

Sociology 134: Race & Ethnicity in the United States

Fall 2010: Lecture 4

22 Ingraham Hall, 2:30-3:45 TH

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"We must continually remind students in the classroom that expression of different opinions and dissenting ideas affirms the intellectual process. We should forcefully explain that our role is not to teach them to think as we do but rather to teach them, by example, the importance of taking a stance that is rooted in rigorous engagement with the full range of ideas about a topic."

—bell hooks

Course Description

This class provides a basic sociological understanding of how categories of race and ethnicity shape the lived experiences of people in the United States. A sociological approach includes considering race and ethnicity as **socially constructed categories** that have real and measurable effects on those who are placed in them, are entrenched in social structures and institutions, and vary by time and place. More concretely, we will attempt to understand the ways in which race and ethnicity continually shape public policy and our experience of the world and of ourselves, as well as how individuals may act to reproduce and sometimes change our concepts and experiences.

At times this class deals with issues that are quite controversial. Lively and productive discussion is the goal. It is critical to remember that **everyone** is living with a race and ethnicity (as well as a sex, gender, sexual orientation, class, age, ability status, etc.), that each individual has a relevant and vital perspective, and that a well-rounded understanding of the world cannot be achieved without the participation of **all** perspectives. Social structures and institutions are often designed such that the experiences of those who are significantly different from oneself are not visible from one's position in those structures; classes like this one are important because they may provide some insight into parts of the social world that are difficult to encounter in the progress of “natural” everyday life. You are expected to think critically about the ideas and issues raised in class, and to contribute arguments and viewpoints. Come with an open mind, respect the different experiences of others, and be prepared to rethink your own assumptions about race and ethnicity.

Required Readings

All readings are available online at Learn@UW. I realize that some people prefer to read in hard copy; if you do not own a printer, you can print in campus computer labs for \$.07 per page, which is generally cheaper than purchasing a reader even if you print all the assigned readings. Making readings available electronically allows each student to make hir¹ own decision about how to handle printing costs.

The readings assigned for each week are noted on the syllabus. You are responsible for completing all assigned readings *before* coming to class on Tuesday of the week for which they are listed.

¹ Gender-neutral pronoun. Commonly paired with “ze” as a substitute for “he or she.”

Course Requirements

1. **Beginning of semester conference (2%):** This is a large class that addresses complex and sensitive topics. Unfortunately, it does not include discussion sections. Because I believe it is important to understand the perspectives of individual students in the course, I require you to meet with me for a 10-minute conference outside of class in the first two weeks of the semester. This conference cannot be made up later. Sign-ups for time slots will be available at the first class meeting. Because these conferences must be tightly scheduled, please be a minute or two early. There will be a 50% penalty for lateness.
2. **Introduction Questions (2%):** Please bring this information sheet, filled out, to your conference with me. It gives me a little background on you so that I can better address the class's needs and interests.
3. **Connection points (16%):** You are responsible for posting **eight (8)** connection points on EITHER the course Facebook page or the Learn@UW class discussion forums over the course of the semester. Points may be posted for Weeks 2-15 (NOT Weeks 1 or 16), you will only receive credit for up to one point per week, and points must be posted no later than the Tuesday following the week of material to which they relate, so be sure not to leave these to the last minute. (For instance, a point that relates to the material we cover in Week 3 must be posted NO LATER THAN the Tuesday of Week 4.) A connection point is a link to some artifact (a news article, blog post, YouTube video, or other piece of media) that relates to the week's material, accompanied by 100-250 words explaining HOW it connects/relates to the lecture and/or readings. PLEASE NOTE that you will be expected to use connection point artifacts as examples in answer to essay questions on the exams; therefore, it will serve you well to read your classmates' posts as well as making your own.
4. **Connection exercises (20%):** There will be **four (4)** short projects assigned to relate course material and your personal experiences. Instruction sheets for each exercise will be handed out two (2) weeks before the due date. Each of these exercises is worth 5% of your grade. Connection exercises must be completed working together with your group members. Groups will be assigned in-class on Tuesday, September 14th.
5. **In-class quizzes (15%):** There will be **seven (7)** in-class quizzes, covering material from lectures and readings since the last quiz. The format will include short answer questions and fill-in-the-blanks with an accompanying word bank. These quizzes will not be announced in advance, and cannot be made up. As I realize that absences are sometimes unavoidable, your **two (2)** lowest quiz scores will be dropped. Each of the remaining **five (5)** quizzes will count for **3% of your final grade**. The quizzes are CLOSED NOTE.
6. **Exam #1 (10%):** The first exam will cover material (lecture, readings, and in-class media) from the first third of the course. It will be a combination of multiple choice, short answer, and essay questions. It will be worth only 10% of your grade, as I recognize that the first exam in a course is often the most difficult for which to prepare.
7. **Exam #2 (15%):** The second exam will cover material from the second third of the course. It will be comparable to Exam #1 in format and length, but it will be worth 15% of your grade.
8. **Final exam (20%):** About 50-65% of the final exam will cover material from the last third of the course. The remaining 35-50% will be cumulative, covering material from Exams #1 & #2. The final exam will be comprised of multiple choice, short answer, and essay questions. Because it covers more content and is administered in a longer time slot, you should expect the final to be somewhat longer than Exams #1 & #2.

Final Grade Scale

A:	95% +
AB:	89% - 94%
B:	83% - 88%
BC:	77% - 82%
C:	70% - 76%
D:	60% - 69%
F:	below 60%

Extra Credit Opportunities

Because I strongly believe that a course of this nature SHOULD have a discussion section, I require you to complete your connection exercises in groups. To encourage you to feel more investment in working together, you will have the opportunity to earn extra credit based on overall group performance. For every connection exercise, members of the three (3) groups with the top MEAN AVERAGE scores will receive **two (2) extra points** on their grade for **that exercise**. For every exam, members of the two (2) groups with the top mean average score will receive **one (1) extra point** on their **final grade**. Finally, members of the SINGLE group that provides the greatest variety of connection points (demonstrating QUALITY of content as well as quantity), will each receive **two (2) extra points** on their **final grade** for the course.

Late Work

I do not accept late work without prior arrangement (and a good reason).

Expectations

This course has a tendency to attract a motley crew of students with widely diverse academic backgrounds, from freshmen to seniors. Students enroll in this course for a broad variety of reasons (including motives that are personal, pragmatic, social, academic, ideological, professional, therapeutic, attitude-reconfirming, truth-seeking, humanitarian, etc.). Therefore, it seems desirable to lay down a few ground rules as well as give some encouragement:

- **Be here.** This entails not simply showing your face in the classroom, but attending the entirety of class, listening, and participating as much as could be reasonably expected. If you anticipate being more than 10 minutes late for our 75-minute class period, **do not attend.** It is not worth the disruption. While you are in class, I expect that you will not in any way make the lecture less pleasant for anyone else (including me) by making it harder for ze to hear or concentrate. This includes things such as talking to others, loudly slurping a Jamba Juice, refusing to participate in group activities, playing with your cell phone, etc.
- **Pay attention.** This is a basic respect issue. Do not show up and sleep, read the paper, do Sudoku, listen to your iPod, send text messages, or do other reading. I will give you respect and do my best; all I ask is that you do that same. It is a big room, **but I can still see you.**
- **Know that your participation is welcome.** Learning is a collective enterprise. I encourage student reactions and responses during lecture, and am open to being interrupted with questions and comments. There will be times when you will disagree with another student or with me. That is just fine. Speak up! Everyone's experience is valuable to our overall understanding of the issues at hand, and the more people participating in the dialogue, the more we can learn.

Statement on Plagiarism & Academic Dishonesty

I take academic dishonesty and plagiarism extremely seriously, and I will pursue all avenues allowed by the university in the event that I discover any student misrepresenting the words or ideas of another, published or unpublished, as his or her own. At the very least, academic misconduct will be reported to the office of the Dean of Students to prevent continuing patterns of academic dishonesty. For the university's policy on academic dishonesty and misconduct, see the website: <http://www.wisc.edu/students/saja/misconduct/misconduct.html>

For further information about plagiarism and appropriate citation, paraphrasing, and general use of sources, see the university writing center website: <http://www.wisc.edu/writing/Handbook/Documentation.html>

Contact Information

I encourage you to come to me with questions about the material, related topics, and the course in general, as well as with any potential difficulties and problems relating to your performance. In this course, as with college in general, the key to success is to head off problems **before** they become emergencies, and I am here to help you do so—but I can't help you if I don't know what's going on. Please let me know.

If you need accommodations to succeed in this course, please let me know at the beginning of the semester and provide me with the relevant documents, such as a McBurney VISA, so that we can get everything squared away as soon as possible.

The quickest and most reliable way to get in touch with me is via email. I am happy to schedule appointments to discuss specific issues, and you can also stop in during office hours without an appointment.

Email: dr.cabell@gmail.com
Office: 8144 Social Science
Office phone: 608-263-3857
Office Hours: H: 12:00 – 2:00 OR by appt.

My primary method of making announcements to the class outside of lecture is through the course email list (soc134-4-f10@lists.wisc.edu), so be sure to regularly check whatever email account is your official contact email with the university, or arrange for that account to forward mail to an account that you do check.

SEMESTER SCHEDULE

Week 1: Laying the groundwork

Thursday, Sept. 2: Introduction: To Drop or Not to Drop

Week 2: Race as a real, SOCIAL phenomenon

Readings: *"Kids' test answers on race bring mother to tears"* – AC360 blog (CNN)
"The Race Myth: Introduction & Chapter 1" – Joseph L. Graves, Jr.
"Color Blind Privilege" – Charles A. Gallagher
"Unpacking the Invisible Knapsack" – Peggy McIntosh

Tuesday, Sept. 7: Course goals & the problem with "color-blindness"

Thursday, Sept. 9: Terminology: What is sociology? What is race?

Week 3: Who is what, where—and why/how?

Readings: *"How Jews Became White Folks"* – Karen Brodtkin
"The Coastie Song" – Quincy Kwalae & Beef AKA Zooniversity
"Timeline of Asian Immigration and Japanese-American Internment During WWII" – densho.org
"The Root Causes of Immigration" – Kevin Boyle
"Police and immigration enforcement: Impacts on Latino(a) residents' perceptions of police" – Guadalupe Vidales, Kristen M. Day & Michael Powe

Tuesday, Sept. 14: The social construction of race & ethnicity & the invisibility of Whiteness

Thursday, Sept. 16: Immigration & crossing boundaries

Week 4: Resource gaps in historical context

Readings: *"Final Report of the Tuskegee Syphilis Study Legacy Committee"* – University of Virginia
"Sundown Towns" (excerpt) – James Loewen
Sundown Towns map – Matt Cheney & James Loewen
"Community Mental Health and Family Issues in Sociohistorical Context" – Walter T. Kawamoto

Tuesday, Sept. 21: Historical roots of current economic disparities

Thursday, Sept. 23: Historical exploitation & continuing mistrust

Week 5: Environment & Place

Readings: *"The Complexities and Processes of Racial Housing Discrimination"* – Vincent J. Roscigno, Diana L. Karafin & Griff Tester
"Why Are There No Supermarkets in My Neighborhood?" – Shannon N. Zenk et al.
"Environmental Justice in the 21st Century: Race Still Matters" – Robert D. Bullard

Tuesday, Sept. 28: Access to resources
RECEIVE POSSIBLE EXAM #1 ESSAY QUESTIONS IN CLASS

Thursday, Sept. 30: Vulnerable populations
CONNECTION PROJECT #1 DUE IN CLASS

Week 6: Intersections of Class & Race

Readings: *"Residential Segregation and Neighborhood Conditions in US Metropolitan Areas"* – Douglas S. Massey
"How to Close the LGBT Health Disparities Gap" – Jeff Krehely
"The Henry Louis Gates Affair: When Race Matters" – Ta-Nehisi Coates (*Time*)

Tuesday, Oct. 5: Race & class: separate but intertwined

Thursday, Oct. 7: **EXAM #1**

Week 7: Education, Employment & Criminal Justice

Readings: *"Hitting Them Hardest When They're Small"* – Jonathan Kozol
"Tuck In That Shirt!" – Edward W. Morris
"Becoming a Black Man" – Daisy Hernandez
"The Racial Undertones of Baggy Pants Laws" – Matt Kelley

Tuesday, Oct. 12: Educational disparities by race and class

Thursday, Oct. 14: Protected categories: affirmative action & hate crime laws

Week 8: Education, Employment, & Criminal Justice (cont.)

Readings: *"Legitimated Oppression: Inner-City Mexican American Experiences with Police Gang Enforcement"*
– Robert J. Durán
"The Fallacy of Racial Profiling" – Jack Glaser (*San Francisco Chronicle*)
"The NAACP's New Smart and Safe Campaign Calls for Law Enforcement Accountability" – Bonnie V. Winston
"Rider Asks if Cabby is Muslim, Then Stabs Him" – N.R. Kleinfield (*New York Times*)
"The Mark of a Criminal Record" – Devah Pager

Tuesday, Oct. 19: Racial profiling & "raced" crimes

Thursday, Oct. 21: Disparities in criminal justice & their consequences
CONNECTION PROJECT #2 DUE IN CLASS

Week 9: Advertising & Commodification

Readings: *"Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising Brands"* – Debra Merskin
"The mismeasure of masculinity: the male body, 'race' and power in the enumerative discourses of the NFL Draft" – Thomas P. Oates & Meenakshi Gigi Durham
"I Am Not My Hair" – India Arie ft. Akon

Tuesday, Oct. 26: Selling Bodies
In-class movie: "Good Hair" (Director: Chris Rock)

Thursday, Oct. 28: Selling Bodies & Making Bodies into Objects
In-class movie: "Good Hair"
Panel discussion: Black women responding to "Good Hair"

Week 10: Bodies, Gender & Health

Readings: *"The Yellow Fever Pages"* – Karen Eng
"An Asian Lesbian's Struggle" – C. Allyson Lee
"How Your Race Affects the Messages You Get" – OkTrends
"Same-Sex Data for Race vs. Reply Rates" – OkTrends
"For Caster Semenya" – Moya Bailey, Caitlin Childs & Mia Mingus

Tuesday, Nov. 2: Dating & romance

Thursday, Nov. 4: "Appropriate" bodies

LAST DAY TO DROP – FRIDAY, NOVEMBER 5th

Week 11: Bodies, Gender & Health (cont.)

Readings: *"Rape Cases on Indian Lands Go Uninvestigated"* – Laura Sullivan (NPR)
"The Dark Side of Birth Control" – Dorothy Roberts
"From Norplant to the Contraceptive Vaccine" – Dorothy Roberts

Tuesday, Nov. 9: Sexual violence & institutions
RECEIVE POSSIBLE EXAM #2 ESSAY QUESTIONS IN CLASS

Thursday, Nov. 11: Racism & health

Week 12: Race in the News

Readings: *"How National Media Framed Coverage of Missing Black and White Women"* – Mia Moody, Bruce Dorries & Harriet Blackwell
"Hurricane Katrina: The Race and Class Debate" – Kristen Lavelle & Joe Feagin
"Imagine: Protest, Insurgency and the Workings of White Privilege" – Tim Wise

Tuesday, Nov. 16: Making news: how worldviews are constructed

Thursday, Nov. 18: **EXAM #2**

Week 13: Race in Television, Movies, and the Internet

Readings: *"Not Just Rappers and Athletes: Minorities in Videogames"* – Ernest Adams
"Ruminations on Cyber-Race" – Jerry Kang
"Is it a game? Evidence for social influence in the virtual world" – Paul W. Eastwick & Wendi L. Gardner

Tuesday, Nov. 23: Race online
CONNECTION PROJECT #3 DUE IN CLASS

Thursday, Nov. 25 : THANKSGIVING BREAK – NO CLASS

Week 14: Race in Television, Movies, and the Internet (cont.)

Readings: *"Stephen King's Super-Duper Magical Negroes"* – Nnedi Okorafor-Mbachu
"If I Was a Rich Girl" – Gwen Stefani ft. Eve
"Gwen Stefani: Everyone Else is Racist, Not Me!" – Carmen Van Kerckhove
"Telephone" – Lady Gaga ft. Beyonce

Tuesday, Nov. 30: Characters of color in TV & movies

Thursday, Dec. 2: Cultural appropriation, exploitation, and "authentic" representations

Week 15: Resisting & Challenging Categories

Readings: *"Lakota Woman" (excerpt) – Mary Crow Dog*
"Hapa Haole Wahine" – Lani Kaahumanu

Tuesday, Dec. 7: Activism
RECEIVE POSSIBLE FINAL EXAM ESSAY QUESTIONS IN CLASS

Thursday, Dec. 9: Coalition-building

Week 16: Wrapping Up

Readings: *"Privilege, Power, and Difference: What Can We Do?" – Allan G. Johnson*

Tuesday, Dec. 14: Being Effective Allies
CONNECTION PROJECT #4 DUE IN CLASS

FINAL EXAM: FRIDAY, DECEMBER 17TH, 2:45-4:45 PM