

proposed syllabus (2025-2026)



UNIVERSITY OF WISCONSIN AT MADISON
College of Letters and Science



SOCIOLOGY 987

1 to 3 Credit Hours

“RACE AND ETHNICITY WORKSHOP”

with

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Department of Sociology,

Institute for Diversity Science,
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Abstract and Course Overview

The Race and Ethnicity Workshop at the University of Wisconsin at Madison provides a forum for graduate students, postdoctoral fellows and faculty to engage with one another at the cutting edge of social science research on race and ethnicity. Although the workshop is housed in the Department of Sociology, it is interdisciplinary in nature and is open to students and colleagues not affiliated with the Department of Sociology. The workshop has two principal goals: *remain well informed on the current state-of-the-art in social science theory and research on race and ethnicity and improve the overall quality of social science theory and research on race and ethnicity*. We meet weekly to discuss a recent article published in a leading social science journal, to provide feedback on work-in-progress, or to discuss related matters in pedagogy and professional development. Sessions that are organized around work-in-progress are focused on meeting the needs of the presenter and may also include a discussant. Sessions that are organized around published articles have a discussant charged with laying out key issues and organizing the discussion. In either case, after the initial presentations, the floor is open for discussion and debate, with the first three questions or comments coming from graduate students, before opening to fellows and/or faculty.

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One of the central differences between American Sociology and its European progenitor is its focus on race and ethnicity. Therefore, the Department of Sociology at the University of Wisconsin at Madison maintains several faculty with varied interests and methodological approaches to the study of race and ethnicity and hosts a Race and Ethnicity Workshop. This means that, in addition to different faculty offering graduate level seminars on a regular basis, students can further advance their understanding of the subfield, and gain feedback on their research and teaching efforts, during weekly meetings of the workshop. Moreover, while the Department provides regular course offerings and a workshop, students are encouraged to take related courses outside of the Department.

The workshop is a training seminar dedicated to social science theory and research on race and ethnicity. Students present their own work and review the work of others, including other graduate students, postdoctoral fellows and faculty. Students also review and discuss recently published works. Seminar activities also include the discussion of current events and professional development. Normal enrollment is for one credit. Enrollment for more than one credit requires instructor approval of a plan for additional work.

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Course Description

This workshop is a training seminar. As such, it does not have a regularly arranged list of readings although semester by semester there may be weeks when a presenter requires reading a paper before discussing it in class. Attendance, constructive criticism of presentations, and reading the presenters' papers as necessary are all parts of the expected work of the seminar to be completed by all participants. Please note that one credit is the normal load and does not require consent; registering for 2 or 3 credits demands consent of the instructor.

Students registered for one credit are expected to attend regularly and participate as a constructive critic of the work being presented by faculty, fellow students and visiting scholars. They are also expected to choose from among the listed professional training exercises and make sure the coordinator for the seminar knows in a timely way which ones they are doing and with what additional faculty advising if any. The expected level of effort is the equivalent of an hour a week on these additional activities.

Students registered for two credits are expected, in addition to the requirements for one credit, to be devoting two to three additional hours per week outside the seminar in one or more of the following activities: (1) preparing and presenting their own research under development to the seminar; (2) taking a leadership role in administering the workshop, including maintaining the seminar webpage, blog, or listserve and scheduling presenters; (3) organizing and facilitating special sessions such as professionalization workshops or discussions of particular articles or coordinating a guest lecture. (4) Additional training activities. Registration for two credits requires consent of the instructor.

Students should not enroll for three credits without prior consultation with the instructor. Students enrolled for three credits are, in addition to the work required for one and two credits, doing significant work every week in revising and developing a paper for presentation in the workshop and submission to publication. Students seeking to enroll for three credits must have a professor who certifies they are supervising the student's work on their paper.

The schedule of presentations will be posted here after the first week of classes, which is typically when final scheduling is done. To get on the presentation schedule, attend the first class or send email to the instructor or designated coordinator (ifatunji@wisc.edu).

Registration and Requirements

Students that are formally enrolled are required to attend all meetings. Students, fellows and faculty that are not enrolled are encouraged to attend regularly, but are also welcome to only attend meetings that center on their specific interests. Students that are enrolled are encouraged to register for the one credit hour version of the workshop. Students enrolled for one credit are expected to present at least one work-in-progress and/or lead at least one discussion on a published article. With permission from the instructor, students may also enroll for two or three credit versions of the workshop. These versions of the workshop require additional work (including a specific work plan). Students interested in these options must begin their discussion and planning with the instructor at least 30 days prior to the beginning of the semester. While workshop registration and regular attendance are encouraged, neither are required for the presentation of

ongoing work by students, fellows or faculty. If you are interested in presenting ongoing work (e.g., outline, manuscript, research design, grant proposal, fellowship application, etcetera), please contact the instructor. The current instructor for the workshop is [Mosi Adesina Ifatunji](mailto:ifatunji@wisc.edu), ifatunji@wisc.edu. More detailed information about the workshop is available in the course [syllabus](#).

The Race and Ethnicity Workshop at the University of Wisconsin-Madison provides a forum for graduate students, postdoctoral fellows, and faculty to engage with cutting-edge social science research on race and ethnicity. This interdisciplinary workshop, while housed in the Department of Sociology, welcomes participants from all disciplines. Our primary goals are to stay informed on the latest theories and research and to improve the overall quality of social science work on race and ethnicity.

We meet weekly to discuss recent articles, provide feedback on work-in-progress, and address pedagogical and professional development issues. Sessions are structured around either published articles (with a discussant) or work-in-progress (focused on presenter needs and potentially including a discussant). Discussions are open to all, with priority given to graduate students for the first three questions/comments.

Students that are formally enrolled are required to attend all meetings. Students, fellows and faculty that are not enrolled are encouraged to attend regularly, but are also welcome to only attend meetings that center on their specific interests. Students that are enrolled are encouraged to register for the one credit hour version of the workshop. Students enrolled for one credit are expected to present at least one work-in-progress and/or lead at least one discussion on a published article. With permission from the instructor, students may also enroll for two or three credit versions of the workshop. These versions of the workshop require additional work (including a specific work plan). Students interested in these options must begin their discussion and planning with the instructor at least 30 days prior to the beginning of the semester. While workshop registration and regular attendance are encouraged, neither are required for the presentation of ongoing work by students, fellows or faculty. If you are interested in presenting ongoing work (e.g., outline, manuscript, research design, grant proposal, fellowship application, etcetera), please contact the instructor. The current instructor for the workshop is [Mosi Adesina Ifatunji](mailto:ifatunji@wisc.edu), ifatunji@wisc.edu. More detailed information about the workshop is available in the course [syllabus](#).

- **Enrolled Students:** Required to attend all meetings. One credit is typical, involving one work-in-progress presentation and/or leading a

discussion. Two or three credits are possible with instructor permission and require additional work/planning.

- **Non-Enrolled Participants:** Encouraged to attend regularly or as interests align.
- **Presentations:** All students, fellows, and faculty are welcome to present ongoing work (e.g., outlines, manuscripts, proposals). Contact the instructor to schedule.
- **Instructor:** Mosi Adesina Ifatunji, ifatunji@wisc.edu.
- **Syllabus:** Detailed information: [syllabus link]

Meeting Schedule

During the 2024-2025 academic year, the workshop will meet weekly on Wednesdays from 10:30 AM to 12:00 PM CST. Meetings will be hybrid (Zoom link: <https://uwmadison.zoom.us/j/95591558477>). Detailed meeting information is available on our schedule page: <https://cutt.ly/2m8npWE>. Subscribe to our calendar for automatic updates: Google Calendar, Outlook.

During the 2024-2025 academic year, the workshop will meet on Wednesdays from 10:30a to 12:00p CST. Meetings will be hybrid in room 8108 Sewell Social Sciences and on Zoom. You can find more detailed information for each upcoming meeting by visiting our meeting [schedule page](#). You can receive automatic meeting updates by subscribing to our calendar (in either [Google](#) or [Outlook](#)).

During the 2022-2023 academic year, the workshop will meet black immigrant-weekly, on Wednesdays from 10:30a to 12:00p CST. Meetings will be hybrid ([Zoom](#)). You can find more detailed information for each upcoming meeting by visiting our meeting [schedule page](#). You can receive automatic meeting updates by subscribing to our calendar (in either [Google](#) or [Outlook](#)).

Dates

- **Fall:** Sep. 18, Oct. 2, Oct. 16, Oct. 30, Nov. 13, Nov. 27, Dec. 4 (Maybe)
- **Spring:** Jan. 22, Feb. 5, Feb. 19, Mar. 5, Mar. 19, Apr. 2, Apr. 16, Apr. 30, May 7 (Maybe)

Workshop facilitation checklist:

*Can skip most of these steps for grad student presentations!

1. **Ahead of the meeting:** familiarize self with speaker's background, recent and ongoing research, plan around 2-3 discussion questions about their work or

topic

2. Join the Zoom meeting room at around **10:15am CST**
3. When speaker joins, run through general meeting agenda/logistics with speaker
4. **At 10:30am CST**, brief welcome remarks, introduce speaker to the Workshop—read their bio
5. Introduce speaker's abstract/topic, if provided
6. Speaker will usually present for around 20-45 minutes
7. After the presentation ends at around **11am CST**, start facilitating Q&A
8. **If nobody has questions, you can start with your own discussion questions**
9. **End at 12pm CST**

Zoom:

Join Zoom Meeting

<https://uwmadison.zoom.us/j/99524947368?pwd=djQ3dIBWTTBEUFZuVTZjQXZTM3ZUQT09>

Meeting ID: 995 2494 7368

Passcode: 026619

Article Discussant Guidelines

When organizing your presentation on the article, assume that you are presenting it to a small group of people who have not read it. Give them the basics of the study, with enough information that someone who has not read the paper could ask/offer an informed question/comment. That being said, do not speak for too long—10 minutes is the maximum, and 5 to 7 minutes may well suffice. Be sure to cover the following areas briefly in your presentation; however, remember to leave enough information on the table so that the presentation begins, rather than ends, the group discussion.

- **Research question**
- **Gap in the literature**
- **Type of method(s) (specifics are probably not necessary—just a quick overview)**
- **Source of evidence/data (exact demographic details are rarely important enough to include here, although this can be debated)**
- **Findings and discussion—focus on these two sections most!**

The article's findings and discussion should constitute the bulk of your 5 to 10 minute presentation. What are the findings? How do the authors talk about them and about the themes? In the discussion, how do the authors make sense of their findings? If time allows, you may find it useful to include a very brief example or two. Include enough information to start the conversation.

Finally, state two good/interesting things about the article: important contribution, policy implications, timely content, etc. What made it interesting? Then state two limitations of the article. Where could the authors done better?

Conclude with two preliminary discussion questions to get the conversation started.

Taken from a conversation with Mosi Ifatunji, January 16, 2018.

READING QUESTIONS

- What is the problem being addressed in the study?
 - What is the research question?
 - What are the study hypotheses?
 - What is the methodological approach? Include relevant information.
 - Provide straightforward summary of the study findings.
- How does the study define race/ethnicity? Does the author see a difference between these constructs? Are they different; are they the same; do they overlap?
- How does the study operationalize race/ethnicity? How is this construct measured? Is it a dependent or independent variable? What kind of dependent or independent variable? Is it categorical or continuous; moderating or mediating variable?
- Is the method used well suited to the study question? How might to append the study using another methodological approach?
- What is the (working) conception of race/ethnicity in societies? What role does race/ethnicity play in shaping trends in population attitudes and behaviors? To what extent is race/ethnicity an individual, group or societal level construct? According to the study, what are the principal groups and what is the relationship between existing groups?
- What is the (working) explanation of racial/ethnic inequality in societies? What does the author believe to be the primary factors driving racial/ethnic inequality? If debating the

causes of racial/ethnicity inequality, how might you cite this text? Which groups are referenced with the term 'racial inequality?' Does the study consider 'ethnic inequality?'

- What is the central question or claim of the study? What is the general relevance to the study of race/ethnicity? What do you know now that you did not know before?

- Who is the study in conversation with? Is the debate multi-method? How might different methods contribute to the debate?

- What might be the next study? Are there implications for your own work? If so, what are these?

- What makes the study top tier?

planning (2025-2026)

General tasks for the Coordinator

- § Planning for 14-15 sessions in the fall and spring
- § Sending emails to the listserv
- § Collecting names + bios from new students registered in the fall
- § Updating workshop calendar
- § Reaching out to potential speakers

To-Do (team)

- ☐ Collaborate to update website, draft some email announcements
 - get on the same page about making edits to the website before sharing authorship - What are the edits we want to make? How can the website “work better?” Maybe “revising the website and outreach” can be what we discuss at the next meeting?
 - The course registration# needs to be revised on the website and so does the “current list of participants” (which I think we can actually remove, because it is most often misleading and hard to keep updated in an accurate way).
- ☐ Discuss what is in the Google Drive folder for the workshop - well organized?
- ☒ ~~Several people should be removed from the list of administrators or managers on the ListServ. Us three (Pam, Mosi, Catalina) should be added~~
 - ☐ And maybe a Department Administrator for continuity and “emergencies.”

To-Do (Catalina)

- ☐ Update syllabus with prof dev type resources (for “homework”)
- ☐ Let FemSem know, on our behalf, that we were inspired by their community building event and are in the process of modifying it to help develop our own workshop community?
 - ☐ share or offer the “credit” and gratitude in our email event
- ☐ Chat with Mariana (FemSem), Sadie (Qual), Anna (PCS) about event ideas, best practices for communication, other logistics for running a workshop well
 - ☐ Half-baked idea sessions
 - ☐ Community building sessions
 - ☐ Zoom do's and don'ts
 - ☐

Marketing Strategies:

- § Increased outreach, asking other soc workshop listservs to regularly circulate meeting info
- § Connecting with non-soc workshops at UW-Madison
- § Building a larger audience w/ more diverse range of research interests and expertise, inviting graduate students and presenters from other R&E graduate

workshops, ex. UNC Race Workshop, NYU Race Workshop, Northwestern Race & Society Workshop, UIC Race/Ethnicity Workshop, Berkeley Race/Ethnicity and Inequality Workshop, Columbia Race, Ethnicity and Migration Workshop, etc.

Potential Workshop Themes and Ideas for 2024-2025

1. Workshoping participant work. This will include everything from term papers, masters papers and dissertation proposals to grant proposals and op-eds.

2. Interdisciplinary reading in the top social science journals. This will include the top disciplinary journals (e.g., American Sociological Review and the American Economic Review) and a complete reading of the DuBois Review - an interdisciplinary journal on race that is keenly focused on the US. When we cover the DuBois Review, each participant will review a different article.

3. Outside speakers will present work in progress.

4. Sharing and discussing of current events using social science theory.

5. Debates, taking forced perspectives and arguing in favor.

6. Rotating discussion leaders.

Any suggestions that participants have regarding improving the workshop will occur outside of the meetings and in person with the moderator.

We might want to think about the workshop in terms of modules where we focus on different things for multiple meetings at a time

Thinking about ways for student sto co-teach with faculty, not just TA

Thinking about organizing the workshop into modules

What is the article's working definition of race (and ethnicity)

What is the rationale motivating the literature review?

- § Developing reciprocal relationships w/ other graduate programs
- § Inviting guest speakers who can speak for free
- § Utilizing more local channels
- § Offering more networking + prelim preparation opportunities to students

Gendered Racial Identity in HMetal

/ Intersectional Quantitative Variables

Judiciary, Gender, and Race

- Writing retreat (FemSem inspo)

Mariana's email: Tomorrow, we are hosting a writing retreat both via Zoom (link below) and in person (Sewell 8411)! Feel free to join us and finish some early semester writing goals.

UW-Madison Sociology: Race & Ethnicity Workshop Planning Notes

1. Preparing for the race preliminary exam (ex. What does a reading list look like for the race prelim?).
2. Professional development (ex. Finding and preparing materials for grants, fellowships, etc.).
3. Course development
4. Practice job talks
5. Joint meeting b/w qualitative methods workshop + race workshop (ex. How can students get funding for qualitative research?).
6. Checking-in with students (ex. Meeting where students can talk about their experiences about the program and feel supported).

Learning about articles and journals

1. Collect at least five (ten is better) empirical articles in your research area or that are similar to the type of research you are doing or planning to do. Lightly read the articles with a focus on the methods and results sections: how did they do the research and how do they present the findings? Do you see in them a model for how to write or revise your own papers?
2. Using Web of Science construct a "network" around one journal article in your subarea however you choose to define it. Who cites this and whose work did it cite? how broadly or narrowly across journals and books does this area spread – interdisciplinary or not? Use forward and backward searching, and the "related references" function of WoS to construct your picture of the network in which your article (and maybe your own work) fits.
3. What are "your" journals? Using citations, bibliographies in some recent articles you like, the 2014 ASA Guide to Publishing in Journals and WoS Journal Citation Reports put together a list of journals in which you can imagine publishing your

- work (should be at least ten such journals listed) and annotate each as to its apparent selectivity and impact and (if available on the web) typical review times.
4. Review one journal: Look over the table of contents and abstracts for several recent issues and skim some of the papers to get an idea of what kind of research they publish. Qualitative, quantitative? Theory? Literature reviews? Do the articles seem “weighty” or modest? What field is the journal oriented to? Check the submission guidelines for the statement of the journal’s mission and matters such as manuscript length. Post your review on the brownbag Google doc.
 5. Reverse outline one published paper in your own field in the journal you are aiming for getting into. Take the “engine” apart and examine how it works – what are the headings, the number of words in each subsection, the way the figures or tables look. How do the authors discuss what they present in quotes or tables? What do you like and dislike about the prose? The uses of citation? The clarity of the results? Write an outline of it and a 500 word assessment of what it does well/poorly and discuss this with at least one faculty member of your choice.
 6. Do a “shadow review” with your advisor or someone else with whom you closely work, who is reviewing a submission for some journal. Compare your review of the paper with theirs and discuss differences in content or tone. Ask later to see the full set of reviews for that paper.
 7. Research book publishers, starting with your own book shelves. What ranges of publishers in terms of type, prestige, location can you see as characterizing your purchases? How do you use ASA book exhibits to decide what to buy, how do you decide what to read from the library rather than buy? Do you research the cost of textbooks you assign to your students? Write up about 250 words of assessment of your book strategy and a question you can’t answer about publishers.

https://docs.google.com/document/d/1JwGwUzr6Om1_w3uRx9Q0NDBYMZzIIAdBqrwa7a8THc/edit?usp=share_link

Working on your research & writing

1. Write a revision memo outlining how you have responded to the specific feedback you have gotten on any paper of your own. Feedback can be from fellow grad students, department faculty or outside reviewers. Discuss this memo with any faculty member of your choice.
2. Write a 500-800 word policy brief based on your current research.

3. Write a blog post on some collaborative sociological blog, either associated with the department or not.
4. Volunteer to do a presentation at this training seminar or in another venue, on or off campus and/or develop a practice job talk.
5. Write and practice delivering your “elevator speech” about your current research. What are you doing and how are you doing it and what difference will it make, all in 1-2 minutes. Write up the one-page (double spaced) version that is your draft “script.”

Workshop support & activities

6. Review your current cv in relation to your IDP and make sure that you have posted an accurate short bio to the seminar website.
7. Prepare to lead a presentation and discussion on methodological issues or developments in your subarea in the seminar. (Reflexivity in fieldwork or a new tool for mapping data or a novel approach to content analysis are examples of the specificity of topic expected, but any method issue or innovation is fair game).
8. Take the initiative to identify, invite, schedule and host an appropriate guest presenter (academic or otherwise) with the consent of the instructor

Career Planning

9. Have a serious conversation with YOUR major advisor about your MA and your 5 year plan. Discuss the research planned and how it will be used for publication (yours? Co-authored?) and the details of the next year’s work. Make sure you and your advisor share an understanding of your respective roles in funding, carrying out, writing up and publishing this research and place these in your IDP. Turn your IDP in officially to Charlotte, your major advisor and unofficially share it here.
10. Get your IRB certification if you have not yet done so. Go through the website for submitting a proposal and see what is expected. See also UW resources & contacts on IRB Insider <https://kb.wisc.edu/sbsedirbs/68245>
11. Write up your current cv and an imaginary future cv (assuming 3-5 years have passed) geared to the type of job you are (or think you want to be) applying for. Put your own, professional looking cv online. Share with us a draft for your cv for 5 years from today. And do your future cv as realistically as you can be about intermediate steps/time line (year you first present a paper, year you submit for review, year it appears; where/what audiences you speak to; how you are

drawing in faculty or peers as coauthors); how your research and teaching are combined.

12. Develop and post a five-year plan (see <http://theprofessorisin.com/2014/05/09/in-response-to-popular-demand-more-on-the-5-year-plan/> as a one-page model) Consider your current goals in terms of experience, skills, and research areas to be developed.
1. Armchair conversations (3-4 sessions)
 - a. A laid-back conversation between a faculty and a grad student or between two grad students for 30-40 minutes; audience joins in later to participate
 - b. The faculty can be from other departments just to build a relationship with other departments (as Pam suggested)
 - c. little preparation needed other than the discussants' familiarity with the topic of conversation and about 5 questions ready in advance
 - d. the topics can relate to Mosi's research agenda like immigration and colonialism
2. Higher Ed gossip (2-3 sessions)
 - a. We'll discuss short articles from [Inside Higher Ed](#) to chat about state of the discipline esp news regarding UW; led by 1-2 students
3. Review articles (3-4 sessions)
 - a. 1-2 students lead a discussion on a recent review article (ARS) or a recent manuscript on topics that relate to their own study interests
 - b. the initial presentation should be about why the review topic deserves the attention of all race scholars; presenters should not expect that the audience has read the article; their goal will be just to pique the audience's interest in the cutting edge topic
 - c. since the objective of workshops is to address a "problem", the presenters pose provocative questions for the audience to discuss (unless audience members have their own reflections) e.g., "are you convinced by Roberts' and Rollins' argument that biosocial models can help
4. Professional development (2-3 sessions)
 - a. workshops relating to jumping through program hoops
 - b. Examples
 - acing the R&E prelim
 - nuts and bolts of writing a MA thesis
 - writing a good grant proposal or finding race-related grants out there
 - Teaching race + hidden curriculum
5. Student work in progress (4 sessions)
 - a. students (esp registered ones) will share updates of their work - what this workshop was originally intended for
6. Role-play debates (2-3 sessions)
 - a. Two students are randomly assigned a side to defend on a race related topic such as the relevance of biosocial models of race

- b. the debate can be 45 min, and then open up for discussion and reflection

Substantive Topics and Discussions:

- "Half-baked" idea sessions for early-stage research.
- Discussions on preliminary exam content and preparation.
- Conference presentation practice and feedback.
- Practice job talks and interview preparation.
- Analyzing current events through social science theories.
- Half-baked idea
- What should be on the preliminary exams
- Conference presentations
- Practice job talks

Professional Development:

- Strategies for getting papers accepted at conferences.
- Turning Master's theses into publishable articles.
- Improving graduate training in Race and Ethnicity studies.
- Finding funding sources for qualitative research.
- Writing effective diversity statements (joint session with FemSem).
- Responding to journal reviewers (rejections and revisions).
- Getting papers accepted at conferences
- Turning Masters into an article
- How can we improve graduate training in Race and Ethnicity
- Getting sources of funding for qualitative work (with qualitative methods)
- How to write diversity statements (with FemSem)
- Responding to reviewers at journals (both of rejections and R&R)

Teaching and Learning:

- Pedagogical issues in teaching race and ethnicity.
- Developing a 100-level course on race and ethnicity.
- Creating reading lists for comprehensive exams.
- Exploring co-teaching opportunities for students with faculty.
- Pedagogical issues in race and ethnicity (Posey Maddox)
- Developing a 100-level course on race and ethnicity
- How to develop a reading list for comprehensive exams

Writing and Research:

- Workshopping participant work: term papers, Master's papers, dissertation proposals, grant proposals, op-eds.
- Interdisciplinary reading in top social science journals (e.g., *ASR*, *AJS*, *Du Bois Review*).
- Analyzing and debating authors' definitions of race and ethnicity.

- Examining the rationale behind literature reviews in key articles.

Potential Collaborations (Units and Universities)

Harvard University
University of California at Berkeley
University of Michigan Ann Arbor
University of North Carolina at Chapel Hill

§ Co-hosting w/ qualitative methods workshop:

- o Inviting Almita A. Miranda (Department of Geography and Chican@ & Latin@ Studies) to discuss her book project “Living in Legal Limbo: Migration, Citizenship, and Mexican Mixed-Status Families,” which explores larger questions of state power and liminal subject-formation; race, legality, and citizenship; intra-household gender relations; and shifting patterns of kin and transnational migrant networks in the neoliberal era.

§ Co-hosting w/ FemSem workshop:

- o Inviting LiLi Johnson (Department of Gender & Women’s Studies and the Program in Asian American Studies) to discuss her book project “Family Conceptions: Technologies of Asian American Family Formation” which combines archival and ethnographic methods to examine Asian American family formation in the 20th and 21st centuries as a site in which the borders of racial difference are articulated.

(1) Sociology graduate workshops outside of UW-Madison:

Name	Contact	Draft email
Madeleine Straubel (UNC)	mgs6@live.unc.edu	Hi Madeleine, I hope this finds you well. Beginning this year, I will be working with Mosi (also cc'd) to coordinate the Race & Ethnicity workshop, and I am writing to see if the UNC Race Workshop would be potentially interested in coordinating a joint session with us sometime this fall or spring semester. We would be very interested in developing a collaborative relationship where graduate students from our respective workshops can meet, present their work, and receive feedback from one another. We would also be open to brainstorming additional points of collaboration between our workshops,

		depending on student availability and interest. Beginning on September 14, our workshop will be meeting virtually on Wednesday mornings from 10:30am to 12pm CST. Thank you for your time, and we look forward to hearing from you.
Perdana Roswaldy (Northwestern)	perdanaroswaldy2018@u.northwestern.edu	Hi Perdana, I hope this finds you well. My name is Wendy Lee, and I am the graduate student coordinator of the Race & Ethnicity Workshop with the Department of Sociology at the University of Wisconsin-Madison. Also copied is Mosi Ifatunji, who serves as the faculty advisor to our workshop. I am writing to see if the Race and Society workshop at Northwestern would potentially be interested in coordinating a joint session with us sometime this fall or spring semester. We would be very interested in developing a collaborative relationship where graduate students from our respective workshops can meet, present their work, and receive feedback from one another. We would also be open to brainstorming additional points of collaboration between our workshops, depending on student availability and interest. Beginning on September 14, the UW-Madison Race Workshop will be meeting virtually on Wednesday mornings from 10:30am to 12pm CST. While housed in the Department of Sociology, our workshop is interdisciplinary in nature and meets weekly to provide a forum for graduate students, postdoctoral fellows and faculty, both affiliated with and outside of sociology, to engage with one another at the cutting edge of social science research on race and ethnicity. Workshop sessions are typically organized to provide feedback on a project or manuscript that is in progress, or to discuss a recent article published in a leading social science journal. Thank you for your time, and we look forward to hearing from you.
Xavier Durham (Berkeley)	xavier_durham@berkeley.edu	Hi Xavier, I hope this finds you well. My name is Wendy Lee, and I am the graduate student coordinator of the Race & Ethnicity Workshop with the Department of Sociology at the University of Wisconsin-Madison. Also copied is Mosi Ifatunji, who serves

		as the faculty advisor to our workshop. I am writing to see if the Race/Ethnicity and Inequality Workshop at Berkeley would potentially be interested in coordinating a joint session with us sometime this fall or spring semester. We would be very interested in developing a collaborative relationship where graduate students from our respective workshops can meet, present their work, and receive feedback from one another. We would also be open to brainstorming additional points of collaboration between our workshops, depending on student availability and interest. Beginning on September 14, the UW-Madison Race Workshop will be meeting virtually on Wednesday mornings from 10:30am to 12pm CST. While housed in the Department of Sociology, our workshop is interdisciplinary in nature and meets weekly to provide a forum for graduate students, postdoctoral fellows and faculty, both affiliated with and outside of sociology, to engage with one another at the cutting edge of social science research on race and ethnicity. Workshop sessions are typically organized to provide feedback on a project or manuscript that is in progress, or to discuss a recent article published in a leading social science journal. Thank you for your time, and we look forward to hearing from you.
Mari Sanchez (Harvard)	mjsanchez@g.harvard.edu	Hi Mari, I hope this finds you well. My name is Wendy Lee, and I am the graduate student coordinator of the Race & Ethnicity Workshop with the Department of Sociology at the University of Wisconsin-Madison. Also copied is Mosi Ifatunji, who serves as the faculty advisor to our workshop. I am writing to see if the Contemporary Studies of Race & Ethnicity Workshop at Harvard would potentially be interested in coordinating a joint session with us sometime this fall or spring semester. We would be very interested in developing a collaborative relationship where graduate students from our respective workshops can meet, present their work, and receive feedback from one another. We would also be open to brainstorming additional points of collaboration between our workshops, depending on student availability and interest.

		Beginning on September 14, the UW-Madison Race Workshop will be meeting virtually on Wednesday mornings from 10:30am to 12pm CST. While housed in the Department of Sociology, our workshop is interdisciplinary in nature and meets weekly to provide a forum for graduate students, postdoctoral fellows and faculty, both affiliated with and outside of sociology, to engage with one another at the cutting edge of social science research on race and ethnicity. Workshop sessions are typically organized to provide feedback on a project or manuscript that is in progress, or to discuss a recent article published in a leading social science journal. Thank you for your time, and we look forward to hearing from you.
Elizabeth Nimmons (UT Austin)	eanimmons@utexas.edu u	Hi Elizabeth, I hope this finds you well. My name is Wendy Lee, and I am the graduate student coordinator of the Race & Ethnicity Workshop with the Department of Sociology at the University of Wisconsin-Madison. Also copied is Mosi Ifatunji, who serves as the faculty advisor to our workshop. I am writing to see if the Race and Ethnicity Group at UT Austin would potentially be interested in coordinating a joint session with us sometime this fall or spring semester. We would be very interested in developing a collaborative relationship where graduate students from our respective workshops can meet, present their work, and receive feedback from one another. We would also be open to brainstorming additional points of collaboration between our workshops, depending on student availability and interest. Beginning on September 14, the UW-Madison Race Workshop will be meeting virtually on Wednesday mornings from 10:30am to 12pm CST. While housed in the Department of Sociology, our workshop is interdisciplinary in nature and meets weekly to provide a forum for graduate students, postdoctoral fellows and faculty, both affiliated with and outside of sociology, to engage with one another at the cutting edge of social science research on race and ethnicity. Workshop sessions are typically organized to provide feedback on a project or manuscript that is in progress, or to discuss a recent article published in a leading social science journal.

		Thank you for your time, and we look forward to hearing from you.
Columbia University Race Workshop	columbia.REM@gmail.com	Dear Race, Ethnicity and Migration Workshop, I hope this finds you well. My name is Wendy Lee, and I am the graduate student coordinator of the Race & Ethnicity Workshop with the Department of Sociology at the University of Wisconsin-Madison. Also copied is Mosi Ifatunji, who serves as the faculty advisor to our workshop. I am writing to see if the Race, Ethnicity and Migration Workshop at Columbia would potentially be interested in coordinating a joint session with us sometime this fall or spring semester. We would be very interested in developing a collaborative relationship where graduate students from our respective workshops can meet, present their work, and receive feedback from one another. We would also be open to brainstorming additional points of collaboration between our workshops, depending on student availability and interest. Beginning on September 14, the UW-Madison Race Workshop will be meeting virtually on Wednesday mornings from 10:30am to 12pm CST. While housed in the Department of Sociology, our workshop is interdisciplinary in nature and meets weekly to provide a forum for graduate students, postdoctoral fellows and faculty, both affiliated with and outside of sociology, to engage with one another at the cutting edge of social science research on race and ethnicity. Workshop sessions are typically organized to provide feedback on a project or manuscript that is in progress, or to discuss a recent article published in a leading social science journal. Thank you for your time, and we look forward to hearing from you.

Template for speaker invitations:

Dear Professor XYZ,

My name is [.....], and I am serving as the Graduate Student Coordinator of the Race and Ethnicity Workshop in the Department of Sociology at the University of Wisconsin–Madison. I am writing alongside Mosi Adesina Ifatunji, who serves as the Faculty Advisor to the Workshop and is copied on this message.

We are reaching out to warmly invite you to present your current and ongoing work on [their recent paper or general research themes] at one of our sessions this academic year, either during the Fall or Spring. Your scholarship has sparked important conversations among our participants, and we would be honored to host you as part of our speaker series.

The Race and Ethnicity Workshop will meet virtually on Wednesday mornings from 10:30 AM to 12:00 PM CST, beginning [.....] and continuing through [.....]. While the workshop is housed in the Department of Sociology, its membership and discussions include perspectives from the Social Sciences, broadly speaking. Each week, we convene students, postdoctoral scholars, and faculty from across campus—and beyond—to engage with cutting-edge research on racial and/or ethnic formations and differences.

Workshop sessions are tailored to meet the needs of the presenter and typically include a small group of attentive participants who come prepared to offer thoughtful questions and constructive engagement.

We deeply appreciate your time and consideration, and we hope you'll be interested in joining us. Please don't hesitate to reach out with any questions or for additional details about the workshop format.

Warmly,

[.....]

Graduate Student Coordinator

[Race and Ethnicity Workshop](#)

Department of Sociology

University of Wisconsin at Madison

cc: Mosi Adesina Ifatunji, Faculty Advisor

Previous speakers and visitors:

Amanda Lewis (Done, Spring 22)

Courtney Boen (Done, Spring 22)

Madeleine Straubel (Done, Spring 22)

Amanda Lewis (Spring 22)

Margaret Hagerman (Fall 22)

Linn Posey-Maddox (Fall 22)

Tawandra Rowell-Cunsolo (Fall 22)

Tiffany Green and Hoa Vu (Fall 22)

Almita Miranda (Spring 23)

Tony Brown, Rice (Spring 23)

Reuben Miller, University of Chicago (Spring 23)
Jamilah Bowman, Georgetown Law (Spring 23)

Potential Speakers (Wisconsin):

Jaime Slaughter

<https://directory.sph.umn.edu/bio/sph-a-z/jaime-slaughter-acey>

Cindy Cheng (Associate): Director, Asian American Studies (cicheng@wisc.edu,
<https://history.wisc.edu/people/cheng-cindy/>)

Benjamin Marquz (Full): Political Science (bmarquez@wisc.edu,
<https://www.polisci.wisc.edu/people/faculty/benjamin-marquez/>)

Alvin Thomas

<https://thomaslab.humanecology.wisc.edu/staff/thomas-dr-alvin/>
<https://sohe.wisc.edu/staff/alvin-thomas/>

Almita Miranda	aamiranda@wisc.edu
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Jon Pevehouse (Political Science)	pevehous@polisci.wisc.edu
--------------------------------------	--

Craig Berridge (Psychology)	berridge@wisc.edu
--------------------------------	--

John W. (Jack) Williams (Geography)	jww@geography.wisc.edu
--	--

Ananth Seshadri (Economics)	aseshadri@ssc.wisc.edu
--------------------------------	--

Judy Houck (Gender and Women's Studies)	jahouck@wisc.edu
---	------------------

Claire Wendland (Anthropology)	cwendland@wisc.edu
--	--------------------

Almita Miranda	aamiranda@wisc.edu
----------------	--

LiLi Johnson	lili.johnson@wisc.edu
--------------	--

Tiffany Green	tlgreen2@wisc.edu
---------------	--

Tawandra L. Rowell-Cunso lo	rowellcunso@wisc.edu
--------------------------------	--

Linn Posey-Maddox	lposey@wisc.edu
-------------------	--

Department of Anthropology
Name (email)

Jerome Camal

KATHERINE BOWIE

FALINA ENRIQUEZ

VERONIKA KUSUMARYATI

Maria Lepowsky

EMIKO OHNUKI-TIERNEY

Amy Stambach

MAI SEE THAO

Claire Wendland

Department of Communication Arts

Name (email)

ANIRBAN BAISHYA

Lori Lopez

Reginold Royston

Department of Criminal Justice Certificate/Legal Studies Program

Name (email)

Simon Balto

Marty Davidson II

Mitra Sharafi

Department of Economics Program

Name (email)

Department of Geography

Name (email)

Ian Baird

Lisa Bhungalia

JENNA LOYD

ALMITA MIRANDA

Stephen Young

Department of Journalism & Mass Communication, School of (SJMC) Program

Name (email)

Miya Fayne

Jing Wang

Department of La Follette School of Public Affairs Program

Name (email)

Department of Planning and Landscape Architecture Program

Name (email)

EDNA LEDESMA

Revel Sims

Department of Psychology Program

Name (email)

Morgan Jerald

James Li

CAROL RYFF

Department of Sandra Rosenbaum School of Social Work Program

Name (email)

Audrey Conn

pated@uwm.edu

Stephanie Robert

School of education

Department of Rehabilitation Psychology and Special Education

Name (email)

Kyesha Isadore

Hailey Love

Dian Mawene

CARLYN MUELLER

SANG QIN

Department of Kinesiology

Name (email)

Julie Ober Allen

Department of Curriculum and Instruction

Name (email)

Bernadette Baker

Marcelle Haddix

Li-Ching Ho

chris.kirchgasler@wisc.edu

Katie Kirchgasler

Nicole Louie

Emily Machado

Mariana Pacheco

Department of Educational Policy Studies

Name (email)

Elena Aydarova

Lesley Bartlett

NANCY KENDALL

Stacey Lee

Ran Liu

Naomi W

Diana Rodriguez-Gomez

WALTER STERN

Erica Turner

RACHEL WILLIAMS

Department of Dance

Name (email)

Peggy Choy

CHRISTOPHER WALKER

Department of Counseling Psychology

Name (email)

Shinye KIM

Department of Educational Leadership and Policy Analysis

Name (email)

Brian Burt

Frank Fernandez

Ain Grooms

KEVIN HENRY

Aireale Rodgers

Christopher Saldana

ANJALE WELTON

KRYSTAL WILLIAMS

Jing Yu

School of Business

Department of **General Business**

Name (email)

DELPHINE FONGANG

Department of **Management and Human Resources**

Name (email)

c.tsay@wisc.edu

Department of **Marketing**

Name (email)

Aziza Jones

College of Engineering

Department of **Materials Science and Engineering**

Name (email)

Franklin Hobbs

School of Human Ecology

Department of **Assistant Professor of Human Development & Family Studies**

Name (email)

Andrea Buhler

CAROLEE DODGE FRANCIS

Leola R. Culver Professor in Nonprofits and Philanthropy | Department Chair and
Professor of Civil Society & Community Studies

Kasey Keeler

Assistant Professor of Civil Society & Community Studies

DAVID PATE

Associate Professor of Consumer Science, Human Development & Family Studies |
Dean's Fathers and Fathering Faculty Fellow

Carolina Sarmiento

Associate Professor of Civil Society & Community Studies

ALVIN THOMAS

Associate Professor of Human Development & Family Studies | Phyllis Northway Faculty Fellow

Zoua Vang
Meta Schroeder Beckner Outreach Professor | Professor of Civil Society & Community Studies

School of Journalism and Mass Communication

Jing Wang
Miya Fayne

Sandra Rosenbaum School of Social Work

QUENTIN RISER
Potential Speakers (non-Wisconsin):

[Emilio A. Parrado, Ph.D.](#)

[Gwendolyn Zoharah Simmons](#)

[Antar A. Tichavakunda](#)

Claire Kim (recent work on Asians and Blacks under White Supremacy)

Michael Rodriguez-Muniz, Berkeley

Ryon Cobb, Rutgers

Christina Cross, Harvard

Taylor Hargrove, UNC

Jennifer Jones, UIC

Regina Baker

[Ayanna Thompson](#)

[Heather Gordon](#)

RayShawn Ray

Karida Brown

Elizabeth Hodge-Freeman

Ellis Monk

Vicktor Ray

Reuel Rodgers

David Stovall

[K-Sue Park](#)

[Brenna Bhandar](#)

Angelica Leigh at Duke, theory on mega threats

Antar Tichavakunda at UC Santa Barbara-Tyson Brown at Duke

Gwendolyn Zoharah Simmons

Sandy Darity

Larry Bobo

Bridget J. Goosby

Maria Krysan

Tyrone Forman

Darrick Hamilton
Tyson Brown
Ronald Thorpe

Collaborations:

- Contact Ethnic Studies departments and other universities (Michigan, UNC, UIC) for student participation.
- Collaborate with other workshops on campus (Qualitative Methods, FemSem).

Marketing and Outreach

- Contact individuals in Anthropology, Economics, Psychology, Political Science, Public Policy, Medicine, Nursing, Business, Law, Social Work, and Public Health.
- Reach out to Ethnic Studies departments.
- Use marketing contacts (e.g., Amanda Kruger). Amanda Kruger (Eric Grodsky's research project manager in the School of Ed). Works closely with faculty and graduate students in education research projects centered in equity

Resources

- Funding sources: [link to provost grants]
- University Lectures: [link to university lectures]
- Word Press link: [link to Word Press]
- Google Calendar sharing help: [link to Google Calendar help]

Journals Reviewed

- List of journals (as included in the original document)

Papers to Review

- List of papers (as included in the original document)

Recent Visitors

- List of recent visitors (as included in the original document)

Feedback and Suggestions

- Participants can provide suggestions to the instructor outside of meeting times.
- Consider organizing the workshop into modules on specific themes.

Funding

<https://provost.wisc.edu/awards-and-grants/anonymous-fund/>

<https://secfac.wisc.edu/awards-lectures/hilldale-lecture-series/>

[Link](#) for website development.

[Link](#) for Google Calendar. [When you go in to your settings to change the access permissions, you should also find a button just beneath the access options, which you can click to get a shareable link.]

University Lectures (<https://secfac.wisc.edu/awards-lectures/university-lectures/>)

Fall 2025 Schedule

Date (Weekday)	Name	Description	Keywords?Notes
2025-09-10 (Wed)	Jungmyung Kim	Charge Bargaining and the Unequal Consequences of Criminal Case Processing by Citizenship This study examines the impact of immigration enforcement on state courts' criminal case proceedings. It highlights the role of charge bargaining, or the consideration of immigration consequences of criminal convictions, in explaining the differences in case outcomes by citizenship. Using the administrative data accessed via the California Department of Justice and interviews with 24 attorneys in California, this study finds that immigration consequences of criminal convictions do not make substantial impacts on case outcomes in most charges. However, in some exceptions, non-US citizens are more likely to be convicted of immigration-safer charges than US citizens when they are arrested for similar charges. This pattern explains why non-US citizens are more likely to be convicted of any crime than US citizens. This study contributes to the literature of criminal case outcomes and other related fields by illuminating the inside of the black box of how criminal case outcomes vary by citizenship.	Criminal Justice; Plea Bargaining; Immigration and Citizenship; Race and Ethnicity; Street-Level Bureaucracy
2025-09-17 (Wed)	Community Event	A walk by the lake...	
2025-09-24 (Wed)	Mosi Ifatunji	"Credentialing Whiteness in the Upper Echelons of American Firms: The case of Ethnoracial Differences in Wage Growth" We further elaborate 'White Credentialing' as one modality of 'schematization' that links Whiteness to symbolic and material resources within localities (e.g., organizations, areas and networks). When operant in firms, it sorts excess White workers into the 'upper echelons,' wherein leadership transcribes unwritten rules and practices into formal policies and procedures. We further specify this schema by anchoring it in 'racial contract theory' and then situating White Supremacy in a state of superposition, where it serves as both an ideological point of reiteration and 'script library' for specifying the modality between localities (e.g., firms). We then extend recent ethnographic accounts of the situated enactment of this and related 'ethnoracial schema' within localities by analyzing a large sample of firms and estimating the probable impact of White Credentialing on ethnoracial wage disparities in the United States. More specifically, we integrate microdata from the Current Population Survey (CPS) with administrative records from the Longitudinal Employer-Household Data (LEHD) and construct a unique dataset of approximately 71,500 workers and 386,000 quarterly wage observations from 1992 to 2008. These linked data allow us to track coworkers inside firms while adjusting for key potential confounders — e.g., worker attributes, occupational strata, firm characteristics, and local labor market conditions. We then operationalize firm-level Whiteness by cascading firms along a spectrum according to the White proportion of the top 5 percent of earners in each firm. Results from our fixed-effects models show that as the upper echelons of firms 'become Whiter,' the rate of wage growth increases for White workers while simultaneously decreasing for their Black counterparts. We argue that as White Supremacy encourages the embedding and deployment of White credentialing in firms, firms become Whiter, and Whiteness becomes increasingly legible as a symbol of competence and promotability, leaving material ethnoracial disparities in its wake. We conclude by refining and further	Decisions: - Bo Petersen's "Pieces of Me" - Workshop Name: "Race, Ethnicity and Migration" Supplemental reading suggestions (entirely optional): Goffman, Erving. 1974. Frame analysis: An essay on the organization of experience. Cambridge, Massachusetts: Harvard University Press. Hambrick, Donald C., and Phyllis A. Mason. 1984. "Upper Echelons: the Organization as a Reflection of Its Top Managers." Academy of Management Review 9(2):193–206. Sewell, William H. 1992. "A Theory of Structure: Duality, Agency, and Transformation." American Journal of Sociology 98(1):1–29. Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward A Structural Interpretation." American Sociological Review 62(3):465–80. Jung, Moon-Kie. 2015. Beneath the Surface of White Supremacy: Denaturalizing US Racisms Past and Present: Stanford University Press.

		describing the role of firms and other localities in fostering and buttressing the American ethnoracial order.	Ray, Victor. 2019. "A Theory of Racialized Organizations." <i>American Sociological Review</i> 84(1):26–53. Wingfield, Adia Harvey, and Renée Skeete Alston. 2014. "Maintaining Hierarchies in Predominantly White Organizations: A Theory of Racial Tasks." <i>American Behavioral Scientist</i> 58(2):274–87.
2025-10-01 (Wed)	Samina Hossain	Racialized Emotions through the Case of Fathers Can a parent's <i>emotions</i> about their child's day-to-day experiences provide insight into racial dynamics that go unnoticed? How can this be investigated sociologically? In this talk, I will present an original, work-in-progress approach to answer this question. First, I will explain the importance of racialized emotions, the main subject of this study, and then I will describe the merits of investigating them through the case of Black and White fathers. Next, I will present a brief overview and critique of existing literature on racialized emotions. Here I note that though race is a relational construction, qualitative studies on race rarely include two or more racial populations to help uncover those racial relationships. I will mention a few theoretical problems with this omission. Lastly, I will propose a conceptualization of fathers and emotion that addresses those problems and most importantly, one that prioritizes agency and the possibility for social change through individual initiative. This study aims to contribute to the sociology of race along with the sociology of emotion and family studies.	
2025-10-08 (Wed)	Annual Reviews		McDermott, M., & Ferguson, A. (2022). Sociology of Whiteness. In <i>Annual Review of Sociology</i> (Vol. 48, Issue Volume 48, 2022, pp. 257–276). Annual Reviews. https://doi.org/10.1146/annurev-soc-083121-054338 ----- Perry, P. (2011). "Shades of white: White kids and racial identity in high school." Arum, R., Beattie, I. R., & Ford, K. (Eds.). <i>The structure of schooling: Readings in the sociology of education</i>. Pine Forge Press. Hughey, M. W. (2009). The (dis)similarities of white racial identities: the conceptual framework of 'hegemonic whiteness.' <i>Ethnic and Racial Studies</i>, 33(8), 1289–1309. https://doi-org.ezproxy.library.wisc.edu/10.1080/01419870903125069 Hartigan, J. Jr. (2004). Who are these white people?: "Rednecks," "hillbillies," and "white

			trash” as marked racial subjects. In A. W. Doane & E. Bonilla-Silva (Eds.), <i>White out: The continuing significance of racism</i> (pp. 17–36). Routledge.
2025-10-15 (Wed)	*Katie Jensen	On Whiteness and Immigration past/present in Latin America’s Southern Cone While Latin America is characterized by racial and ethnic mixture, it is also home to some of the whitest countries in the world. Yet relatively little attention has been given to how whiteness is constituted there today. I argue the racial cultural afterlives of past European immigration play an underappreciated role. Based on ongoing qualitative research in the Southern Cone (Argentina, Chile, Southern Brazil, and Uruguay), I detail how immigrant heritage is envisioned in museums, commemorated in the landscape, and interpreted in political discourse and life narratives. In doing so, I pivot from a common focus on phenotype and social class to the role of ethnicity in racial formations in Latin America. In contrast to research that suggests the dwindling significance of white ethnicity in the United States, I argue that ethnic projects and imaginaries of European ancestry offer a potent conduit to animate whiteness and racial exceptionalism in a region racialized as nonwhite	Ceron-Anaya, Hugo, Patricia de Santana Pinho, and Ana Ramos-Zayas. 2023. “A conceptual roadmap for the study of whiteness in Latin America.” <i>Latin American and Caribbean Ethnic Studies</i> 18(2):177-199.
2025-10-22 (Wed)	*Glenn Bracey *Pam Oliver	TBD: On White Christian Nationalism, Glenn Bracey Follow up with Pam about Glenn’s attendance.	
2025-10-29 (Wed)	Debate and Discussion	Is whiteness homogenous or heterogeneous?	Hughey, M. W. (2009). The (dis)similarities of white racial identities: the conceptual framework of ‘hegemonic whiteness.’ <i>Ethnic and Racial Studies</i> , 33(8), 1289–1309. https://doi-org.ezproxy.library.wisc.edu/10.1080/01419870903125069 Hartigan, J. Jr. (2004). Who are these white people?: “Rednecks,” “hillbillies,” and “white trash” as marked racial subjects. In A. W. Doane & E. Bonilla-Silva (Eds.), <i>White out: The continuing significance of racism</i> (pp. 17–36). Routledge.
2025-11-05 (Wed)	Catalina Valdez		

	and Emma-Claire LaSaine	Forced Migration and the Politics of Crisis: Discursive Constructions of Agency and Safety in U.S. Immigration News ABSTRACT: This paper explores the frames applied to migrants in one forum where hegemonic categories are contested, reified, and remade: broadcast TV news on U.S. immigration. Conducting an inductive qualitative analysis of 96 CBS News transcripts from 1994 (N=37), 2014 (N=35), and 2018 (N=23), three years were a migration event popularly termed a "crisis" occurred, this study asks: 1) What constitutes a migration "crisis"? 2) Whose safety and interests are perceived to be at risk? 3) And, are the involved migrants constructed as "forced" or "voluntary"? Results indicate that migration events are conceptualized as four distinct forms of crisis: <i>logistical crisis</i>, <i>humanitarian crisis</i>, <i>moral crisis of values</i>, and <i>political system crisis</i>. Migrant agency is portrayed in multiple and conflicting forms, as <i>forced</i> due to conditions in migrants' countries of origin, <i>voluntary</i> and therefore criminal, or a product of foreign challenges to U.S. authority through <i>sending migration</i>. Throughout the discourse U.S. interests and Americans' safety are prioritized, treating migration crises as primarily affecting destination countries and their citizens, rather than the individuals engaged in migration.	
2025-11-12 (Wed)	Elisa Avila		
2025-11-19 (Wed)	Randolph Carr		
2025-12-03 (Wed)			
2025-12-10 (Wed)			

planning (before 2025)

FALL 2022

Date	Title	Speaker	Session Description
September 7	Introductions & rules	None	
September 14	Writing Diversity Statements	Jessica Polos Miriam Barcus	“Writing Diversity Statements” Jessica Polos Assistant Professor, Master of Public Health Program DePaul University, Chicago Miriam Barcus Assistant Professor of Sociology SUNY Cortland Abstract: Diversity statements are increasingly being required for those seeking jobs in higher education. This workshop meeting will be co-sponsored by the Race and Ethnicity and FemSem Workshops. We will discuss the best practices and strategies for writing a successful diversity statement for the academic job market. Biographies <u>Jessica Polos</u> I am an Assistant Professor in the Master of Public Health Program at DePaul University in Chicago. I specialize in quantitative methods and use quasi-experimental designs and demographic methods in my work. My research integrates sociological, biosocial, and life course approaches. Presently, my research agenda focuses on social determinants of health, particularly on how structural discrimination and social contextual mechanisms generate health disparities. My research interests also include maternal-child health and wellbeing, caregiving and intensive parenting, and the intergenerational transmission of health. My research has been published

			in Social Science & Medicine, Population Studies, Population Research and Policy Review, and the Oxford Handbook of Women and the Economy. Prior to joining DePaul, I was a postdoctoral fellow at the Institute for Policy Research at Northwestern University. In July 2020, I received my PhD in Sociology from the University of Wisconsin-Madison, where I was a predoctoral trainee at the Center for Demography and Ecology and the Center for the Demography of Health and Aging. I also hold a Master of Public Policy from the University of Chicago's Harris School, as well as a dual-B.A. in Anthropology and International Studies from the University of Illinois at Urbana-Champaign. <u>Miriam Barcus</u> I am a sociologist who studies gender inequality in the workplace and in the family. My research focuses on parental leave policies as a potential tool for combating the unequal division of labor that emerges during the transition to parenthood. By examining the impact that paid parental leave policies have on fathers' leave use and subsequent involvement in childcare, my research sheds light on how work-family policy can help combat deeply embedded patterns of gender inequality. I received my Ph.D. in Sociology from the University of Wisconsin-Madison.
September 21	Kids on Racism and Politics	Maggie Hagerman	"Kids on Racism and Politics" Margaret Hagerman Associate Professor, Department of Sociology Mississippi State University Abstract: Professor Margaret Hagerman will be discussing her last book, <i>White Kids: Growing Up with Privilege in a Racially Divided America</i> (2018) and her forthcoming book <i>Angry Kids</i>. Biography: Margaret Hagerman, Associate Professor of Sociology at Mississippi State University, Dr. Hagerman is an Associate Professor of Sociology at

			Mississippi State University, and a Faculty Affiliate in the African American Studies program and Gender Studies program. Her research explores how children and youth learn about racism, racial inequality, and racial privilege in their everyday lives. Specifically, she studies the key mechanisms of how children “learn race” and what role key institutions like family, school, and place play in this process. She explores how aspects of children's social environments—from neighborhoods to schools to geographic regions to the larger political landscape—shape how and what they learn about race and racism in America.
September 28	Ambivalent Anti-Racism in Mainstream Environmental Social Movement Organizations	Jill Richardson (Sociology)	TBD
October 5	Teaching About Race in Turbulent Times	Linn Posey-Maddox	“Teaching About Race in Turbulent Times” Linn Posey-Maddox Professor of Educational Policy Studies University of Wisconsin-Madison Abstract: In this interactive workshop for graduate students we'll discuss common dilemmas and challenges that arise when teaching about race and racism, as well as pedagogical approaches, tools, and strategies. While we'll discuss teaching about race and racism broadly, particular attention will be paid to the undergraduate level. Biography: Linn Posey-Maddox is a Professor of Educational Policy Studies at the University of Wisconsin, Madison. She is also an affiliate of the Department of Afro-American Studies, the Department of Sociology, and the Institute for Research on Poverty. Posey-Maddox's research and teaching interests are focused on urban and suburban education; education and urban policy; and family-school relationships. In her research she seeks to understand: 1) how social inequities linked to race, class, and place shape the school and community experiences of parents, students, and teachers and 2) how individuals

			and groups contribute to the production, reproduction, or challenging of educational inequities in their choices and everyday actions. She uses qualitative methods to explore these questions, and draws principally on sociological perspectives. She is the author of <i>When Middle-Class Parents Choose Urban Schools: Class, Race, and the Challenge of Equity in Public Education</i> (University of Chicago). She has published articles in journals such as <i>Teachers College Record</i> , the <i>British Journal of Sociology of Education</i> , the <i>Journal of Education Policy</i> , <i>Education Researcher</i> , and the <i>American Journal of Education</i> . Both Dr. Posey-Maddox's teaching and research are informed by her experiences as a former elementary school teacher.
October 12	Reviewing Statements of Purpose	Tristian Lee (Sociology), Randolph Carr (Sociology)	TBD
October 19	Finding Funding in Qualitative Research	Ruby Bafu (Sociology) Chiara Packard (Sociology) Youbin Kang (Sociology)	"Finding Funding in Qualitative Research" Chiara Packard Department of Sociology, UW-Madison Youbin Kang Department of Sociology, UW-Madison Ruby Bafu, Department of Sociology, UW-Madison Abstract: Co-sponsored by the Qualitative Methods Workshop and the Race & Ethnicity Workshop, this joint session will discuss the challenges of obtaining funding in qualitative research, in addition to introducing several key strategies for identifying funding opportunities and developing a successful research proposal.
October 26	TBD	Sarah Salas (Sociology)	TBD
November 2	The Effect of Racial Residential Segregation on Infant Health	Hoa Vu	Hoa Vu Postdoctoral Research Associate School of Medicine and Public Health University of Wisconsin at Madison "The Effect of Racial Residential Segregation on Infant Health."

			Abstract: The Black-White disparity in birth outcomes persists in the U.S. with Black newborns facing severely worse birth outcomes than White newborns. While a large literature has linked segregation to Black-White disparity in infant health less is known about the causal impacts of segregation on racial inequalities in infant health. Estimating the causal impacts of segregation on infant health is challenging for at least two reasons. First, exposure to segregation is not randomly assigned. In particular, more successful Black parents will choose to live in cities that are less-segregated. Second, there are unobserved cities' characteristics such as government efficiency that affect both segregation and infant health. Thus, OLS comparisons are likely to be biased. In this paper, we evaluate the impacts of segregation on birth outcomes of non-Hispanic Black mothers. In particular, by leveraging administrative birth data and plausibly exogenous variation driven by railroad division, we find that segregation leads to worse birth outcomes for infants in more segregated cities compared with less segregated ones. Biography: Dr. Vu is a Postdoctoral Research Associate at the UW-Madison School of Medicine and Public Health. His research focuses on health economics, health disparities, immigration, and labor economics.
November 9	Discussion of a recently published paper, Monk, Ellis P. 2022. "Inequality without Groups: Contemporary Theories of Categories, Intersectional Typicality, and the Disaggregation of Difference." <i>Sociological Theory</i>:0735275	Samina Hossain (Sociology)--facilitating discussion	We will be discussing, "Inequality without Groups" (2022), a paper published in <i>Sociological Theory</i>. Ellis Monk Assistant Professor of Sociology Harvard University Abstract: The study of social inequality and stratification (e.g., ethnoracial and gender) has long been at the core of sociology and the social sciences. In this article, I argue that certain tendencies have become entrenched in our dominant paradigm that leave many researchers pursuing coarse-grained analyses of how difference relates to inequality. Centrally, despite the importance of categories and categorization for how researchers study

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November 16	Racial Categories in Machine Learning: An Examination of Facebook's Ad-Delivery Technology	Wendy Lee (Sociology)	Abstract: The Department of Justice recently reached a historic settlement with Facebook over claims that the company's ad-targeting technology was excluding certain users from seeing advertisements on its platform. The indictment of Facebook's automated advertising system emerges as a growing number of technology companies turn to algorithmic systems to selectively identify, classify, and categorize individuals using proxy variables as substitutes for census categories, such as census race data. While Facebook allows users to specify various dimensions of their identities—such as gender, religion, and political affiliation—it does not collect racial identification information. However, advertisers can still target users based on their algorithmically inferred

			membership in one of three “multicultural affinity” categories designed by Facebook: “African American,” “Asian American,” and “Hispanic.” Though the algorithmic processes that generate Facebook’s “multicultural affinity” categories are protected as proprietary knowledge, I propose several approaches to investigating the platform’s racial classification methodology. By analyzing Facebook’s ad-delivery algorithm through several vantage points—such as data from advertisers, digitally recorded measures of user activity, and Facebook patents and training materials—I will investigate how Facebook’s algorithmic system uses online behavior and social networks to racially classify individuals, thus demonstrating a novel use of non-biological markers of race.
November 23	CANCELED (Holiday break)		
November 30	How the carceral system harms the health of Black people	Tawandra Rowell-Cunsolo	“How the carceral system harms the health of Black people” Tawandra Rowell-Cunsolo Assistant Professor, Sandra Rosenbaum School of Social Work University of Wisconsin-Madison Abstract: Black Americans are disproportionately represented among the 2.3 million individuals incarcerated in the United States. This overrepresentation is largely due to hyper-surveillance in Black communities and the enforcement of harsh drug policies designed to penalize individuals who use drugs. I will discuss how the carceral system is linked to negative health outcomes among Black people, particularly those who are managing addiction. Biography: Dr. Tawandra Rowell-Cunsolo is an Assistant Professor at the Sandra Rosenbaum School of Social Work. Her research broadly examines the intersection of the criminal justice system and health outcomes. More specifically, her research examines ways in which incarceration affects the health of vulnerable communities, especially in the areas of HIV risk behaviors

			and substance use. Dr. Rowell-Cunsolo's research has been funded by the National Institutes of Health, the Robert Wood Johnson Foundation, and Columbia University. Her long-term goal is to develop sustainable evidence-based interventions that address the intersection of health and justice.
December 7	TBD	Leafia Ye (Sociology)	TBD
December 14	Preparing for Preliminary Exams	None	