

Sociology 430 – Racial and Ethnic Inequality beyond the Classroom
Spring 2007

Friday 11:00 -1:15 pm
336 Salisbury Hall

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Ofc Hrs: T 2:00-3:30 pm
R 10-11:30 am
or by appointment

Description: Through readings in theory, empirical studies and policy analysis we will engage an in-depth study of selected topics of racial and ethnic inequality relevant to life in Wisconsin, the U.S. and countries throughout the Americas. The theories we explore all share the assumption that race is a social construct and not a biological fact while offering a variety of perspectives to account for continued problems of racial and ethnic discrimination, segregation and inequality. This dimension of our class will cover a broad sampling of classical and contemporary theories of cultural adaptation and racial inequality.

The empirical studies and policy analysis draw on both academic and other sources to provide details about the differential experiences of racial and ethnic groups in the Midwest and beyond.

Unique to this class is the experiential dimension in which we will use the state of Wisconsin as a laboratory for evaluating the relevance of these explanations of persisting inequality. Specifically, this course entails day-long experiences either on campus or field trips. Students will meet with academics, grassroots activists, social service providers, members of government and/or staff from non-profit organizations around selected themes of inequality: criminal justice, housing, and poverty. We will devote significant time to the topic of immigration.

Objectives: This unique combination of theory, policy analysis and lived experience will enable students to:

- 1) Depict graphically the nature of racial and ethnic inequality in Wisconsin.
- 2) Describe how those patterns in Wisconsin fit into larger national trends.
- 3) Evaluate the strengths and weaknesses of government policy on the topics covered in class.
- 4) Articulate the major ideas in leading theories of racial inequality, racism and cultural adaptation.
- 5) Reflect critically on their own personal experiences based on the class material and field trips.

Class Structure

Seminar Style Classroom: In a seminar the readings will often be divided among all the students. You are expected not only to complete your own reading but also to come to class prepared to summarize it for the rest of the class. In this way we are dependent on one another for our learning and success in this course. Your attendance every week is imperative. You will often be the only person who completes a particular reading. If you are absent, the other students will miss out on learning the material you were assigned.

Come to class prepared. Have your reading notes with you in class and be ready to engage in discussion, to ask questions about anything that was unclear in the readings, and to be open to new ideas from the professor and other students.

Field Experiences: I have identified three main field experiences for this semester. Since the dates will be published early in the semester, you are expected to clear your other obligations so you can attend all three experiences. If this is not possible, you must contact me prior to the date of the experience to make an alternative arrangement.

I am also open to adding in other trips/experiences that you might suggest. Keep in mind that we only have so much time in and outside of the classroom and that each experience requires lots of planning on my part. That said, please do suggest other experiences you think would enhance our learning and I'll see what I can do.

As an upper level course, this class will require more reading and writing than other undergraduate classes.

Deadlines & Responsibilities in a Learning Community

Unless you make alternative arrangements with me prior to the deadline, any late submissions will receive a grade of zero.

During the semester I make a change in the syllabus to keep the assignments in sync with class discussions. I will always post any changes in D2L. It is your responsibility to look for and note those changes.

University Policies

"The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events (for details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities"

section of the Undergraduate bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17)."

Assignments

Journal

Through out the semester you will keep an on-line journal that contains the following types of entries. You will turn in selected portions of the journal as requested by the professor.

1) Notes on the readings. Summarize the key arguments; list any questions you have; definitions of new terms/phrases/concepts. In addition, I will assign you a list of questions to for critical reflection about the readings.

2) Observations about your life and campus. As we go through the readings and experiences this semester, I hope that your views of the larger world will change – not necessarily become complete different but perhaps deeper and more complex.

For example, one week you might as yourself these questions:

You – where do you hang out? Who are you with? Do you share the same first language, skin color, ethnicity with these folks? What else do you have in common with them?

Who would you like to hang out with but feel a bit put off about making friends with them? What stands in your way of taking the first/next step?

On Campus – where do white students hang out? What about Latino, Asian, African American and Native American Students? What other groups do you notice concentrated together?

Critical Reflections Papers.

Each time you attend one of the three required field experiences, you will need to write a critical reflection paper (CRP) about it. Each CRP should address the points listed below:

- Prior to the experience, what did you expect it to be?
- In what ways was the experience different from your expectations?
- Which readings/theories from class were most relevant to this experience? (Mention at least two articles/theories)
- Which theories or theoretical perspective best described what you learned and observed today?
- What did you learn about yourself, about race/ethnicity through this experience?

Final Paper: Two Options:**Due during Exam Period****A: Policy Recommendations** 6-8 pages typed.

You have been appointed by the governor of Wisconsin to recommend a set of 2 policy changes or initiatives to remedy racial and ethnic inequality in the state. It is impossible for you to cover every aspect of inequality, so you will need to select the most important areas. Explain why you have selected these areas. In your report to the Governor you must include the information listed below. Remember, you are trying to persuade the Governor and subsequently the legislature to adopt your policies.

- 1) Statement of the nature of racial and ethnic inequality
Explanation of the theoretical perspective (or perspectives) you are drawing on for your understanding of this situation.
- 2) Identify your policy recommendations
- 3) For each recommendation, provide empirical information to support why there is a problem and how your policy will solve or reduce it. Make sure you explain the link between the empirical data you present, your analysis and policy recommendation.
You must include references to the class readings for each of the problems you identified.

OR

B: Course Syllabus 6-8 pages typed

Your professor is missing in action (rumor has it she went to Cuba). Since you have almost completed this rigorous course on racial and ethnic inequality, you have been asked to take over her introductory course on Race & Ethnicity. Create a course syllabus for a 200 level course that reflects your ideas, perspective and preferences about race and ethnicity. This is your chance to put on paper how think things should be done right!

- 1) Page one should include a course description, statement of learning objectives; and list of required texts/materials for the course.
- 2) Devote no more than 2 pages listing the readings/assignments for class. Your course lasts between 10-12 weeks and you must cover this entire period. Remember you don't have to just stick to doing readings, you can also assign movies, lectures on campus, outings – whatever you think is best.
- 3) Describe in more detail 2 assignments. How would each assignment relate to your course objectives? What do you want students to get out of the assignment?

4) Conclude by arguing why your approach is really best. What is it that your course offers that other ones do not? What will students mind more appealing, or challenging about your course?

I will be happy to provide you with my syllabi and to assist you find others that you can use as models or spring boards.

Grade Scheme:	Assignment Weight	
A – 100-90%	Journals	15%
B – 89- 80	Critical Reflection Papers	30
C - 79-70	Participation	30
D - 69-60	Final Paper	25
F – 59% and below		

Course Schedule:

Week 1 (Jan 26): Introduction and overview of course

Readings due next week, Feb. 2nd have been posted on d2l.

Week 2 (Feb. 2): Theories of Racial Inequality

In-Class exercise: Theory matrix and Themes

Week 3 (Feb 9): Racism – Theories and Consequences

Readings due in class:

The first three articles should be all read by the same person (Ortiz, Cameron, Uehara-Carter)

Ortiz Cofer, J. "The Story of My Body" in *The Social Construction of Difference & Inequality: Race, Class, Gender, and Sexuality*. 2nd ed. Tracy E. Ore, ed. New York: McGraw Hill. 2003. P. 528-536.

Cameron, B. "Gee, You Don't Seem Like An Indian From the Reservation" in *The Social Construction of Difference & Inequality: Race, Class, Gender, and Sexuality*. 2nd ed. Tracy E. Ore, ed. New York: McGraw Hill. 2003. P. 537-542.

Uehara-Carter, M. "On Being Blackanese" in *The Social Construction of Difference & Inequality: Race, Class, Gender, and Sexuality*. 2nd ed. Tracy E. Ore, ed. New York: McGraw Hill. 2003. P. 543-545.

Hurst, C.E. "The Impact of Inequality on Personal Life Chances" in *Social Inequality: Forms, Causes, and Consequences*. 6th ed. New York: Pearson A and B. 2007. P. 243-263.

Bonilla-Silva, E. "The Central Frames of Color-Blind Racism" in *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. 2nd ed. New York: Rowman & Littlefield Publishers, Inc. 2006. P. 25-52.

Guinier, L. and G. Torres. "The Ideology of Colorblindness" in *Rethinking the Color Line: Readings in Race and Ethnicity*. 3rd Ed. Charles A. Gallagher, ed. New York: McGraw Hill. 2007. P. 143-149. READ ALONG WITH THE NEXT ARTICLE

Twine, F. W. *Racism in a Racial Democracy: The Maintenance of White Supremacy in Brazil*. New Brunswick: Rutgers University Press. 2001. P. 31-63

Winant, H. "Racism Today: continuity and change in the post-civil rights era" in *Ethnic and Racial Studies*. Vol. 21, No. 4. July 1998. P. 755-766.

Feagin, J.R. and K.D. McKinney. "The Many Costs of White Racism" in *The Many Costs of Racism*. New York: Rowman & Littlefield Publishers, Inc. 2003.

Gans, H. J. "The Possibility of a New Racial Hierarchy in the Twenty-first Century United States" in *Rethinking the Color Line: Readings in Race and Ethnicity*. 3rd ed. Charles A. Gallagher, ed. New York: McGraw Hill. 2007. P. 149-165.

Week 4 (Feb 16): Criminal Justice, Racial and Ethnic Inequality

Readings

Oliver, P. "Some Facts about Race and Prison in Wisconsin" Forum article published in *Wisconsin State Journal* May 26, 2002. Available on-line at: <http://www.ssc.wisc.edu/~oliver/RACIAL/Reports/ForumMay2002.pdf>

Nelson, H. "What Can We Do About Race, Crime And Imprisonment" in *Wisconsin State Journal* May 26, 2002. Available on-line at: <http://www.ssc.wisc.edu/~oliver/RACIAL/Reports/NelsonWSJ%20Forum%20Article%203hn.pdf>

Kennedy, R. "The Race Question in Criminal Law: Changing the Politics of Conflict" in *Race, Crime and the Law*. New York: Vintage Books. 1998. 3-28 (plus end notes)

Cole, D. "The Color of Punishment" in *Rethinking the Color Line: Readings in Race and Ethnicity*. 3rd ed. Charles A. Gallagher, ed. New York: McGraw Hill. 2007. P. 234-243.

Week 5 (Feb 23): Criminal Justice Continued

Read: Excerpts from Pranis, Kevin, et. al. *Justice Strategies Report Treatment Instead of Prisons: A Roadmap for Sentencing and Correctional Policy Reform in Wisconsin*, 2006.

“No Turning Back: Promising Approaches to Reducing Racial and Ethnic Disparities Affecting Youth of Color in the Justice System” Report Summary by Building Blocks for Youth. October 2005. Available at:

http://www.buildingblocksforyouth.org/noturningback/ntb_summary.pdf

Each student will then read about one case study in greater detail

Santa Cruz, CA/Oregon

Pennsylvania

Illinois

Alameda County

Seattle

“Just Shut it Down”

Massachusetts

The case studies are part of the full report, available at:

http://www.buildingblocksforyouth.org/noturningback/ntb_fullreport.pdf

NOTE: Feb. 24th “Community Safety: One Size Does not Fit all” Conference at Edgewood College in Madison 10:00- 4:00 pm

Week 6 (Mar 2): Housing

Readings:

Notes on Segregation Indices (probably power point)

Massey, D. & N. Denton. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press. 1993. Chapt 1 (p. 1-16) and Chapt. 4 (83-114).

See 2003 article from the *Washington Post* at:

<http://www.washingtonpost.com/ac2/wp-dyn/A28445-2005Apr5?language=printer>

See 2006 article about a National Fair Housing Alliance law suit at:

<http://www.lifairhousing.org/downloads/NFHA%20LIHS%20Press%20Release%20Expanded%2021June2006.pdf>

Week 7 (Mar 9): Housing

Wilson, W.J. and R. Taub. *There Goes the Neighborhood: Racial, Ethnic, and Class Tensions in Four Chicago Neighborhoods and Their Meaning for America*. New York: Alfred Knopf. 2006. P. 3-13 and 97-127

Maly, M. T. *Beyond Segregation: Multiracial and Multiethnic Neighborhoods in the United States*. Philadelphia: Temple University Press. 2005. P. 29-47.

Valent, E. and G. Quires. "Sherman Park, Milwaukee" in *Cityscape: A Journal of Policy Development and Research*. Vol. 4, No. 2 1998. P. 105-130.

Located on-line:

<http://www.huduser.org/Periodicals/CITYSCPE/VOL4NUM2/ch6.pdf>

Week 8 (Mar 16): Recent Debates on Class vs. Race

Readings:

Michaels, W.B. "The Trouble with Diversity" in *The American Prospect*.

September 2006. Link to printable copy at:

<http://www.prospect.org/web/page.ww?name=View+Author§ion=root&id=1419>

Roedgier, D. "The Retreat from Race and Class" in *Monthly Review*. Vol. 58, no. 3 July-August, 2006 P.

De la Fuente, A. "Introduction" in *Race, Inequality and Politics in Twentieth Century Cuba*. Chapel Hill: University of North Carolina Press. 2001.

Johnson, H.B. "The Wealth Gap and the American Dream" in *The American Dream and the Power of Wealth: Choosing Schools and Inheriting Inequality in the Land of Opportunity*. New York: Routledge. 2006 P. 1-18

Collins, C. "Aid to Dependent Corporations: Exposing Federal Handouts to the Wealthy" in *Race Class and Gender: An Anthology*. 5th ed. Margaret L. Andersen and Patricia Hill Collins, eds. U.S.: Thomson Wadsworth. 2004. P. 379-383.

Oliver, M and T. Shapiro. *Black wealth/White wealth: a new perspective on racial inequality*. New York: Routledge. 1995. EXCERPT TO BE DETERMINED

Week 9 (Mar 23): Wealth, Poverty, Race and Ethnicity

Readings:

Burnham, L. "Welfare Reform, Family Hardship, and Women of Color" in *Race Class and Gender: An Anthology*. 5th ed. Margaret L. Andersen and Patricia Hill Collins, eds. U.S.: Thomson Wadsworth. 2004. P. 371-379

Chapter on Hispanics in the E-Book: *Racial and Ethnic Diversity: Asians, Blacks, Hispanics, Native Americans, and Whites*. 5th Ed.

To access this book, type the title into a search at Andersen library. It will provide you with a link.

Spring Break

Week 10 (Mar 6): Wealth, Poverty: Race & Ethnicity

Readings: All pages listed below are excerpts from the book *American Dream: Three Women, Ten Kids and A Nation's Drive to End Welfare*. Jason DeParle. New York: Penguin Books. 2004

Chapter 4, p. 59-81
 Chapter 5, p. 85- 100
 Chapters 10 & 11, p. 175-229
 Chapter 17-end, p. 282-342

Week 11 (April 13): Poverty Simulation

On Campus 9:00-Noon

Week 12 (April 20): Theories of Cultural Adaptation

Readings:

Kivisto, P. ed. *Incorporating Diversity: Rethinking Assimilation in a Multicultural Age*. Boulder: Paradigm Publishers. 2005. P. 3-29.

Rudrappa, S. *Ethnic Routes to Becoming American: Indian Immigrants and the Cultures of Citizenship*. New Brunswick: Rutgers University Press. 2004. P. 147-178.

Foner, N. *In a New Land: a Comparative View of Immigration*. New York: New York University Press. 2005. P. 11-42.

Week 13 (April 27): Immigration Conference

Depart campus for Milwaukee 7:30 am – back around 3:30 pm

Week 14 (May 4): Immigration

Readings:

Portes, A. and R. G. Rumbaut. *Immigrant America: A Portrait*. 3rd ed. Berkeley: University of California Press. 2006. P. 343-372.

Hein, J. "Small-Town Hospitality and Hate" and "Ethnic Succession in the Urban Pecking Order" in *Ethnic Origins: The Adaptation of Cambodian and Hmong Refugees in Four American Cities*. New York: Russell Sage Foundation. 2006. P. 79-124.

Martínez, R. *Crossing Over*. EXCERPT TO BE DETERMINED.

Chapa, J. et. al. "Latinos and the Changing Demographic Fabric of the Rural Midwest: Latinos and Rural Economic Change" in *Apple Pie and Enchiladas*:

Latino Newcomes in the Rural Midwest. Austin: University of Texas Press.
2004. P. 47-74

Week 15 (May 11) : Women of Color's Activism and Experiences

Readings:

Ricourt, M. and R. Danta, "Women and Convivencia Diaria" in *Hispanas de Queens: Latino Panethnicity in a New York City Neighborhood*. Ithaca: Cornell University Press. 2003. p. 25-38.

Pardo, M. "Becoming an Activist in Eastside Los Angeles..." in *Mexican American Women Activists: Identity and Resistance in Two Los Angeles Communities*. Philadelphia: Temple University Press. 1998. P. 105-141

Pardo, M. "Becoming an Activist in Monterey Park..." in *Mexican American Women Activists: Identity and Resistance in Two Los Angeles Communities*. Philadelphia: Temple University Press. 1998. P. 141-162.

Foner, N. "Gendered Transitions: Jamaican Women in New York and London" in *In a New Land: a Comparative View of Immigration*. New York: New York University Press. 2005. P. 156-179.

LaDuke, W. "Akwasasne: Mohawk Mother's Milk and PCBs" in *All our relations: Native Struggles for land and life*. Cambridge: South End Press. 1999. P. 11-26

The final paper is due no later than noon on Monday, May 14th