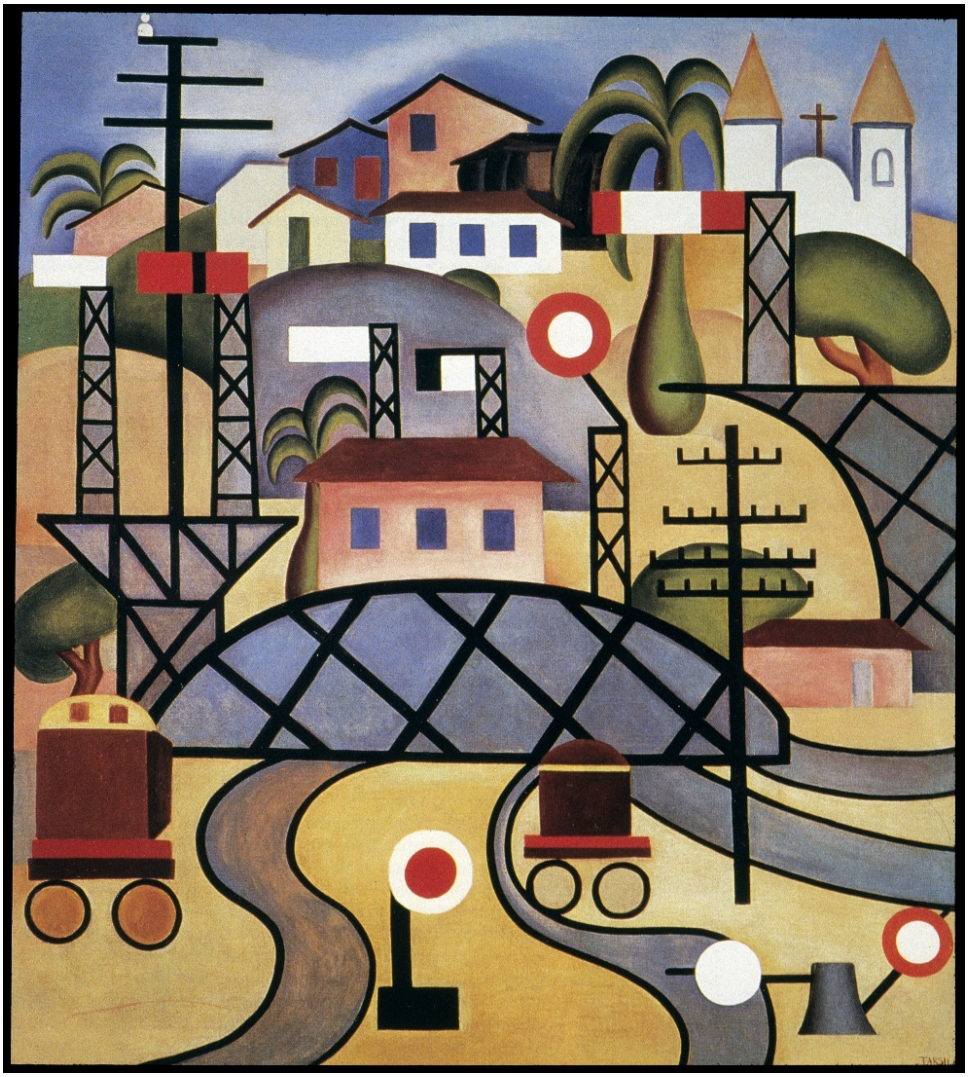
Numbering Race

(AFR 302M/ SDS 310T)
Fall 2018

Flag: Quantitative Reasoning
Mathematics (I)

Dr. **Marcelo Paixão** – African and African Diaspora Studies Department (**AADS**) / Teresa Lozano Long Institute of Latin American Studies (**LLILAS**)



Tarsila do Amaral (Brazil 1886-1973) – Central do Brasil [Central Station] (1942). Contemporary Art Museum of São Paulo. The UT Art & Art History Visual Resources Collection

1. Course Instructor and TA

Instructor: Dr. Marcelo Paixão
Email: marcelopaixao@utexas.edu
Office Hours: By appointment

2. Objectives of the course

In this course, the students will learn about quantitative methodology and statistics through the lens of race relations. All of you will have the opportunity to examine, analyze, and critique real-world data, quantitative research, and public discourse concerning race in America and, as much as possible, in Latin America. Some empirical and quantitative skills that the students will learn this semester include: i) conceptualization and operationalization in quantitative measurement; ii) the calculation and interpretation of descriptive statistics and statistical relationships; iii) the application of statistical techniques to understand social phenomena; and iv) techniques for presenting results from quantitative analysis.

We will discuss critical quantitative methods as they apply to the study of racial and social injustice and inequality. As we cover various statistical techniques, you will also be introduced to the origins of the term race, the quantitative actions that justify racial thinking and impact our current collective and individual understandings of race.

This course satisfies the core math requirement and carries the quantitative reasoning flag.

3. Course Requirements

3.a. Required Readings/ Materials

- ✓ Leon-Guerrero, Anna, and Chava Frankfort-Nachmias. 2015. *Essentials of Social Statistics for a Diverse Society*. Thousand Oaks, CA: Sage Publications, Inc. (LGFN);

- ✓ Scientific calculator;

- ✓ Basic knowledge of Excel Microsoft

- ✓ Optional: Wagner, William E. – Using IBM SPSS Statistics for research methods and social science statistics. Los Angeles: SAGE, 2017, 6th edition.

- ✓ Optional: IBM SPSS Statistics Standard Grad Pack 23.0 or 24.0 Academic (12 Month License) available for purchase through UT's Campus Computer Store;

- ✓ Short substantive readings will be assigned throughout the semester. These required readings will be available online through Canvas. Additional readings, exercises,

information sheets, guides, and links to websites will also be posted to assist you in this course and enhance your class experience.

3.b. Assignments and Assessments

Weekly Assignments

Weekly assignments are out-of-class and in-class quizzes that include questions designed to gauge the students' understanding of the methodological and statistical concepts and other material covered in the readings covered throughout the semester.

Out-of-class quizzes will be posted on Canvas every week by Friday (of the prior week). The **due date is Friday (at 11:59 p.m.).** Late assignments will result in a 10-point deduction per day of delay in the grade. Out of a total of eleven quizzes, we will drop the three lowest graded quizzes.

In-class assignments will be made by three-student groups on the topic of the week. Those assignments will be uploaded to Canvas after completed to be graded.

All quizzes and assignments upload to Canvas must be typed. **We will not accept handwritten assignments**.

Students must include in the quiz/assignment all intermediate computations / step-by-step calculations and/or SPSS syntax to receive full credit.

Exams

There will be two in-class exams, 1:15 hour each. They may include a combination of multiple choice, definition, calculation/interpretation, or short essay questions on the topics covered for that section of the course.

4. Grading Method

4.1. Weights

- ✓ First-exam (30% of the final grade);
- ✓ Second-exam (30% of the final grade);
- ✓ Out-of-class Assignments (30% of the final grade);
- ✓ In-class Assignments (10% of the final grade)

4.2. Grading Scale (valid for each assignment and the final grade)

Approving:

A = 94-100 / **A-** = 90-93 / **B+** = 87-89 / **B** = 84-86 / **B-** = 80-83 / **C+** = 77-79 / **C** = 74-76 / **C-**= 70-73 /

Failing:

D+ = 67-69 / **D** = 64-66 / **D-** = 60-63 / **F** = 00-60

5. Classroom Dynamics

Every Tuesday and Thursday the Instructor will use the first 45 minutes to present, show the step-by-step calculation and explain the content and practical application of the topic of the week.

On Tuesdays, in the next 30 minutes, the students will be familiarized with estimation, interpretation, and presentation of quantitative data using SPSS. On Thursdays, the last 30 minutes will be used to make an in-class assignment.

All students are expected to have all assigned readings before the class in which they will be discussed. Come to class prepared to summarize, comment on, and ask questions about what you read and what we have covered in previous classes. If something from the text confuses you or you would like to discuss it more fully, please ask at the beginning of class to make sure we cover the topic or address your question in more detail.

By default, all devices must be placed offline, unless when we need to access some online resources. It is not allowed to use the electronic devices to surf the web or for any other purpose not strictly related to class learning and assignments.

It is strictly forbidden the use in the classroom of cell phones, apps, or electronic devices that can produce noises, divert attention or disturb in any way the lecture. In the case of unauthorized use of an electronic device, the student will be invited to leave the classroom and his/her attendance will be considered an unexcused absence.

6. Class Materials and Communication

Canvas will be the main tool for the development of the course (http://canvas.utexas.edu/). Log into the Canvas system with your UT EID, click on the class link under "Courses". If you have any problem to access the materials, please contact the TA or the Professor. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m.

All reading materials, quizzes, surveys, databases, post grades, announcements, and other requested materials will be uploaded to Canvas. The student also will have to upload all the assignments to Canvas.

Attendance Rules and Delays

Attendance is defined as the physical presence of the student in the classroom for the entire scheduled class time. It is expected that all students to attend class, be on time, and not leave class early. Attendance will be taken each class.

At the beginning of each class the Instructor will open a sign-in sheet to be signed by each student. This list will be available for the next ten minutes. If a student needs to leave class early, the Instructor must be informed at the beginning of class. If not, student attendance will be nullified. Students who arrive more than five minutes late, or who leave class early without talking to the Instructor first will be marked as tardy. Three tardies equal one absence.

Attendance is mandatory, and the maximum number of unexcused absences is seven (7) classes. After this, the student ***will have a penalty of 1.5 points per absence*** *in the final grade (read grading method in section 4).* ***A student will automatically be failed if he/she has more than twelve (12) unexcused absences****. We consider an excusable absence the impossibility to attend the class for legal or health problems. As such, it must be justified followed by medical or legal documentation within one week from the absence.*

The exam and assignments are also mandatories. Deadlines and exam dates are no-negotiable. If you are ill or have an emergency that prevents you from being present in lab, or from taking an exam, you must communicate this information to your instructor in advance of the due date and request a make-up lab and/or exam. However, opportunities to make up labs or exams is the prerogative of the instructor and are not guaranteed. Please take your course responsibilities seriously.

If a student has any restriction to attend class, deliver the assignment or make an exam by the appropriate deadline due to religious, civil, or political reasons; please inform the Instructor and the TA by the end of the second week of class.

The Instructor can be contacted by e-mail at marcelopaixao@utexas.edu. He will answer every message within 48 hours. A face-to-face appointment with the Professor can be scheduled by e-mail. We ask you not to feel intimidated to contact the Instructor. We are very receptive and open to hearing your questions, doubts, problems, and suggestions. We also encourage all of you to be in permanent contact with the TA.

7. What are the classroom and university rules?

Classroom conduct. The Instructor is committed to creating a class environment framed on the student participation, creativity, critical thinking, respect and mutual understanding. The Professor will also attempt to guarantee a respectful and cheerful space of work and discussion. As such, it is expected that the students - and the Instructor and TA as well - attend the classes with a high spirit of tolerance, understanding, and openness to hear divergent opinions in the debate.

Based on these principles, the Instructor encourages all the students to participate in the classroom exposing honestly their ideas and doubts, asking questions, and expressing their opinions regarding each subject under discussion. Actually, participation and questioning will be very positively evaluated. Based on those same principles, the Instructor will not accept any kind of derogatory or inappropriate behavior directed at classmates. Any student who gets out of hand will be asked to leave and marked absent for that class day. Moreover, all forms of discrimination based on gender, sexual orientation, ethnic, color, race, nationality or any other kind of intolerance and mistreatment are strictly forbidden. The Instructor also asks the students to avoid napping or dozing off during the classes.

Policy on scholastic dishonesty. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Office of Student Conduct and Academic Integrity website at http://deanofstudents.utexas.edu/conduct/.

Students with disabilities. The University of Texas at Austin provides upon request appropriate academic adjustments for qualified students with disabilities. For more information, contact the Services for Students with Disabilities website: http://diversity.utexas.edu/disability/ and/or http://diversity.utexas.edu/disability/how-to-register-with- ssd/

Religious holy days. A student who misses an examination, work assignment, or another project due to the observance of a religious holy day will be given an opportunity to complete the work missed within a reasonable time after the absence, provided that he or she has properly notified each instructor. The policy of the University of Texas at Austin is that the student must notify each instructor **at least fourteen days prior** to the classes scheduled on dates he or she will be absent to observe a religious holy day. For religious holidays that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. The student may not be penalized for these excused absences but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable time after the excused absence.

Unauthorized attendance. Except previously and expressed allowed by the Instructor, no one else but the Instructor and the TA and the enrolled students in the course "Numbering Race" is authorized to stay in the classroom during the classes. In case of any unauthorized presence, this person will be summoned to leave the classroom.

Notification policy. All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check email on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail is checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your email address are available at http://www.utexas.edu/its/help/utmail/1564.

8. Course schedule

Note Regarding Syllabus Changes- *The following schedule is* ***tentative*** *and may vary depending on class discussions and feedback. I reserve the right to make changes to the schedule of readings and/or lectures during the course of the semester and will announce these changes both in class and on Canvas. All new readings are highlighted in green.*

Week 1 (August 30) – Introduction of the course´s Syllabus, the Instructor and the Students.

Reading -Syllabus of the course.

Week 2 (September 4 and 6) - The What and the Why of Statistics.

Leon-Guerrero, Anna, and Chava Frankfort-Nachmias. 2015. *Essentials of Social Statistics for a Diverse Society*, Chapter 1, p. 1-22 (from now on just ESSDS, Chapter, and range of pages).

Frank, Reane. 2001. "The misuse of biology in demographic research on racial/ethnic differences: A reply to van den Oord and Rowe," Demography 38(4): 563-567.

Racial and ethnic inequality in America (Part I).
(Watch the Video, 13:50 min.)
https://www.youtube.com/watch?v=sagSyRHRHF4

Week 3 (September 11 and 13) - The organization and graphic presentation of data

ESSDS, Chapter 2, p. 23-68

Wagner, William E. – Using IBM SPSS Statistics for research methods and social science statistics. Los Angeles: SAGE, 2017, 6th edition. (from now on just Using IBM SPSS, Chapter, and range of pages), Chapter 1, p. 1-14

"A Growing divide on race" - The New York Times.
https://www.nytimes.com/2014/08/20/upshot/americas-racial-divide-charted.html

Trawalter Sophie, Hoffman Kelly, Waytz Adam. 2012. "Racial Bias in Perceptions of Others' Pain". PLoS ONE 7(11): e48546. doi:10.1371/journal.pone.0048546
https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0152334

"Why we think black people feel less pain than white people and how it affects society" (Watch the Video, 4:22 min.)
https://www.huffingtonpost.com/2013/10/17/racial-empathy-gap_n_4118252.html

Week 4 (September 18 and 20) - Measures of central tendency

ESSDS, Chapter 3, p. 69-94

Using IBM SPSS, Chapter 4, p. 41-51

Semega, Jessica L., Kayla R. Fontenot, and Melissa A. Kollar. 2016. "Income and Poverty in the United States: 2016, Current Population Reports". The United States Census Bureau, p. 5-20.
https://www.census.gov/content/dam/Census/library/publications/2017/demo/P60-259.pdf

Week 5 (September 25 and 27) – Measures of variability

ESSDS, Chapter 4, p. 95-118

Using IBM SPSS, Chapter 4, p. 41-51

Dubrow, Joshua. 2013. "Why should social scientists account for intersectionality in quantitative analysis of survey data?" pp. 161-177. In Intersectionality and kritik, Kallenberg, Vera, Jennifer Meyer, and Johanna M. Müller, Springer VS.

Week 6 (October 2 and 4) – The normal distribution.

ESSDS, Chapter 5, p. 119-138.

Using IBM SPSS, Chapter 5, p. 52-77.

Plucker, J. A., & Esping, A. (Eds.). (2014). Human intelligence: Historical influences, current controversies, teaching resources. Retrieved [insert on September 1, 2018], from http://www.intelltheory.com. http://www.intelltheory.com/bellcurve.shtml#part1, 16 p.

Week 7 (October 9 and 11) Sampling and sampling distribution; 1st In-class Exam.

ESSDS, Chapter 6, p. 139-156.

Using IBM SPSS, Chapter 5, p. 52-77.

It will not have in-class assignment, no reading.

October 11 – First In-class Exam

Week 8 (October 16 and 18) – Estimation.

ESSDS, Chapter 7, p. 157-178.

Using IBM SPSS, Chapter 5, p. 52-77.

Traub, Amy, Laura Sullivan, Tatjana Meschede, and Tom Shapiro. The asset value of whiteness: understanding the racial wealth gap. Institute for Assets and Social Policy (IASP), Brandeis University. 17 p.

Week 9 (October 23 and 25) - Testing Hypothesis.

ESSDS, Chapter 8, pp. 179-190 (exercises p. 206-208).

Using IBM SPSS, Chapter 6, p. 78-91.

Race and Ethnicity Polling Results; Gallup. https://news.gallup.com/poll/1687/race-relations.aspx.

Week 10 (October 30 and November 1) – Testing Hypothesis & Bivariate Table.

ESSDS, Chapters 8, pp. 190-211 and 9, pp. 212-227 (exercises p. 252-255).

Using IBM SPSS, Chapter 6, pp. 78-91; and Chapter 7, p. 92-103.

Boshara, Ray, William R. Emmons and Bryan J. Noeth. 2015. "The demographics of wealth: how age, education and race separate thrivers from strugglers in today's economy". Central Federal Reserve Bank of Saint Louis.24 p.

Week 11 (November 6 and 8) – Bivariate Table.

ESSDS, Chapter 9, p. 227-260.

Using IBM SPSS, Chapter 7, p. 92-103.

Chandi Wagner. 2017. School segregation then & now: how to move toward a more perfect union. Center for Public Opinion. 22 p.

PBS News Hour. 2018. "Poverty, segregation persist in U.S. schools, report says."
(Watch the Video, 6:46 min.)
https://www.pbs.org/newshour/education/poverty-segregation-persist-in-u-s-schools-report-says

Week 12 (November 13 and 15) – Analysis of Variance

ESSDS, Chapter 10, p. 261-280.

Using IBM SPSS, Chapter 10, p. 131-137.

Nellis, Ashley. 2016. "The color of justice: racial and ethnic disparity in State prisons." The Sentencing Project: research and advocacy for reform. 25 p.

Week 13 (November 20 and 22) – Thanksgiving (no class).

Week 14 (November 27 and 29) – Introduction to Correlation.

ESSDS, Chapter 11, pp. 281-301 (exercises p. 309-313).

Using IBM SPSS, Chapter 8, p. 104-114.

Galton, Francis. 1907. Probability: the foundation of eugenics. The Popular Science Monthly, vol LXXI, p. 165-178.

Holland, Paul. 2003. "Causation and race". Research report. Educational Testing Service, Research & Development Division, Princeton, NJ, p. 26.

Week 15 (December 4 and 6) – Introduction to Regression; 2nd In-class Exam.

ESSDS, Chapter 11, p. 301-318.

Using IBM SPSS, Chapter 9, p. 115-130.

It will not have in-class assignment, no reading

December 6 – Second In-class Exam

Appendix: The Meaning of Grades

For students, the grading process can be a mystery. After completing your essay or exam, it may seem that they are sent off to a place where grades magically appear at random. I want to assure you that this is not the case. Just as you put time and effort into completing your assignments and exams, I put time and effort into grading them. This means that I *do* read every word of your essays, papers, and exam answers. Whenever possible, I will have detailed grading rubrics that allow me to deduct points in the same way from each student's exam. In the case of response essays, in which a specific grading rubric is not practical, the following describes my view on what makes an answer worth each letter grade:

A Work surpasses the requirements of an assignment by adding new insights, creativity, and/or particularly thoughtful analysis or applications. In "A" answers, students demonstrate a complete understanding of the course material, have clearly stated purposes, and support their ideas with examples when appropriate. Few changes, corrections, or suggestions can be made regarding the accuracy of information or the effectiveness of communication;

B Work meets the requirements of the assignment. In "B" answers, students demonstrate a solid command of the course material, support their ideas with examples when appropriate, state their purposes, and apply concepts to another context if applicable. "B" work is clear and effective, has good organization, and has clearly expressed ideas;

C Work partially meets the requirements of the assignment. In "C" answers, students demonstrate an acceptable command of the course material and a basic ability to apply concepts, support their ideas, and state their purposes. A "C" may indicate work that has some gaps and errors or communication that is inconsistent or difficult to follow;

D Work marginally meets the requirements of the assignment and has many areas that need improvement. Often "D" work indicates an attempt to merely repeat the material from class discussions without further insight or consideration;

F Work does not meet the requirements of the assignment. "F" work is consistently weak, reflecting little thought or effort.