

AAS 3300: SOCIAL SCIENCE PERSPECTIVES ON AFRICANA STUDIES

Spring 2023
Tuesdays and Thursdays
2:00-3:15pm
New Cabell 183

Instructor Info:

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Office Hours: Tuesdays and Thursdays 12:30-1:30 p.m.
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Course Description:

How would a survey study of Black students' college aspirations differ from an in-depth interview study of the aspirations? How do psychological and sociological perspectives compare in what they tell us about people's racial attitudes? How would one carry out an ethnographic study of Black families' experiences with eviction? What are people's economic experiences of our criminal justice system? We will address these and other questions in AAS 3300. In this course, you will learn about major debates and research methods across the social sciences that contribute to Africana Studies. We will draw on readings from sociology, political science, psychology, public health, anthropology, law, and economics. We will consider how an interdisciplinary approach enriches our efforts to analyze issues such as education, housing, or incarceration as they relate to the African diaspora.

Grading Criteria:

Class Attendance and Participation: 30%

This includes attending class, demonstrating knowledge of the readings, and contributing to discussion.

Weekly Reading Responses: 20%

Please submit a brief response to the readings via VoiceThread on weeks where it is assigned on the course outline. Responses are due on Wednesdays by 2 p.m. Written responses should be between 150-250 words, and audio or video responses should be between 30 to 90 seconds. Weekly responses that are submitted completely and on time will earn a 100. Responses that are submitted late will receive partial credit. The amount of partial credit will be based on how late the response is submitted. Responses not submitted by the final day of class will earn a 0. You may use the response to share your disagreements or agreements with the authors, to ask questions, to connect ideas across several readings, to link the readings to recent events in the news, or to respond to another student's response. You may focus on one reading or respond to all of the readings.

Research Proposal with Annotated Bibliography: 20%

This assignment involves writing a feasible, well-crafted research proposal of 6-7 pages with an accompanying annotated bibliography. There should be at least ten

annotations of peer-reviewed sources in the bibliography, and each annotation should be at least 150 words. The proposal will be due on Monday, April 17 by 5pm. You will receive a more detailed handout to guide you.

Midterm and Final Exams: 30%

The midterm and final exams (15% each toward the final grade) will examine your comprehension of key theories, research methods, and empirical findings from readings and lectures. The midterm exam will be held in class on Thursday, March 2, and the online take-home final exam will be due on Monday, May 8 at noon.

Other Grading Guidelines:

To ensure fair grading for all students, grades for your assignments cannot be changed for any reason once they are posted in the Collab gradebook. Also, final grades are determined solely by calculations as listed in the Collab gradebook.

Readings:

All course readings will be available on Collab. They are linked from the online syllabus.

Technology:

We will be using an interactive multimedia discussion platform, VoiceThread, during this course. You will need the Firefox or Chrome web browser on a laptop or desktop computer to use VoiceThread. Please use the stable version of VoiceThread on a laptop or desktop computer rather than using their smartphone app.

Recording Notice:

At times, I might need to audio record our seminar meetings to accommodate students who have received approval from the University to access such recordings or students who are experiencing serious, unexpected circumstances. Students who have been accommodated for such recordings have rules that require that the recordings be used solely for instructional purposes and that they not be shared or reproduced. Recordings also will be destroyed by the end of the term. Recordings that I store for these purposes will be password-protected on a University-owned server. In addition, please note that recordings of any classes without the instructor's written permission are prohibited by the University.

Coronavirus Information:

UVA has made masking optional in classrooms for the 2022-2023 academic year. However, the administrators write, "If you are experiencing the symptoms of COVID-19, please wear a mask, even if you have not tested positive, and contact Student Health & Wellness...."

They also write, "If you do test positive for COVID-19...please isolate in a manner consistent with the recommendations of the CDC." Please do not come to class or office hours if you have tested positive. Email me so that we can plan how to proceed with your work until you have completed the recommended isolation period. Missing class due to a suspected or confirmed case of COVID-19 will not be counted against your grade. Read more about UVA's latest coronavirus public health guidelines here:

<https://coronavirus.virginia.edu/public-health-measures>.

COURSE OUTLINE

Introduction

January 19: First day of class!

Racial Attitudes

January 24:

- Debra Van Ausdale and Joe Feagin. 2014. "Young Children's Racial and Ethnic Definitions of Self," Pp. 37-49 in *Inside Social Life* eds. Spencer Cahill and Carissa Froyum. New York: Oxford.
- Take one of the implicit attitudes tests at the following link:
<https://implicit.harvard.edu/implicit/takeatest.html>

Assignment: Response to "Racial Attitudes" reading(s) due Wednesday, January 25 at 2 p.m.

January 26:

- *Methods Reading:* Booth, Wayne et al. 2016. "Thinking in Print: The Uses of Research," Pp. 9-11 in *The Craft of Research* Chicago: University of Chicago Press.
- Davis, Darren and David Wilson. 2022. "The Prospect of Antiracism: Racial Resentment and Resistance to Change," *Public Opinion Quarterly* 86: 445-472.

Linked Fate and Community

January 31:

- McClain, Paula D. and Jessica D. Johnson Carew. 2018. "America's Racial Minorities in the Contemporary Political System: Actors," Pp. 73-152 in *Can We All Get Along? Racial and Ethnic Minorities in American Politics* New York: Routledge.

Assignment: Response to "Linked Fate and Community" reading(s) due on Wednesday, February 1 at 2 p.m.

February 2:

- *Methods Reading:* Schutt, Russell. 2021. "Learning about the Social World" and "Avoiding Errors in Reasoning about the Social World," Pp. 4-10 in *Understanding the Social World: Research Methods for the 21st Century* Thousand Oaks, CA: Sage.
- Awokoya, Janet. 2012. "Identity Constructions and Negotiations among 1.5- and Second-Generation Nigerians: The Impact of Family, School, and Peer Contexts." *Harvard Educational Review*. 82(2): 255-281.

Intersectionality

February 7:

- *Methods Reading:* Halperin, Sandra and Oliver Heath, “Research Questions: What Are They? Where Do They Come from?” Pp. 97-104 in *Political Research: Methods and Practical Skills*. New York: Oxford.
- Harris-Perry, Melissa V. 2011. “Crooked Room.” Pp. 28-50 in *Sister Citizen: Shame, Stereotypes, and Black Women in America*. New Haven, CT: Yale University.

Assignment: Response to “Intersectionality” reading(s) due Wednesday, February 8 at 2 p.m.

February 9:

- Hancock, Ange-Marie. 2004. “Public Discourse in Congress: Haunted by Ghosts of ‘Welfare Queens’ Past.” Pp. 88-116 in *The Politics of Disgust: The Public Identity of the Welfare Queen*. New York: New York University Press
- Bridges, Tristan and Mignon Moore. 2018. “Young Women of Color and Shifting Sexual Identities,” *Contexts* 17:86-88.

Housing and Spatial Inequality

February 14:

- Wilson, William Julius. 2009. “The Political and Economic Forces Shaping Concentrated Poverty.” *Political Science Quarterly* 123:555-571.
- Taylor, Keeanga-Yamahtta. 2018. “How Real Estate Segregated America,” *Dissent*

Assignment: Submit brief note to Collab by Wednesday, February 15 at 2 p.m. about the topic you have selected for your research proposal-150 to 250 words

February 16:

- *Methods Reading:* Beatty, Luke and Cynthia Cochran. 2020. “Types of Annotations,” Pp. 31-53 in *Writing the Annotated Bibliography: A Guide for Students and Researchers* New York: Routledge.
- Desmond, Matthew. 2012. “Eviction and the Reproduction of Urban Poverty,” *American Journal of Sociology* 118:88-133.

Race and Economy I

February 21:

- Desmond, Matthew. 2021. “Capitalism,” Pp. 165-185 in *The 1619 Project: A New Origin Story* eds. Nikole Hannah-Jones et al. New York: One World.

Assignment: Response to “Race and Economy I or II” reading(s) due on Wednesday, February 22 by 2 p.m.

February 23:

- *Methods Reading:* Pp. 89-92, 111-120 of Babbie, Earl. 2016. “Chapter 3: Research Design,” *The Basics of Social Research* Boston, MA: Cengage.
- Royster, Deirdre. 2003. “Networks of Inclusion, Networks of Exclusion: The Production and Maintenance of Segregated Opportunity Structures,” Pp. 144-178 in *Race and the Invisible Hand*. Berkeley, CA: University of California Press.

Race and Economy II

February 28:

- Seamster, Louise. 2019. “Black Debt, White Debt,” *Contexts* 18: 30-35.
- Chatelain, Marcia. 2016. “The Miracle of the Golden Arches: Race and Fast Food in Los Angeles,” *Pacific Historical Review* 85: 325-353.

Assignment: Submit first three annotations of peer-reviewed sources that you will use in your annotated bibliography by Wednesday, March 1 by 2 p.m.

March 2:

- Midterm Exam

March 4-12: Spring Break

Race and Economy III

March 14:

- *Methods Reading:* Namely, Emily and Robert Trotter. 2017. “Qualitative Research Methods,” Pp. 3-18 in e-version of *Public Health Research Methods*. Thousand Oaks, CA: Sage.
- Wingfield, Adia Harvey and Taura Taylor. 2016. “Race, Gender, and Class in Entrepreneurship: Intersectional Counterframes and Black Business Owners,” *Ethnic and Racial Studies* 39: 1676-1696.

Assignment: Response to “Race and Economy III” reading(s) due Wednesday, March 15 by 2 p.m.

March 16:

- Brown, Dorothy. 2021. “Three Ways Tax Policies Increase the Black-White Racial Wealth Gap,” *Promarket* Chicago: University of Chicago
- Darity, William et al. 2018. *What We Get Wrong about Closing the Racial Wealth Gap* Samuel Du Bois Cook Center. Durham, NC.

Food and Health

March 21:

- *Methods Reading:* Abbott, M. and J. McKinney. 2012. "Content Analysis," Pp. 316-325 in *Understanding and Applying Research Design* Hoboken, NJ: Wiley and Sons.
- Cross, Shaniece et al. 2021. "Advocacy, Hesitancy, and Equity: Exploring U.S. Race-Related Discussions of the COVID-19 Vaccine on Twitter," *Environmental Research and Public Health* 18:1-12.

Assignment: Submit next three annotations of peer-reviewed sources that you will use in your annotated bibliography by Wednesday, March 22 at 2 p.m.

March 23:

- Ewoodzie, Joseph. 2021. "Smack – Late Afternoons," Pp. 35-49 in *Getting Something to Eat in Jackson* Princeton, NJ: Princeton University Press.
- Smith, Bobby and Joseph Ewoodzie. 2021. "Listening to Zenani's Food Voice: Recovering Contemporary Black Foodways in Southern Food Studies," *Food, Culture and Society* 24:663-675.

Race, Science, and Ethics I

March 28:

- *Methods Reading:* Check, Joseph and Russell Schutt, 2017. "Excerpt from "Causation and Research Design (Experiments)," Pp. 2-5, 15-30 in *Research Methods in Education* Thousand Oaks, CA: Sage.
- Howe, Lauren et al. 2022. "White Patients' Physical Responses to Healthcare Treatments Are Influenced by Provider Race and Gender," *PNAS* 119: 1-8.

Assignment: Response to "Race, Science, and Ethics" reading(s) due Wednesday, March 29 at 2 p.m.

March 30:

- *Methods Reading:* Harnois, Catherine. 2018. "Introduction to Analyzing Inequalities (Surveys)" Pp. 19-43 in *Analyzing Inequalities: An Introduction to Race, Class, Gender, and Sexuality Using the General Social Survey* Thousand Oaks, CA: Sage.
- *Methods Website:* Browse the data sets available at the Inter-University Consortium for Political and Social Research (ICPSR). The site contains studies with information about African Americans and the Diaspora but you can also do a keyword search for other topics.
- Pew Research Center. 2022. *Black Americans' Views of and Engagement with Science Report*. Washington, D.C. Pew Research Center.

Race, Science, and Ethics II; Schools and Education

April 4:

- *Methods Reading:* Abbott, M. and J. McKinney, "Survey Research" Pp. 205-233 in *Understanding and Applying Research Design* Hoboken, NJ: Wiley and Sons.
- Esposito, Jennifer and Venus Winters. 2022. "The Ethics of Intersectionality," *Intersectional Qualitative Research* Thousand Oaks, CA: Sage.

Assignment: Submit first two pages of research proposal on Collab by Wednesday, April 5 by 2 p.m.

April 6:

- *Methods Reading:* Read the "Guide for Student Researchers" on UVA's Institutional Review Board site.
- John Diamond and Amanda E. Lewis, 2022. "Opportunity Hoarding and the Maintenance of 'White' Educational Spaces," *American Behavioral Scientist* 66: 1470-1489.

Courts, Policing, and Incarceration I

April 11:

- Gonzalez Van Cleve, Nicole. 2016. "Of Monsters and Mopes: Racial and Criminal Immorality." Pp. 81-93 in *Crook County: Racism and Injustice in America's Largest Criminal Court*. Stanford: Stanford University Press.
- Friedman, Brittany et al. 2022. "What Is Wrong with Monetary Sanctions? Directions for Policy, Practice, and Research," *Russell Sage Journal* 8:221-243.

Assignment: Response to "Courts, Policing, and Incarceration" reading(s) due Wednesday, April 12 at 2 p.m.

April 13:

- Pp. 187-198 of Desmond, Matthew and Mustafa Emirbayer. 2020. "Crime and Punishment," in *Race in America* New York: Norton.

Courts, Policing, and Incarceration II

April 17: Completed research proposal with annotated bibliography due by 5pm

April 18:

- Pp. 198-211 of Desmond, Matthew and Mustafa Emirbayer. 2020. "Crime and Punishment," in *Race in America* New York: Norton.

No reading response due this week.

April 20:

- Pp. 211-223 of Desmond, Matthew and Mustafa Emirbayer. 2020. "Crime and Punishment," in *Race in America* New York: Norton.

Politics

April 25:

- *Methods:* Gasman, Marybeth. 2014. "Using Historical Methods to Explore Educational Questions (History)," *Sage Handbook for Research in Education* pp. 401-412.
- *Methods:* Browse some of the online archives for African American history located here: <https://tinyurl.com/2p8ajv4p>
- Anderson, Carol. 2022. "The US Supreme Court Is Letting Racist Discrimination Run Wild in the Election Systems," *The Guardian* February 12.

Assignment: Response to "Politics" reading(s) due on Wednesday, April 26 at 2 p.m.

April 27:

- Owens, Peter et al. 2018. "Race, Ethnicity, and Social Movements," Pp. 553-570 in *The Wiley Blackwell Companion to Social Movements* eds. David Snow et al. New York: Wiley and Sons.
- Ore, Tracy. 2019. "Resistance and Social Change," Pp. 469-482 in *The Social Construction of Difference and Inequality* (New York: Oxford University Press).

May 2:

- Review and Wrap-Up

Take-Home Final Exam: Due Monday, May 8 by noon.