

# Sociology 134-The Sociology of Race and Ethnicity Summer 2017

4308 Sewell Social Sciences

**Lecturer:** Casey Stockstill

**Lectures:** 8:55am-11:20am Mon-Thurs

**Office:** 2438 Sewell Social Sciences

**Office Hours:** By appointment; I'm available 12-1pm Mon-Thurs

This course is an overview of sociological research and theorizing about race and racism. Throughout the course, we will ask two overarching questions. (1) What is the current state of racial inequality in various arenas of social life; and (2) how do sociologists theorize how these gaps are produced and are maintained?

As an ethnic studies requirement course, this class meets the following university learning objectives:

- **Ability to Recognize and Question Assumptions** – you will learn to harbor a healthy skepticism towards knowledge claims in media and popular discourse that relate to race and ethnicity.
- **A Consciousness of Self and Other** – you will be encouraged to think about identity issues, including your own identity, as well as the connections you might have to people “outside” your focused social circle. Awareness of self is inextricably linked with awareness of and empathy towards the perspectives of others.
- **Effective Participation in a Multicultural Society** – you will increase your ability to participate in a multicultural society more effectively, respectfully, and meaningfully. This participation may be as mundane as being able to discuss race with a colleague or friend, or to recognize inequities in interpersonal, institutional, or other contexts.

Finally, this course emphasizes learning to **Critically Evaluate Published Research**. After this course, you will be able to read and evaluate published research as it appears in academic journals.

## Course Structure

You are expected to attend class and participate. Please complete the readings listed for each date **before** coming to lecture for that day. I have designed the lectures so that they partially reference the readings but also introduce new material. Because this class is so short, we are covering a lot of material in a short time. It is thus imperative that you stay on top of readings and pay attention during lectures. Reading quizzes will include one question based on the previous day's lecture and two or more questions based on readings due that day.

## Lecture Etiquette

Laptops and tablets are permitted as note-taking resources. Online shopping, Facebook, or even doing work for other classes are not permitted as they distract those around you.

Cell phones are not permitted in class. I can see when you use your cell phone in your lap or on top of your laptop keyboard. It is both rude and distracting for others. I reserve the right to dock your participation points if I see you using a cell phone in lecture, with no prior warning.

## Basic Class Schedule

8:55-9:10-Quiz  
9:15-10:25-Lecture  
10:25-10:35-Break  
10:35-11:20-Discussion

## Civility

Discussing race and racism is uncomfortable. My goal is not to make everyone totally comfortable—I wish that were possible. Instead, my goal is to keep the classroom civil and productive so that we can learn even while being uncomfortable. As such, racist, sexist, or otherwise offensive language will not be tolerated. I will call out such language in order to keep our classroom a productive learning space.

## Course Communication

Please first check the syllabus for logistical information. If you need further help, contact me.

I am always available to discuss course content with you. Please try to attend my office hours if possible, or you may contact me for a separate appointment if needed.

Please remember that email is a professional communication tool, and proper form matters (e.g. salutation, syntax, signature). This website has examples and guidelines about emailing professors: <http://www.wikihow.com/Email-a-Professor>. I try to respond to all emails within one business day.

## Required Readings

There is one required book for this course: *Race and Racisms: A Critical Approach, Brief Edition*, by Tanya Golash-Boza. Be sure to purchase the brief edition of this book, which is shorter and cheaper than the original version of the book. The ISBN # is 019023850X. There are copies on order at the University Bookstore. There is one copy on reserve in the Social Science Reference Library.

Additional required articles are posted on Learn@UW.

## Course Components

**Short Quizzes:** At the start of each class, I will give you a short quiz. The quiz will cover the reading for the current day of class, and lecture material from the previous day of class. Quizzes will have five questions at most. You have fifteen minutes to complete them. No quiz on the first or last day of class. I will drop your two lowest quiz scores.

**Attendance:** In this short, intensive course, attendance is key. You get attendance points for arriving on time and staying throughout class. If you are intentionally dropping a quiz, you may arrive at 9:15 and still be considered on time. You may miss up to one class day without a penalty to your grade.

**Participation:** You will be assessed on your effort in contributing to section. You can contribute through discussion, paying attention in lecture, asking questions as needed, and through short writing exercises. Please see me if you are shy or prefer to participate in ways besides speaking in class.

**Final Project:** Your final project is broken up into several assignments. You will choose a project packet on one of four topics. The project packets include original research articles that you must read and summarize in an Article Responses. After completing each Article Response, you will write a three-page reflection tying the articles together.

## Grading

Item	Percent
Short Quizzes: best 12 out of 14	40
Attendance	10
Participation	10
Article Response 1-Experiments	5
Article Response 2-Surveys	7
Article Response 3-Ethnographies	8
Final Paper	20

Grades will be assigned in accordance with the UW undergraduate grade policy, using the following point distribution:

- A: 93-100
- AB: 87-92.99
- B: 83-86.99
- BC: 77-82.99
- C: 70-76.99
- D: 60-69.99
- F: 0-59.99

You may dispute exam or essay grades up to two days after exams and assignments have been returned. Requests to re-grade assignments after final grades are submitted will not be honored. I do not “bump” grades for any reason.

## Plagiarism

In your exams and written assignments, you are expected to exercise academic honesty and integrity. According to UWS 14, academic misconduct occurs when a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of [...] academic performance;
- assists other students in any of these acts.

Cheating, plagiarism, or any other breach of academic integrity on an assignment in this course will result in an automatic failing grade of 0 for the exam or assignment in question, and a submission of written reports to your college dean and the dean of students. Those administrators may (at their discretion) take further disciplinary action. Please note that lack of familiarity with policies will not excuse failure to comply with them.

The university’s Writing Center has an excellent webpage about how to successfully quote and paraphrase texts: <http://writing.wisc.edu/Handbook/QuotingSources.html>. See also these guidelines about avoiding plagiarism: [http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html).

## Overview of Topics

Day	Day	Date	Topic	Due
1	Mon	July 17	Introduction & The Idea of Race	
2	Tue	July 18	Social Construction of Race	
3	Wed	July 19	Theories of Racism	
4	Thu	July 20	Racism in Media	
5	Mon	July 24	Immigration, Citizenship, and Race	Experiment Summary Due
6	Tue	July 25	Segregation & Education	
7	Wed	July 26	Policing	
8	Thu	July 27	Mass Incarceration	
9	Mon	July 31	Health	
10	Tue	Aug 1	Labor Markets	Survey Summary Due
11	Wed	Aug 2	Income & Wealth	
12	Thu	Aug 3	Friendship & Networks	Ethnography Summary Due
13	Mon	Aug 7	Dating & Marriage	
14	Tue	Aug 8	Racial Identity	
15	Wed	Aug 9	Microinteractions	Final Paper Due
16	Thu	Aug 10	Racial Progress-Ideas and Policy	

## Required Readings Unit I: Race at the Macro Level

### Monday, July 17-Intro & The Idea of Race

\*\*read the syllabus\*\*

Chapter 1 in Golash-Boza, Tanya Maria. 2015. *Race & Racisms: A Critical Approach*. New York: Oxford University Press. [Hereafter referred to as “*Race and Racisms* textbook”]

### Tuesday, July 18-The Social Construction of Race

Casselmann, Ben. 2014. “The Census Is Still Trying To Find The Best Way To Track Race In America.” *FiveThirtyEight*. Retrieved August 16, 2016 (<http://fivethirtyeight.com/features/the-census-is-still-trying-to-find-the-best-way-to-track-race-in-america/>).

Zerubavel, Eviatar. 1996. “Lumping and Splitting: Notes on Social Classification.” *Sociological Forum* 11(3):421–33. [Pages 421-428.](#)

### Wednesday, July 19<sup>th</sup>-Theories of Racism

Chapter 2, *Race and Racisms* textbook

\*\*Experiment Exemplar. Dovidio, John. F. and Samuel L. Gaertner. 2000. “Aversive Racism and Selection Decisions: 1989 and 1999.” *Psychological Science* 11(4):315–19.

### Thursday, July 20-Racism and the Media

Chapter 4, *Race and Racisms* textbook

## Unit III: Race in Institutions

### Monday, July 24- Immigration, Citizenship, and Race

Chapter 3, *Race and Racisms* textbook

### Tuesday, July 25-Segregation and Education

Pages 196-208, *Race and Racisms* textbook

Chapter 6, *Race and Racisms* textbook

\*\*Survey Exemplar: Harris, Angel L. 2006. "I (Don't) Hate School: Revisiting Oppositional Culture Theory of Blacks' Resistance to Schooling." *Social Forces*, 85(2): 797-834.

### Wednesday, July 26-Policing

Chapter 9, *Race and Racisms* textbook

### Thursday, July 27-Mass Incarceration\*\*Class in Ingraham 224\*\*

\*\*Ethnography Exemplar: Rios, Victor. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York: New York University Press. Read Pgs. 3-18, and Chapter 3.

### Monday, July 31-Health

Chapter 10, *Race and Racisms* textbook

### Tuesday, Aug 1-Labor Markets

Chapter 7, *Race and Racisms* textbook

### Wednesday, Aug 2-Income & Wealth

Pages 209-216, *Race and Racisms* textbook

## Unit III: Race at the Micro-Level

### Thursday, Aug 3-Friendships & Social Networks

McPherson, Miller, Lynn Smith-Lovin, and James M. Cook. 2001. "Birds of a Feather: Homophily in Social Networks." *Annual Review of Sociology*, 27(2001):415-44. Read pages 415-422.

### Monday, Aug 7-Dating & Marriage

Rudder, Christian. 2009. "How Your Race Affects The Messages You Get." *Okrends*. Retrieved August 15, 2016 (<http://blog.okcupid.com/index.php/your-race-affects-whether-people-write-you-back/>).

### Tuesday, Aug 8-Racial Identity

Chapter 5, *Race and Racisms* textbook

Waters, Mary C. 2007. "Optional Ethnicities: For Whites Only?" in *Race, Class, and Gender: An Anthology*, edited by Margaret L. Andersen and Patricia Hill Collins, Belmont, CA: Thomson/Wadsworth, Pages 198-205.

**Wednesday, Aug 9-Micro-interactions**

Wing Sue, Derald et al. 2007. "Racial Microaggressions in Everyday Life: Implications for Clinical Practice." *American Psychologist* 62(4):271-79.

**Thursday, Aug 10-Racial Progress: Ideas and Policies**

Race to Equity Team. 2016. *A Roadmap to Equity: A Two Generation Approach to Reducing Racial Disparities in Dane County*. Madison, WI.

Kramer, Mark and John Kania. 2011. "Collective Impact." *Stanford Social Innovation Review*, Winter: 36-41.