other for feedback. Additional information about the research report can be found on a worksheet that I will post on our Canvas website as the due dates approach.

Oral Presentation of Research Report (10 points): Each student will give a 5-7 minute PowerPoint presentation that summarizes the draft of their research report toward the end of the semester. Part of your grade for this assignment will also be based on the comments you make during the presentations of other students. Additional information regarding this requirement can be found on a worksheet that I will post on our Canvas website as the due date approaches.

Assessment of Research Report

I will use your research report and oral presentation of it to determine how well we are meeting the UW System’s Shared Learning Goal: Critical and Creative Thinking Skills.

50% of your grade for these assignments will be based on how well you critically evaluate the empirical articles. 25% of your grade will be based on how well you synthesize across the three articles to inform the social problem you selected. Another 25% of your grade will be based on

your ability to be creative and suggest additional research to improve understanding of the social problem.

MAKE-UP ASSIGNMENTS

In the event that your absence from class prevents you from completing a course requirement, you will be able to make-up the requirement if 1) you notify me at least *two days* prior to the class date you will miss *and* provide documentation for the reason you will miss class; or 2) this is an unforeseeable circumstance (e.g., illness) and you provide documentation when you return to class that explains clearly why you missed the date(s) on which a requirement was to be completed.

Even if you cannot meet either of the two standards above, you will still be able to make-up an assignment you missed. However, you will not be eligible for full credit as I will deduct at least 20% of the maximum, possible score for the assignment from your score.

- For example, exams are worth 25 points each, and 20% of this maximum, possible score is 5 points. I will grade your make-up exam, then deduct 5 points from your score.
- The percentage that I deduct depends on how long after the due date/time for an assignment you notify me that you would like to make-up an assignment. If you notify me within 24 hours passed an assignment due time, I will deduct 20%. For each additional 24 hours after this, I will deduct an additional 20%.
- This means that students are ineligible to receive any credit for an assignment submitted five days or more after it is due.

GRADES

Your final grade will be based on the number of total points you receive for completing course requirements.

<i>Requirement</i>	<i>Points</i>
Activities	20
Exam #1	25
Exam #2	25
Research Report	15
Research Report Proposal	5
Oral Presentation	10
Total	100

<i>Total Points</i>	<i>Grade</i>	<i>Total Points</i>	<i>Grade</i>
94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	0-59	F
Partial points will always be rounded up.			

CREDIT HOURS

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.

- 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.

COURSE SCHEDULE

Wk #	Topic & Reading
1	<i>Course overview</i> Morning, Ann. "Keyword: Race." DuBois, W.E.B. 1898. "The Study of Negro Problems."
2	<i>Constructing Race & Ethnicity</i> Bashi Treitler, Vilna. "The Irish, Chinese, Italians, and Jews: Successful Ethnic Projects." Roberts, Dorothy. "The Invention of Race." Nagel, Joane. 1994. "Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture." Bonilla-Silva, Eduardo. "The New Racism: The U.S. Racial Structure Since the 1960s."
3	<i>Genetics & Biomedicine</i> Lee, Catherine. 2009. "'Race' and 'Ethnicity' in Biomedical Research: How Do Scientists Construct and Explain Differences in Health?" Roberts, Dorothy. "Separating Racial Science from Racism"

	Roth, Wendy D. and Biorn Ivemark. "Genetic Options: The Impact of Genetic Ancestry Testing on Consumers' Racial and Ethnic Identities."
4	<p><i>Colorism</i></p> <p>Bonilla-Silva, Eduardo. 2004. "From Bi-Racial to Tri-Racial: Towards a New System of Racial Stratification in the USA."</p> <p>Branigan, Amelia R., Jeremy Freese, Assaf Patir, Thomas W. McDade, Kiang Liu and Catarina I. Kiefe. 2013. "Skin Color, Sex, and Educational Attainment in the Post-Civil Rights Era."</p> <p>Hunter, Margaret L. 2002. "'If You're Light You're Alright': Light Skin Color as Social Capital for Women of Color."</p>
5	<p><i>Self-identification</i></p> <p>Campbell, Mary E. and Lisa Troyer. "The Implications of Racial Misclassification by Observers."</p> <p>Ethier, Kathleen A. and Kay Deaux. "Negotiating Social Identity When Contexts Change: Maintaining Identification and Responding to Threat."</p> <p>Ocampo, Anthony C. 2013. "Are Second Generation Filipinos Becoming Asian American or Latino? Historical Colonialism, Culture, and Panethnic Identity"</p>
6	<p><i>Intersectionality</i></p> <p>Crenshaw, K. "Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color"</p> <p>Collins, Patricia Hill. Selection from Black Feminist Thought.</p> <p>Pyke, K. and Johnson, D. "Asian American Women and Racialized Femininities: 'Doing' Gender across Cultural Worlds"</p>
7	Review & Exam #1
8	<p><i>Criminal Justice</i></p> <p>Brayne, Sarah. 2017. "Big Data Surveillance: The Case of Policing."</p> <p>Ince, Jelani, Fabio Rojas, and Clayton A. Davis. "The social media response to Black Lives Matter"</p> <p>King, Ryan D. and Brian D. Johnson. "A Punishing Look: Skin Tone and Afrocentric Features in the Halls of Justice."</p>
9	<p><i>Housing & Jobs</i></p> <p>Desmond, Matthew. Selections from Evicted.</p>

	Pedulla, David S. "The Positive Consequences of Negative Stereotypes: Race, Sexual Orientation, and the Job Application Process."
10	<i>Marriage & Family</i> Hill, Shirley. Marriage among African American Women: A Gender Perspective Lareau, A. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families" Lopez, N. 2003. "Homegrown: How the family does gender."
11	<i>Health</i> Lara-Millán, Armando. "Public Emergency Room Overcrowding in the Era of Mass Imprisonment." Mossakowski, Krysia N. "Coping with Perceived Discrimination: Does Ethnic Identity Protect Mental Health?" Sacks, Tina K. "Race and Gender Concordance: Strategy to Reduce Healthcare Disparities or Red Herring? Evidence from a Qualitative Study."
12	Review & Exam #2
13	Prep for Research Report
14	Prep for Research Report & Oral Presentations of Research Report
15	Oral Presentations of Research Report
Dec. 19	Research Report due on Canvas Dropbox by 5PM

UNIVERSITY AND SOCIOLOGY DEPARTMENT POLICIES

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. To learn more, please visit: <http://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: <https://uwm.edu/active-duty-military/>

Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.

https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

Discriminatory Conduct. 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

Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>

Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_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 respective department chairperson or the Academic Dean of the College/School. https://www4.uwm.edu/secu/docs/other/S_28_Grade_Appe_by_Students.pdf

LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>

Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property. https://www4.uwm.edu/secu/docs/other/S_49_Smoke_Toba_Free_Policy.pdf

Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations.

https://www4.uwm.edu/secu/docs/other/S_22_Final_Examinations.pdf

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