Course Description and Objectives
What is race? Ethnicity? Are they scientific, biological phenomena or biproducts of society? How have social scientists addressed these questions? And how do they consider race and ethnicity as factors in examining historical and current developments in the United States? This seminar introduces students to various disciplines in the Social Sciences through the lens of race and ethnicity in the United States by examining ways topics related to race and ethnicity are studied by or incorporated into each field. In our class we will sample specific disciplines and subfields within the Social Sciences, first with an introduction that includes a broad overview and covers basic methodologies and potential careers, and then with analysis of research produced in the field pertaining to questions of racial construction; ethnic identity; community formation; the intersections of race, ethnicity, and socio-economic mobility; and community mobilization for social justice activism. We will read examples of cutting-edge research, view and analyze relevant films, and hear from scholars representative of the disciplines under review, who will be invited to speak about their respective fields and/or about their work as disciplines are introduced. For our final research projects students will work independently and with one or more partners to use the methodologies from at least two disciplines to produce a comparative analysis of findings from a single research question related to the topic. They will record their results independently in a final research paper while working collaboratively to produce a product for display to illustrate their research questions and findings.

Required Readings
All readings are posted to Canvas. Note: You may need to download readings to rotate them or when the reading does not load onto the screen.
Highly Recommended

Class Format
This class is structured as a seminar. College seminars are small courses designed to focus on a specialized subject area structured around core readings and other sources. In this case our course has one main objective—an introduction to the Social Sciences—and supporting objectives—to analyze how professionals in the Social Sciences approach issues of race and ethnicity in the U.S. Although there will be some traditional instruction in lecture format, emphasis is placed on analysis of sources, peer-led class discussion, independent research, peer feedback, peer presentations, and small-group collaboration. Your active participation is essential to maintaining an engaging, dynamic classroom experience and to maximizing the quantity and quality of your and your colleagues’ learning. Your participation grade (10% of the overall grade) will be based on the quality of your sustained engagement informed by the readings, films, information from guest speakers, and your own research. Considering the emphasis on group analyses, discussion, and peer review, it goes without saying that punctual regular attendance is mandatory.

Attendance is also mandatory for Responses (worth 15% of your overall grade) designed to assess content knowledge—main points from sources. Responses missed because of unexcused absences cannot be made up. For an absence to be excused it must be verified with documentation and, whenever possible, communicated to me beforehand, as soon as you know you will need to be absent.

A term paper (the Interview Assignment) and final (small group) project presented at the First-Year Seminar Symposium are worth 60% of your overall grade. Each of these will be developed in part through sharing and receiving peer feedback and working directly with your colleagues. Thus, your sustained participation in the course is essential for your and your colleagues’ success.

Electronic Devices
The use of laptops or other electronic devices during class is allowed only for accessing readings and taking notes. Please turn off and put away your phones before class.

Grade Breakdown
Participation 10%
Reading Responses 15%
  (Includes Library Scavenger Hunt Assignment)
Interview Assignment
  • Draft Interview Questions 15%
  • Transcript of Interviews 10%
  • Report
    o Presentation 5%
    o Paper 20%
Final (small group) Project 10%
Final Report/Reflections 15%

Grade Guide
All work will be graded on an A-F scale. Work of “A” and “A-” quality demonstrates full mastery of the facts and interpretations found in the readings, Guest Speaker and lecture information, media plus your analysis—your assessment and evaluation. Work in the “B” range demonstrates a sound understanding but fails to thoroughly analyze the material. Work in the “C” range demonstrates a working knowledge of the material and a minimum of interpretation. Work failing to reach this minimal level will receive a “D” or “F.”

The grade scale is as follows:

- A  94-100%
- A- 90-93%
- B+ 87-89%
- B  84-86%
- B-  80-83%
- C+ 77-79%
- C  74-76%
- C- 70-73%
- D+ 67-79%
- D  64-66%
- D- 60-63%
- F  0-60%

Anything below 60% is a failing grade.

**Academic Honesty**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Milwaukee’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. For more on UWM Academic Misconduct policy, please see: [http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/)

I encourage you to work with your colleagues to get the most out of this course. Be careful, however, not to plagiarize. When you use someone else’s ideas or language, you must cite her/him using appropriate citations. When you quote a source directly, you must use quotes, attribute that quote, and provide full publishing information. When summarizing or paraphrasing, your source must also be fully cited. When in doubt, see me or refer to the Writing Center for guidance. For more information visit “Avoiding Plagiarism” at Purdue University’s Online Writing Lab (OWL): [https://owl.english.purdue.edu/owl/resource/589/01/](https://owl.english.purdue.edu/owl/resource/589/01/)

**UWM Writing Center**

The Writing Center is an excellent source for help at all stages of your project development: [www.writingcenter.uwm.edu](http://www.writingcenter.uwm.edu); (414) 229-4339

**Accessibility Resource Center**

If you work with an advisor at the Accessibility Resource Center (ARC), please bring your document(s) to me within the first two weeks of class. If you are concerned that you may have a learning disability or any issues, including mental health issues, that might make it difficult or impossible to complete the course requirements, visit the ARC office in 112 Mitchell Hall. For more information, see: [http://uwm.edu/arc/](http://uwm.edu/arc/) or call: (414) 229-6287

*Please see the following links for information regarding:*

- Accommodations for religious observance: [https://www4.uwm.edu/secu/docs/other/S_1.5_ACCOMMODA_OUS_BELIEFS.pdf](https://www4.uwm.edu/secu/docs/other/S_1.5_ACCOMMODA_OUS_BELIEFS.pdf)
- Accommodations for military service: [http://www4.uwm.edu/academics/military.cfm](http://www4.uwm.edu/academics/military.cfm)
- Incomplete policy: [https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf)
Discriminatory conduct policies: https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf
Coping with stress: https://uwm.edu/mentalhealth/
Grade appeal procedures: http://www4.uwm.edu/secu/docs/other/S28.htm

Course Schedule

Week 1 (Sept. 3&5)
T: Introductions
Assignment for Thursday: Research the Social Sciences. Identify a branch of interest to you. Why do you find this field interesting? What are career options? Which of these options link to your own interests? What would you need to do to pursue one specific career (i.e., how much education)? Cite your sources.
R: Overview of the Social Sciences

Week 2 (Sept. 10&12)
T: Introduction to Social Science Research
Active Reading for College Courses
Assignment for Thursday: Read James D. Anderson, “How We Learn About Race through History,” eds., Kramer, Reid and Barney, Learning History in America (University of Minnesota Press, 1994), 87-106. Write a response: How is race taught in high school American history classes? Why is it taught this way when academic history analyzes race so differently? What are some implications for students and American society?
R: Race as a Threshold Concept

Week 3 (Sept. 17&19)
T: Film segment: “The Difference Between Us” from Race: The Power of an Illusion
Take notes to answer the following questions: What is Race? Is it biological? Why or why not? How many and which specific academic disciplines (fields in the sciences, social sciences, etc.) grappling with questions of race can you identify in this film?
R: Film completion and discussion
Film documentary as source: How to cite?
Turn in film & discussion notes
Hand out and discuss Interview Assignment

Week 4 (Sept. 24&26)
T: Library Instruction
R: Library Tour
Assignments for Tuesday: Draft Interview Questions; Library Scavenger Hunt results

Week 5 (Oct. 1&3)
T: Draft Interview Questions Due
Library Scavenger Hunt results DUE
Recap Library Instruction; share scavenger hunt findings; in-class Interview Assignment workshop;
In-class review of Supreme Court Amicus Brief No. 18-966
Turn in Library Scavenger Hunt assignments
does it tell you about the intersection of race (as a social and cultural construct) and medicine? What thoughts or questions do you have?

R: Race and the History of Science
Guest Speaker: Helena Pycior, Department of History
Assignment for Tuesday: Read or listen to the following NPR news segments: Hansi Lo Wang, “The Complicated History of the U.S. Census Asking About Citizenship”; Nina Totenberg, “Supreme Court to Hear Controversial Census Citizenship Question” (April 23, 2019); Review Supreme Court Amicus Brief No. 18-966. Take notes in preparation for our guest speakers on this subject. What thoughts and questions do you have?

Week 6 (Oct. 8&10)
T: Why it Matters: Contemporary Issue—the 2020 Census Citizenship Question
Guest Speaker: Margo Anderson, Department of History
R: Why it Matters: Race and the 2020 Census Citizenship Question
Guest Speaker: Rachel Buff, Departments of History and Comparative Ethnic Studies
Assignment for Tuesday: Explain how the fight for the citizenship question on the 2020 census might be about more than just citizenship. What is at stake? What connections can be made regarding race, ethnicity, and racial/ethnic identity? Cite your sources.

Week 7 (Oct. 15&17)
T: Transcript of Interviews Due
Class discussion of assignment Citizenship Question findings; Interview Assignment workshop
Assignment for Thursday: Read Matt Barreto & Gary M. Segura, Ch. 1 “Latino America: An Introduction” and Ch. 2 “Unity and Diversity” in Latino America: How America’s Most Dynamic Population is Poised to Transform the Politics of the Nation (PublicAffairs Publishing, 2014); Krogstad, Flores, and Lopez, “How Latinos Voted in the 2018 Election,” FactTank News in Numbers Pew Research Center (Nov. 9, 2018). Write a response: We often hear from political analysts about “the Latin@ vote” or “the Latin@ voting bloc.” Compare these readings, published four years apart from one another, to analyze “the Latin@ vote.” How strong is the evidence that Latin@s have gelled into one national political constituency?
R: Politics and Community: Latin@ America

Week 8 (Oct. 22&24)
T: “The” Latin@ Vote in Recent Elections
R: Political Trends Among Female Voters
Guest speaker: Kathy Dolan, Department of Political Science
Assignment for Tuesday: Read Roger Daniels “Background for a Roundup, 1850-1941” and “The Politics of Incarceration, 1941-1942” in Prisoners Without Trial: Japanese Americans in World War II (Hill & Wang, 2004). Questions: How much of this part of WWII history were you aware of? Was Japanese American internment a subject covered in your High School history classes? Is it important to know? Why or why not?

Week 9 (Oct. 29&31)
T: Public History
Guest speaker: Jasmine Alinder, Department of History; Coordinator, Public History Program

Week 10 (Nov. 5&7)
T: Interview Assignment Reports
R: Interview Assignment Reports

Week 11 (Nov. 12&14)
T: Interview Assignment Reports
*R: Interview Assignments Due in Class
Final Project Team Selection
Reading/Assignment for Thursday: TBA
R: Race and Equity
In class: Read Vann R. Newkirk II, “The Great Land Robbery” The Atlantic (Sept. 2019)
Reading/Assignment for Tuesday: CED Report(s)

Week 12 (Nov. 19&21)
T: Race and Equity in Milwaukee
R: Guest Speaker: Marc Levine, Center for Economic Development

Week 13 (Nov. 26)
T: Final Project Workshop
R: No Class—Thanksgiving Holiday

Week 14 (Dec. 3&5)
T: Finishing and Sharing Final Projects
R: Finishing and Sharing Final Projects
Friday, Dec. 6: First-Year Seminar Symposium, Golda Meir Library Conference Center 1:00-3:00 pm
Reading/Assignment for Tuesday: TBA

Week 15 (Dec. 10&12)
T: Ethnic Community: Religious Studies
Reading/Assignment for Thursday: TBA
R: Ethnic Community: Comparative Ethnic Studies
Review

Final Report/Reflections Due to Canvas by noon Thursday, Dec. 19th