

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number SOCIOL 98Ta
Course Title History and development of racial and ethnic categorization in the United States

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more) _____

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course centers on racial and ethnic categorization as both a distinct social phenomena and an important political issue (Social Analysis) by examining its development and implications within the context of United States history (Historical Analysis).

3. List faculty member(s) and teaching fellow who will serve as instructor (give academic rank):

Faculty member: Professor Rebecca Jean Emigh; Teaching fellow: Corey O'Malley

4. Indicate what quarter you plan to teach this course:

2012-2013 Winter x Spring _____

5. GE Course units 5

6. Please present concise arguments for the GE principles applicable to this course.

- General Knowledge This course provides a history of the development of racial categorization in the U.S., engages with social scientific theories of race and social classification, and offers hands-on instruction in research methods.
- Integrative Learning Course readings include contributions from a variety of fields (sociology,

- anthropology, ethnic studies, law, history, policy) in the social sciences and humanities.
- Ethical Implications This course addresses the social origins and consequences of racial and ethnic categorization, particularly racial inequality. It prepares students to critically assess ideologies of race and their role in U.S. society.
 - Cultural Diversity This course is centrally concerned with providing a historical and sociological context with which to understand racial and ethnic categorization in the U.S. and its effects on diverse populations in the U.S.
 - Critical Thinking Students will develop their critical thinking skills through a research project requiring them to identify and interpret evidence.
 - Rhetorical Effectiveness Students will develop their rhetorical skills by facilitating class discussion, giving a presentation on a course reading, presenting their own research to the class, and through their research paper.
 - Problem-solving Students will develop problem-solving skills by posing a question relevant to the course, identifying existing literature, and developing and executing a research strategy based on sociological methods.
 - Library & Information Literacy Students will receive instruction on how to identify, access, organize, and manage sources for their research projects using the internet and UCLA library holdings.

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| (A) STUDENT CONTACT PER WEEK |
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|---|----------|----------------|
| 1. Seminar: | 3 | (hours) |
| (A) TOTAL student contact per week | 3 | (HOURS) |

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| (B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A) |
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| | | |
|---|-----------|----------------|
| 1. General Review & Preparation: | 1 | (hours) |
| 2. Reading | 4 | (hours) |
| 3. Group Projects: | 0 | (hours) |
| 4. Preparation for Quizzes & Exams: | 0 | (hours) |
| 5. Information Literacy Exercises: | 0 | (hours) |
| 6. Written Assignments: | 2 | (hours) |
| 7. Research Activity: | 5 | (hours) |
| (B) TOTAL Out-of-class time per week | 12 | (HOURS) |

GRAND TOTAL (A) + (B) must equal 15 hours/week _____ 15 _____

Sociology 98Ta***History and development of racial and ethnic categorization in the United States***

Instructor: Corey O'Malley

Course Description

Race and ethnicity are critical concepts in understanding social life in the United States. But where did these concepts of “race” and “ethnicity” come from and what historical processes led to the distinctive racial and ethnic categories that are socially recognized in the U.S.? How are racial and ethnic categories used to classify people and how are they used in the construction of deeply felt identities, both individual and collective? What kinds of consequences do various forms of racial and ethnic categorization have on individuals and groups?

This course will engage these questions by introducing sociological concepts and arguments that address the development of racial and ethnic categorization in the U.S. This includes categorization in the form of classification by an observer and in the form of self-identification. We will explore sociological meanings of race and ethnicity before examining the history of racial and ethnic categorization as it has been practiced throughout U.S. history and its consequences on social life. We will address the development and adoption of particular racial and ethnic categories both by elites and everyday people as well as the various ways that such categories are used to classify people as well as generate identity.

Objectives:

By the end of the seminar, you should be able to:

1. Engage key theoretical perspectives used by sociologists to conceptualize and comparatively analyze racial and ethnic categories and processes of categorization.
2. Understand the origins and development of racial and ethnic categorization in the U.S.
3. Construct a research project using sociological theories and methods.
4. Present your original findings in both written and verbal forms.
5. Read and critically analyze scholarly works.
6. Facilitate and actively participate in critical discussions of scholarly works.

Course Requirements:*Readings*

You must read each text in advance of the class for which it is assigned and bring a copy with you to class each week. You can find the reading schedule in the course outline section of the syllabus. Discussion of these texts will be a major component of the seminar, so it is critical that you keep up with the reading schedule, bring the texts to class, and be prepared to discuss them with your peers. Be sure to give yourself enough time to read each text carefully, underline or highlight relevant passages, take notes, make comments, and even re-read passages that you find challenging.

On sessions 1-7, I will distribute reading questions to help guide you to some of the major concepts, arguments, and methodological features of each of the assigned readings for the next class. You will be required to prepare written answers (1-2 pages) to these questions and bring

them with you to the next class when we discuss that reading. You will have one grace week without penalty.

Discussion

Because this course is a seminar, not a lecture, your engagement and participation is absolutely essential. This will be accomplished first and foremost through your regular participation in class discussions. Additionally, each student will be expected to act as a discussant for one class session and to give a presentation on the reading for another. You will have the opportunity to select which dates you will act as a discussant and presenter at our first session.

As a presenter, you will also be required to give a short (10-15 min.) presentation about one or more of the required readings for the week. The presentation should include a summary of the central question posed by the author, the author's answer to that question, how the author reaches their answer (data, methods), and your critical assessment of their answer. I encourage you to use the reading questions as a guide in preparing your presentation.

To encourage you to engage directly with your peers, our discussions each week will also be facilitated by two discussants, whose task will be to prepare 3-5 discussion questions that help *link* the concepts and arguments made in the various assigned readings for the week. These questions should not duplicate the content of the reading questions, but attempt to draw out similarities and differences *between* the assigned texts. When it is your turn to act as the discussant, you will need to coordinate with the other discussant and submit a single set of questions to me by email no later than two days before the relevant session.

Research Project

Each student will conduct an original research project on any topic related to racial and ethnic categorization at any point in U.S. history, including the present-day. This project will culminate in a 10 minute presentation to the class and a 10-12 page paper on your research and findings.

Over the course of the quarter, you will identify a research question, identify at least five scholarly sources (of which three must be sociological) that address or attempt to answer that question, choose a sociological method and data source with which to develop a research strategy, carry out your research strategy, analyze your findings, and present them to your peers.

Here are some of the methodological options you have, along with some examples of the types of data that you might analyze using those methods:

Quantitative study: pre-existing datasets

Ethnographic study: observations, interviews, oral histories

Content analysis study: archival records, media (books, newspapers, music, magazines, etc.)

Comparative study: any of the above

The course outline below lists the due dates for each stage of your research project. I will provide written feedback at each stage to help guide you. We will also spend some class time discussing

the stages of the research process and your progress on your own project, beginning with the selection of topics and formulation of a research question. However, I also strongly encourage you to come to office hours or make appointments to meet with me regularly about your project in addition to the time we devote to it in class and the written feedback you receive from me.

Grading

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|-------------------------------|-----|
| Reading questions | 15% |
| Participation | 15% |
| Discussant | 10% |
| Reading presentation | 10% |
| First research memo | 5% |
| Second research memo | 5% |
| First draft of research paper | 10% |
| Research presentation | 10% |
| Final draft of research paper | 20% |

Course Outline & Reading Schedule

Week One: Sociological approaches to race and ethnicity

Readings:

- James, Angela. 2001. "Making sense of race and racial classification" *Race and Society*, 4(2): 235-247.
- Brubaker, Rogers. 2002. *Ethnicity without groups*. Cambridge: Harvard University Press, pp. 7-27.
- Nagel, Joane. "Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture." *Social Problems*, 41(1):152-176.
- Jenkins, Richard. 2000. "Categorization: Identity, Social Process, and Epistemology." *Current Sociology*, 48(3):7-25

Week Two: History of the idea of race in the United States

Readings:

- Banton, Michael. 1975. *The Idea of Race*. London: Tavistock Publications, pp. 1-26.
- Smedley, Audrey. 2012. *Race in North America: Origin and Evolution of a Worldview* [4th Ed.]. Boulder, CO: Westview, Ch. 3, 5, and 6

Week Three: Racial and ethnic categorization in the early United States

Due in class: Memo on research topic, potential research questions, proposed method(s).

Readings:

- Omi & Winant 1996. *Racial formation in the United States*. New York: Routledge, pp. 57-86.
- Ignatiev, Noel. 1995. *How the Irish Became White*. New York: Routledge, Ch. 2
- Smedley, Audrey. 2012. *Race in North America: Origin and Evolution of a Worldview* [4th Ed.]. Boulder, CO: Westview, Ch. 7, 9, 10

Week Four: External racial and ethnic classification and its consequences

Readings:

- Oboler, Suzanne. *Ethnic Labels, Latino Lives: Identity and the Politics of (Re)presentation*. "So Far from God, So Close to the United States: The Roots of Hispanic Homogenization".
- Gibel Azoulay, Katya. 2006. "Reflections on 'race' and the biologization of difference." *Patterns of Prejudice*, 40(4-5):353-379.
- Stehr-Green, Paul et. al. 2002. "Effect of racial/ethnic misclassification of American Indians and Alaskan Natives on Washington State death certificates, 1989-1997" *American Journal of Public Health*, 92(3): 443-444.
- Gomez, Laura E. 2007. *Manifest Destinies: The making of the Mexican-American race*. New York: New York University Press, pp. 15-80

Week Five: Racial and ethnic identification and its consequences

Due in class: Memo on literature and data source(s).

Readings:

- Nagel, Joane. 1996. *American Indian Ethnic Renewal*, "American Indian Population Growth: Changing Patterns of Indian Ethnic Identification" & "The Politics of American Indian Ethnicity: Solving the Puzzle of Indian Ethnic Resurgence." New York: Oxford University Press, pp. 83-157.
- Oboler, Suzanne. *Ethnic Labels, Latino Lives: Identity and the Politics of (Re)presentation*, "Establishing an identity in the sixties: the Mexican-American/Chicano and Puerto Rican movements" & "Language, National Identity, and the Ethnic Label Hispanic"

Week Six: Classification and the state: Racial and ethnic categorization and the U.S. legal system

Readings:

- Haney-Lopez, Ian. 2006. *White by Law*. New York: New York University Press, pp. 1-34, 78-108.
- Jaimes, M. Annette. 1988. "Federal Indian Identification Policy: A Usurpation of Indigenous Sovereignty in North America" *Policy Studies Journal*, 16(4):778-789.

Miller. *Invisible Indigenes*, "Chapter 4: Unrecognized Tribes, Unrecognized Peoples of the United States". Lincoln: University of Nebraska Press, pp. 68-112.

Week Seven: Classification and the state: Racial and ethnic categorization and the U.S. Census

Readings:

Petersen, William. "Politics and the Measurement of Ethnicity" in *The Politics of Numbers*, William Alonzo & Paul Starr [Eds.]. New York: Russell Sage Foundation, pp.187-233.

Lee, Sharon M. "Racial classifications in the U.S. Census: 1890-1990" *Ethnic and Racial Studies*, 16(1):75-94.

Snipp, Matthew. 2003. "Racial measurement in the American census: past practices and implications for the future." *Annual Review of Sociology*, 29, pp. 563–588.

Rodriguez, Clara. 2000. *Changing Race: Latinos, the Census, and the History of Ethnicity in the United States*. New York: New York University Press, pp. 47-64, 87-105, 129-152.

Week Eight: Panethnic categories

Due in class: First draft of research paper.

Readings:

Espiritu, Yen Lee. 1993. *Asian American panethnicity: Bridging institutions and identities*. Philadelphia: Temple University Press.

Kibria, Nazli. 1998. "The contested meanings of 'Asian-American': Racial dilemmas in the contemporary U.S." *Ethnic and Racial Studies*, 21(5):939-958.

Calderon, Jose. 1992. "'Hispanic' and 'Latino': The Viability of Categories for Panethnic Unity" *Latin American Perspectives*, 19(4): 37-44.

Week Nine: Student presentations

No assigned reading

Week Ten: Student presentations

No assigned reading

Final papers are due one week after the last class session.



New Course Proposal

| | Sociology 98TA History and Development of Racial and Ethnic Categorization in U.S. | | | | |
|--|--|------|-------|----------------|-----------------|
| Course Number | Sociology 98TA | | | | |
| Title | History and Development of Racial and Ethnic Categorization in U.S. | | | | |
| Short Title | ETHNIC CATEGRZTN-US | | | | |
| Units | Fixed: 5 | | | | |
| Grading Basis | Letter grade only | | | | |
| Instructional Format | Seminar - 3 hours per week | | | | |
| TIE Code | SEMT - Seminar (Topical) [T] | | | | |
| GE Requirement | Yes | | | | |
| Major or Minor Requirement | No | | | | |
| Requisites | Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred. | | | | |
| Course Description | Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Where do race and ethnicity come from? What historical processes created racial and ethnic categories in U.S.? Racial and ethnic categorization addressed through U.S. history, including external classification, identification, state classification, and panethnicity. Letter grading. | | | | |
| Justification | Part of the series of seminars offered through the Collegium of University Teaching Fellows. | | | | |
| Syllabus | File Sociology 98Ta syllabus.docx was previously uploaded. You may view the file by clicking on the file name. | | | | |
| Supplemental Information | Professor Rebecca Jean Emigh is the faculty mentor for this seminar. | | | | |
| Grading Structure | Reading questions 15% Participation 15% Discussant 10% Reading presentation 10% First research memo 5% Second research memo 5% First draft of research paper 10% Research presentation 10% Final draft of research paper 20% | | | | |
| Effective Date | Winter 2013 | | | | |
| Discontinue Date | Summer 1 2013 | | | | |
| Instructor | <table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Corey O'Malley</td> <td>Teaching Fellow</td> </tr> </tbody> </table> | Name | Title | Corey O'Malley | Teaching Fellow |
| Name | Title | | | | |
| Corey O'Malley | Teaching Fellow | | | | |
| Quarters Taught | <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer | | | | |
| Department | Sociology | | | | |

| Contact | Name | E-mail |
|------------------------------|-------------------|-----------------------|
| Routing Help | CATHERINE GENTILE | cgentile@oid.ucla.edu |

ROUTING STATUS

| | |
|-----------|---|
| Role: | Registrar's Office |
| Status: | Processing Completed |
| Role: | Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704 |
| Status: | Added to SRS on 7/27/2012 1:42:59 PM |
| Changes: | Title, Description |
| Comments: | Edited course description into official version. |
| Role: | Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441 |
| Status: | Added to SRS on 7/16/2012 11:43:23 AM |
| Changes: | Title, Short Title |
| Comments: | No Comments |
| Role: | FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040 |
| Status: | Returned for Additional Info on 7/13/2012 3:54:59 PM |
| Changes: | No Changes Made |
| Comments: | Routing to Doug Thomson in the Registrar's Office |
| Role: | FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671 |
| Status: | Approved on 6/26/2012 10:46:54 AM |
| Changes: | No Changes Made |
| Comments: | No Comments |
| Role: | L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040 |
| Status: | Returned for Additional Info on 6/7/2012 11:51:16 AM |
| Changes: | No Changes Made |
| Comments: | Routing to Michael Meranze for FEC approval |
| Role: | CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998 |
| Status: | Approved on 5/29/2012 12:02:45 PM |
| Changes: | No Changes Made |
| Comments: | on behalf of Professor Kathleen L. Komar, chair, CUTF Program |
| Role: | Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998 |
| Status: | Submitted on 5/29/2012 12:01:45 PM |
| Comments: | Initiated a New Course Proposal |

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Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045