

Numbering Race

AFR 302M (Unique: 30435)/ SDS 310T (Unique: 55970)

What materials do I need?

The required textbook reader for this course is **Social Statistics for a Diverse Society, 8th Edition**. New and used copies, as well as ebook and rental options, are available at the University Co-op or online. Additional readings will be available on Canvas. Make sure to bring your course reader and any other assigned readings to each class session.

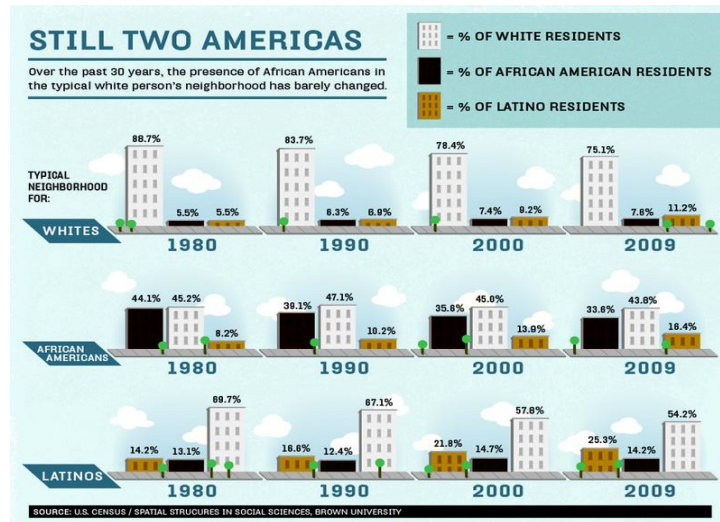


Canvas will also have:

1. Lecture slides
2. Weekly reading quizzes
3. Problems sets and lab assignments
4. Links to resources
5. Gradebook
6. Important announcements

A **scientific calculator** is also required for this course. We will be using the **Flipd** mobile app (available for Android and iOS) to measure engagement and attendance. See page 5 for details, cost, and download instructions.

Optional: I highly recommend that you purchase a six month license of the **IBM SPSS Grad Pack for Students (Base v25)**.



What is this course about?

In this course, you will have the opportunity to examine, analyze, and critique real-world data, quantitative research, and public discourse concerning race in America. Some empirical and quantitative skills you will learn this semester include: 1) Conceptualization and measurement, 2) The calculation and interpretation of descriptive statistics and statistical relationships, 3) The application of statistical techniques to understand social phenomenon, and 4) Techniques for presenting results from quantitative analysis. You will also be introduced to 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.

What is expected of me?

- Complete the weekly **reading assignment**
- Take the weekly **reading quiz**
- Attend class, Flip off, and participate
- Complete the **problem sets**
- Work on the **lab assignments**
- Study for and take the two **exams**

Reading Quizzes

You must take weekly reading quizzes on Canvas (twelve in total). You are allowed to use your readings and notes, but the quiz will be timed, so I highly recommend that you read beforehand. Reading quizzes will post sometime Thursday afternoon and must be completed by the following Tuesday at 10am. Each quiz can only be taken once, so make sure that you have a good internet connection and enough battery power before you begin.

Problem Sets

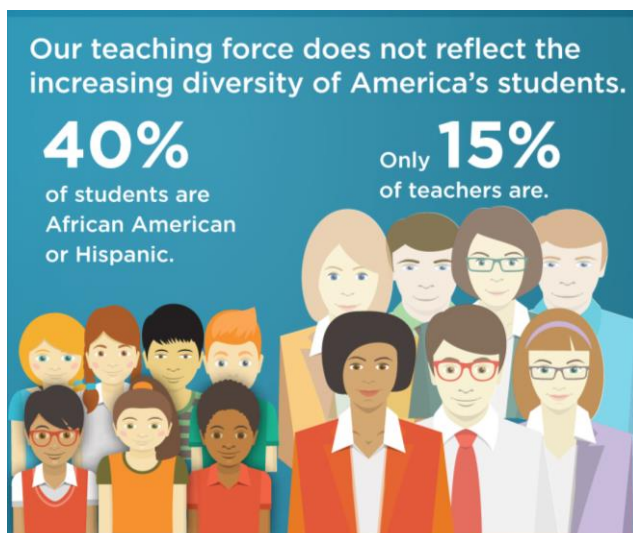
Problem sets are out-of-class assignments designed to familiarize you with the methodological and statistical concepts covered in class, as well as with the

How do I contact my professor or TA?

Professor: Dr. Yasmiyn Irizarry

Pronouns: she/her/hers

Note: I hold 'group-style' office hours. You are welcome to drop-in, even if you're not sure of what to ask or how to ask it! If you have a grade or personal concern, it is best to email me for an individual appointment.



estimation, interpretation, and presentation of quantitative data using SPSS and Excel (think of problem sets as homework). You will be assigned problem sets throughout the semester (ten in total). Each problem set will be posted to Canvas at least one week before the due date. Unless otherwise noted, problems sets must be turned in by the start of class on the date listed in the course schedule.

How is my performance assessed?

Your final course grade will be determined as follows:

Participation/Engagement	5%
Reading Quizzes	5%
Problem Sets	30%
Lab Project	20%
Exams	40%

What is the Grading Scale?

Letter	Percentage
A	93 – 100
A -	90 – 92.9
B +	87 – 89.9
B	83 – 86.9
B -	80 – 82.9
C +	77 – 79.9
C	73 – 76.9
C -	70 – 72.9
D +	67 – 69.9
D	63 – 66.9
D -	60 – 62.9
F	< 60

Guided Lab Project

In the guided lab project, you will apply your newly learned estimation, interpretation, and presentation skills to investigate a social problem using real data. Rather than working on the project all at once, this project will be broken into two labs, with the second lab building on the first. Each lab assignment will be posted on Canvas at least two weeks before the due date.

Exams

You will take two exams. Exam 1 will test material covered in the half of the course, and Exam 2 will test material covered in the second half of the course. Each exam may include a combination of multiple choice, definition, calculation, interpretation, and short essay questions.



Credit: Jeff Dray, Photographer

Lab Access

You will need access to SPSS and Excel to complete lab assignments and many of the problem sets. Both programs are available in RLP 1.402 & 1.404, which you can access when classes are not in session (see the posted schedule for availability). SPSS may also be available in COLA labs at BAT 1.130, MEZ 4.128, and HRH 4.102B. If you wish to work on your own computer, a six month license of SPSS can be purchased online for around \$35. Excel is available for free through UT's Office 365 Portal.

What are the class expectations and policies?

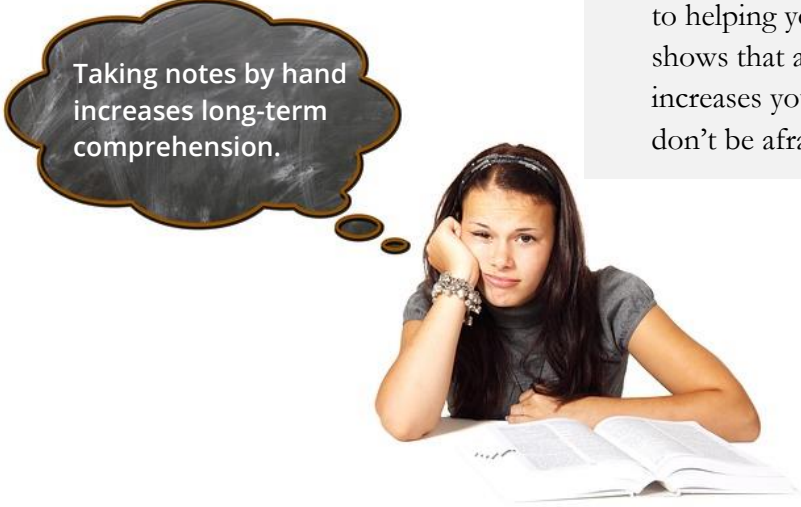
I am committed to making this classroom a space where you can be creative, ask questions, openly and honestly discuss course material and assignments, reason through arguments, and safely explore beyond your personal and intellectual comfort zones.

Respect for Others

As a student, you are expected to work individually and with others, to be respectful of individual differences, and to create an atmosphere that is safe and open to diverse perspectives. Personal attacks, comments, or postings that belittle, degrade, or ridicule another, whether based on individual or cultural differences, are unacceptable. Any student who engages in bullying behavior during class will be asked to leave.

Participation and Engagement

This course requires active participation, which is crucial to your success. Active participation includes being prepared to discuss readings, assignments, and concepts, engaging yourself in classroom activities and discussion, and putting your best effort in both formal and informal assignments.



Taking notes by hand increases long-term comprehension.

What can I do to succeed in this course?

1. Attend all your classes, pay attention, and take good notes.
2. Use a planner or digital assistant to help you stay organized.
3. Connect with your professor or TA during office hours.
4. Dedicate about 6 hours outside of class each week for reading, completing assignments, and reviewing your notes.
5. Start problem sets early so you have time to ask questions if you get stuck.
6. Schedule times to work with classmates on lab assignments.
7. Do assigned reading before taking the reading quiz.
8. Ask questions, ask questions, ask questions...and then ask more questions. In addition to helping you learn, research shows that asking questions increases your likability, so don't be afraid to ask them!

Course & University Policies

Flipd

We will be using the **Flipd** app (<http://www.flipdapp.co/>) in class to measure engagement and attendance. You're responsible for using the Flipd app in every class to earn this credit. While you're "Flipd Off", you can still receive an emergency phone call or text (which I would expect you to take in the hall outside the classroom anyway). Flipd sends me a full summary of your participation each class, so if you've had Flipd on for pretty much the whole class I will give you the credit. Up to 50% of your participation grade in class will be based on how much time you spend Flipd Off and your engagement with Flipd polls outside of class. The remaining 50% is based on your active participation and engagement in class. The cost to join Flipd for the semester is \$7.99. You can redeem a 30% discount by purchasing Flipd at this link:

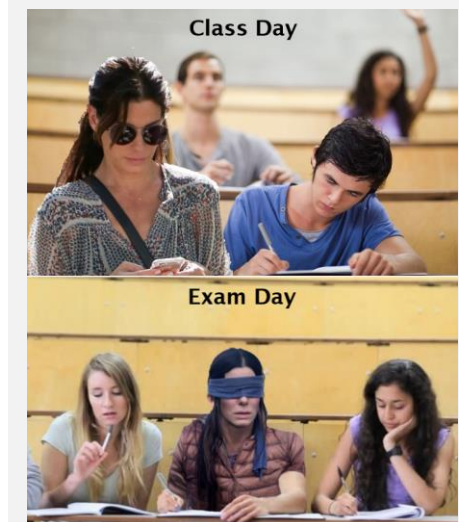
<https://dashboard.flipdapp.co/Students/ClassAccess> (use this case-sensitive promo code: FLIPDJAN30). Having problems with the app? Use the in-app chat to get assistance, send an email to info@flipdapp.co, or visit their FAQ website here: <https://intercom.help/flipdapp/for-students>

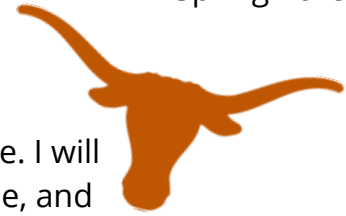
Download instructions: From your phone, visit the Google Play Store or the App Store and search Flipd. Sign into the Flipd app with your email address, Google, or Facebook account. Once logged in you must join our class by entering this 5-digit code (96116). You will need to login and join our class by 10am on Tuesday, January 29.

NOTE: If you do not have a compatible mobile device, contact me as soon as possible to discuss alternatives.

Tech Etiquette Policy

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class. For this reason, I ask that you put away any technology that is not in use and keep your mobile devices silent and out of sight. While not recommended, you may use the lab computers or tablets to access lecture slides and readings or to take notes. Any other use of these devices is strictly prohibited.





Personal Pronouns

Class rosters provided by the university have your legal name. I will gladly honor your request to address you by a different name, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Attendance

Attendance will be taken at the beginning of each class. You may miss up to **four** class days (regardless of the reason for the absence) with no penalty. For each additional absence beyond four absences, I will deduct 3% points off of your final grade. There is no exception to this policy. If you do not plan to attend regularly, you should not take this class. Students who miss class will be responsible for the material covered and announcements made in class.

Late Work and Make-Up Policy

Late work will be handled on a case-by-case basis. Please communicate with me if you are having problems keeping to the schedule. It is better to talk through problems than ignore them. There are no make-ups for missed quizzes, but you can miss two quizzes without penalty. Make-ups for all other assignments and for exams are only offered with proper documentation of a UT-sanctioned absence. Email me as soon as possible to discuss.

Q Drop Policy⁵

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Religious Holy Days

UT Austin policy requires that you notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Incompletes

In accordance with departmental and university policies, I will not grant an incomplete except in cases with unusual circumstances.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Academic Integrity

The core values of **The University of Texas at Austin** are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each student in the course is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community (see http://deanofstudents.utexas.edu/sjs/acint_student.php).

For this course, **collaboration is not allowed on any assignments**. Any work you submit for academic credit must be your own work. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from classmates. However, this permissible cooperation should never involve one student walking another student through a problem from start to finish, or one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a saved data file, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

University Resources for Students

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. Also, please notify me as quickly as possible if the material being presented are not accessible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.



Credit: CollegeDegrees360

<http://www.cmhc.utexas.edu/individualcounseling.html>

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Class Schedule (LGFN = Course Textbook)

	Topic	Date	Reading	Important Dates
1	Measuring Race & Racism	Jan 22/ Jan 24	Prewitt Ch. 2; James 2001; OMB Guidelines for Race; DOE 2007	
2	Quantitative Measurement	Jan 29/ Jan 31	LGFN Ch. 1; NYT Perception Polling and Reality; PLOS BMI; Pew Census Revamp	Jan 31: PS1 Due
3	Presentation of Data	Feb 5/ Feb 7	LGFN Ch. 2; Best Ch. 2 (pg. 42-62); NYT Growing Divide; CCR NYPD	Feb 5: SPSS Feb 7: PS2 Due
4	Central Tendency	Feb 12/ Feb 14	LGFN Ch. 3; Best Ch. 2 (pg. 26-30); Census Inc and Pov; HFS Race and Wealth	Feb 14: PS3 Due
5	Measures of Variability	Feb 19/ Feb 21	LGFN Ch. 4	Feb 21: PS4 Due
6	The Normal Distribution	Feb 26/ Feb 28	LGFN Ch. 5	Feb 28: PS5 Due
7	Review	Mar 5/ Mar 7		Mar 7: PS6 Due
8	Exam	Mar 12/ Mar 14		Mar 12: Exam 1 Mar 14: Lab
9	Sampling Distributions	Mar 26/ Mar 28	LGFN Ch.6; ; Roper Polling Fundamentals	Mar 28: Lab
10	Estimation	Apr 2/ Apr 4	LGFN Ch.7; Census Income and Poverty	Apr 4: Lab 1 Due
11	Group Comparison	Apr 9/ Apr 11	LGFN Ch. 8; Race and Ethnicity Polling Results; Gallup HBCU Debate; Pager 2003	Apr 11: PS7 Due
12	Bivariate Tables	Apr 16/ Apr 18	LGFN Ch. 9 & 10; Best Ch. 2 (pg. 30-36); CRDC School Discipline; IUPRA Numbers Brief 1& 4	Apr 18: PS8 Due
13	Correlation and Regression	Apr 23/ Apr 25	LGFN Ch. 12; HFS Race and Wealth	Apr 25: PS9 Due
14	Special Topics	Apr 30/ May 2	Holland 2003; Best Ch. 2 (pg. 37-42); Dubrow 2013; Gillborn et al. 2018	May 2: PS10 Due
15	Review	May 7/ May 9		May 9: Exam 2 Lab 2 Due May 18 by 12 noon

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. You should have all assigned readings completed *before the beginning of class* on the date listed.

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.