

Code: spring

Coming next...

- Discussion forum will close tomorrow by NOON
- Discussion session will take place on Thursday AFTER exam 1
- Exam 1: Thursday 9:30-10AM. Please bring your electronic device that can be connected to internet.



Race, Ethnicity and Families

02/28

Warm up: “ *What is your race?*”

- In the next two slides, you will see questions regarding your racial identity. Please write down the answers.

Which of the following best describes you?

Please select one answer.

- ☐ Asian or Pacific Islander
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Native American or Alaskan Native
- ☐ White or Caucasian
- ☐ Multiracial or Biracial
- ☐ A race/ethnicity not listed here

2020 Census Hispanic Origin Question

6. Is this person of Hispanic, Latino, or Spanish origin?

- [illegible]

2020 Census Race Question

Mark ☒ one or more boxes **AND** print origins.

- [illegible]

- [illegible]

- [illegible]

- [illegible]

- [illegible]

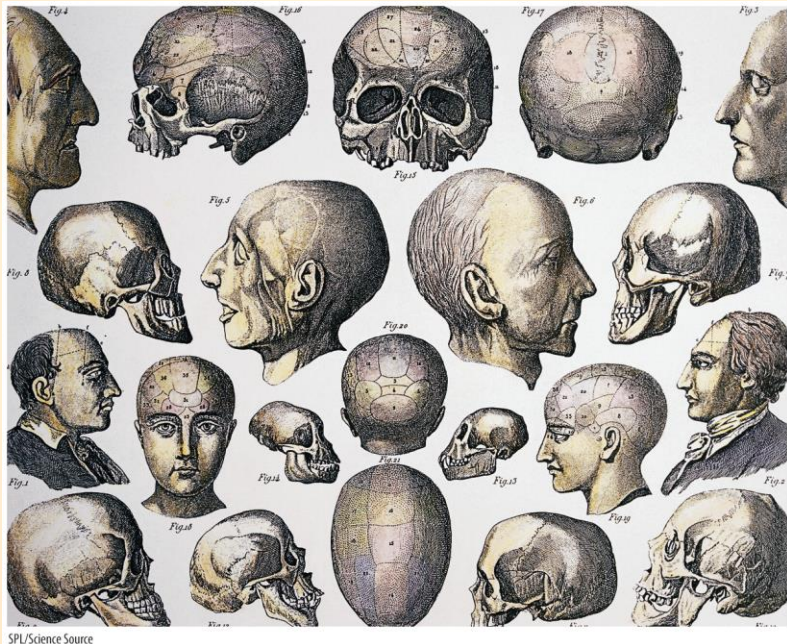
Warm up: “ *What is your race?*”

- In the next two slides, you will see questions regarding your racial identity. Please write down the answers.
- Have you ever been frustrated by questions that require you to select just one racial or ethnic group to describe yourself or family member?
- How should people define the entire household?

Outline

- Racial-ethnic groups
- African American families (black deaths matter)
- Interracial dating & marriage
- Multiracial children

Race? Or Ethnicity?

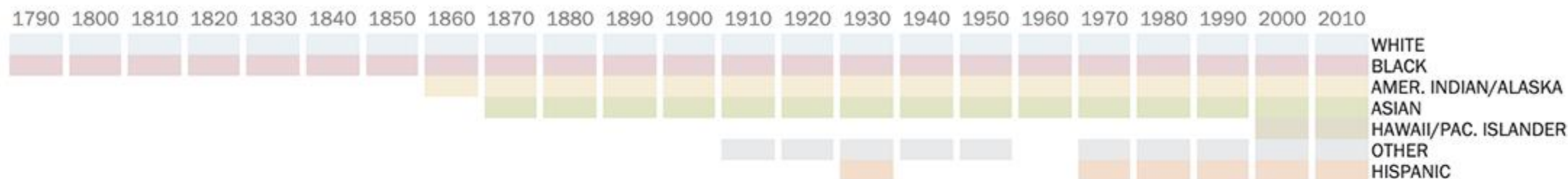


Racial-Ethnic

- Racial-ethnic groups are People who share a common identity and whose members think of themselves as distinct from others by virtue of:
- *Ancestry.*
- *Culture.*
- *Physical characteristics.*
- Shared identity is reinforced by the way members are treated by outsiders.

Constructing Racial-Ethnic Groups

- **Racial-ethnic groups** are social creations that reflect cultural norms, social inequality, and political power.
- Groups can be redefined, or new ones can be created as circumstances dictate.



1790

AMERICANS WERE RECORDED IN THESE RACE/ETHNICITY CATEGORIES ON THE CENSUS FORM.

Free white males, Free white females

All other free persons

Slaves

2020

LATEST CENSUS

White [+]

Black or African American [+]

American Indian or Alaska Native

Chinese

Japanese

Filipino

Korean

The Return for SOUTH CAROLINA having been made since the foregoing Schedule was originally printed, the whole Enumeration is here given complete, except for the N. Western Territory, of which no Return has yet been published.

DISTRICTS.	Free white Males of 16 years and up- wards, including heads of families.	Free white Males under 16 years of age.	Free white Fe- males, including heads of families.	All other free per- sons.	Slaves.	Total.
Vermont	22435	22328	40505	255	16	85539
N. Hampshire	36086	34851	70160	630	158	141885
Maine	24184	24748	46870	531	NONE	96540
Massachusetts	95453	87288	190582	5401	NONE	378787
Rhode Island	16019	15799	32052	3408	948	68835
Connecticut	60523	54403	117448	2808	2764	137946
New York	83700	78132	152320	4654	21324	340120
New Jersey	45251	41416	83887	2762	11423	184139
Pennsylvania	110788	106948	206363	6537	3737	434373
Delaware	11783	12143	22384	3899	8887	59094
Maryland	55915	51339	101395	8043	103036	119728
Virginia	110936	116135	215046	12866	292627	747610
Kentucky	15154	17057	28923	114	12430	73677
N. Carolina	69988	77566	140710	4975	100573	193751
S. Carolina	35576	37722	66880	1801	107094	194973
Georgia	31303	14044	55399	398	29264	82548
	807094	791856	1541263	59150	694286	3893635
Total number of inhabitants of the United States exclusive of S. Western and N. Territory.	Free white Males of 20 years and up- wards.	Free Males under 20 years of age.	Free white Females.	All other free persons.	Slaves.	Total.
S. W. Territory N. Dittie	6271	10277	15365	361	3417	35691

The nation's first census was a count of the U.S. population as of Aug. 2, 1790. U.S. marshals and their assistants were supposed to visit each U.S. household and record the name of the head of household and the number of free white males,

Constructing Racial-Ethnic Groups

- **Asian American:** Individual living in the United States who comes from or is descended from people who came from an Asian country.
- Includes people from _____ different countries.
- Differ in language, religion, alphabet, and physical features.
- No overall Asian category in 2020 Census.



Activity: Japanese alike Chinese?

- Languages
- Religion
- Food



Constructing Racial-Ethnic Groups

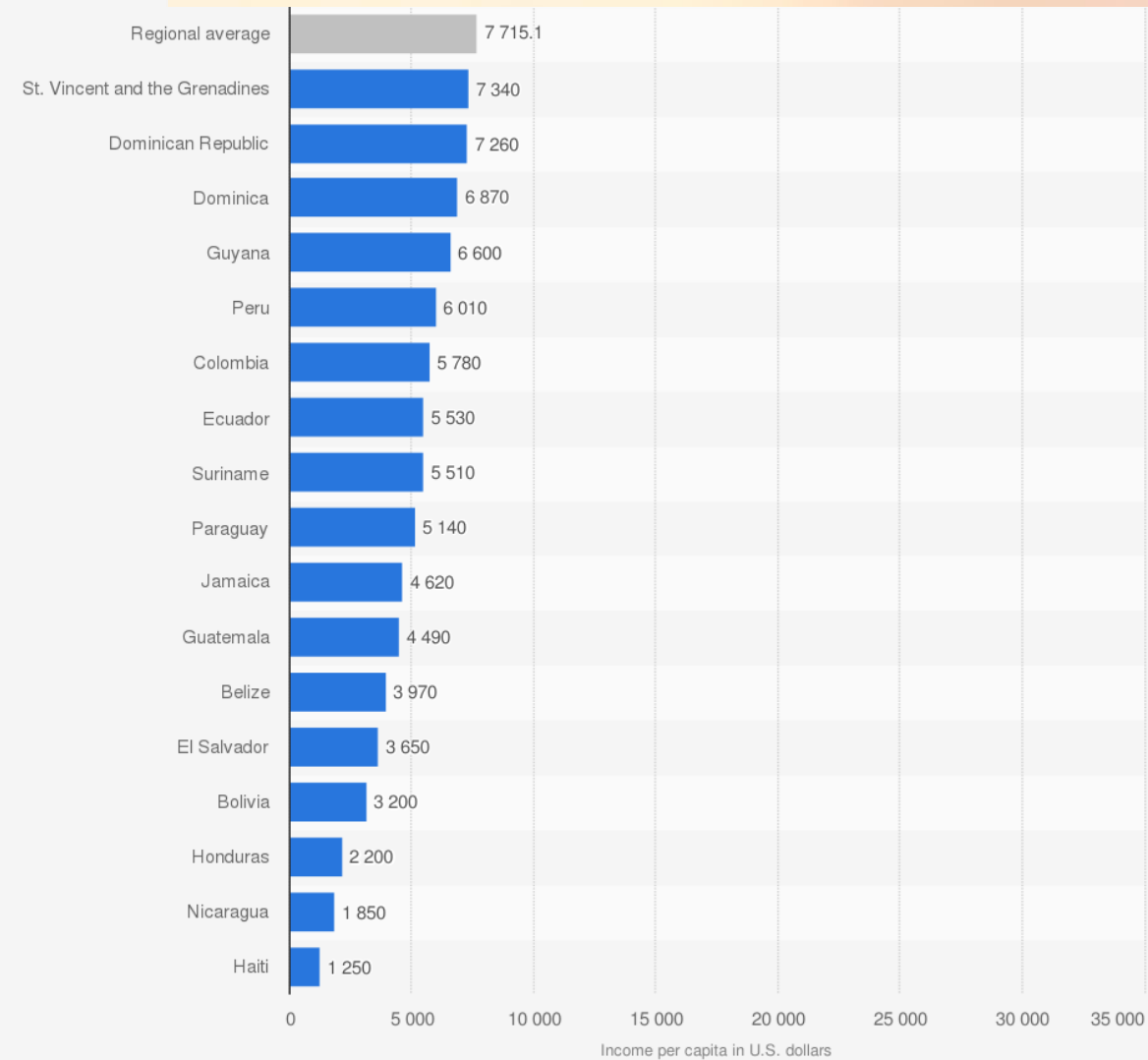
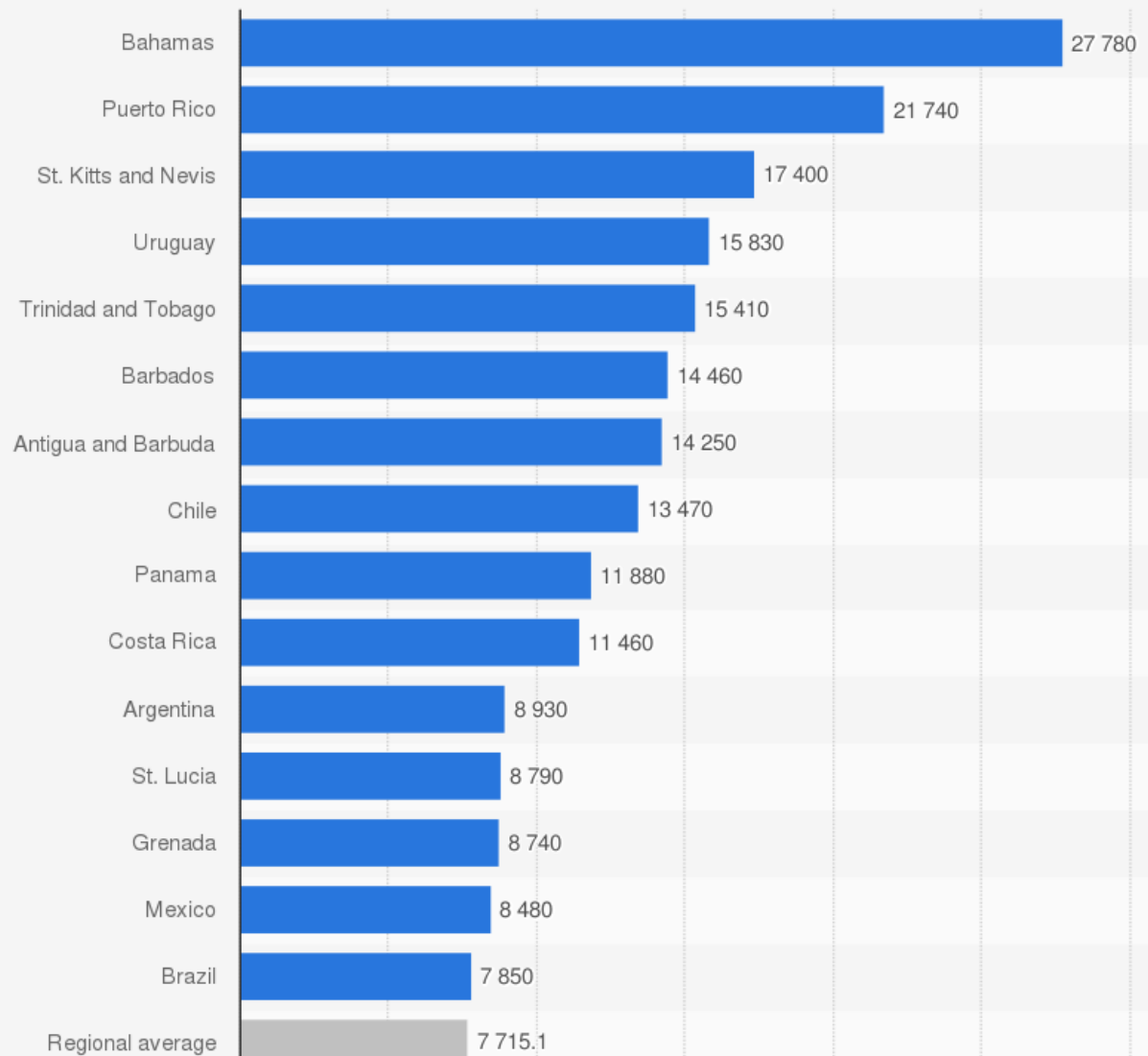
- **Hispanics:** People living in the United States who trace their ancestry to Latin America.
- Category was added to the census in the 1970s.
- Constituted 16.3% of the U.S. population in the 2010 census.



Discussion: “Umbrella” Category

- What are the problems of the use of “umbrella” racial-ethnic group designations such as “Hispanic” and “Asian”?

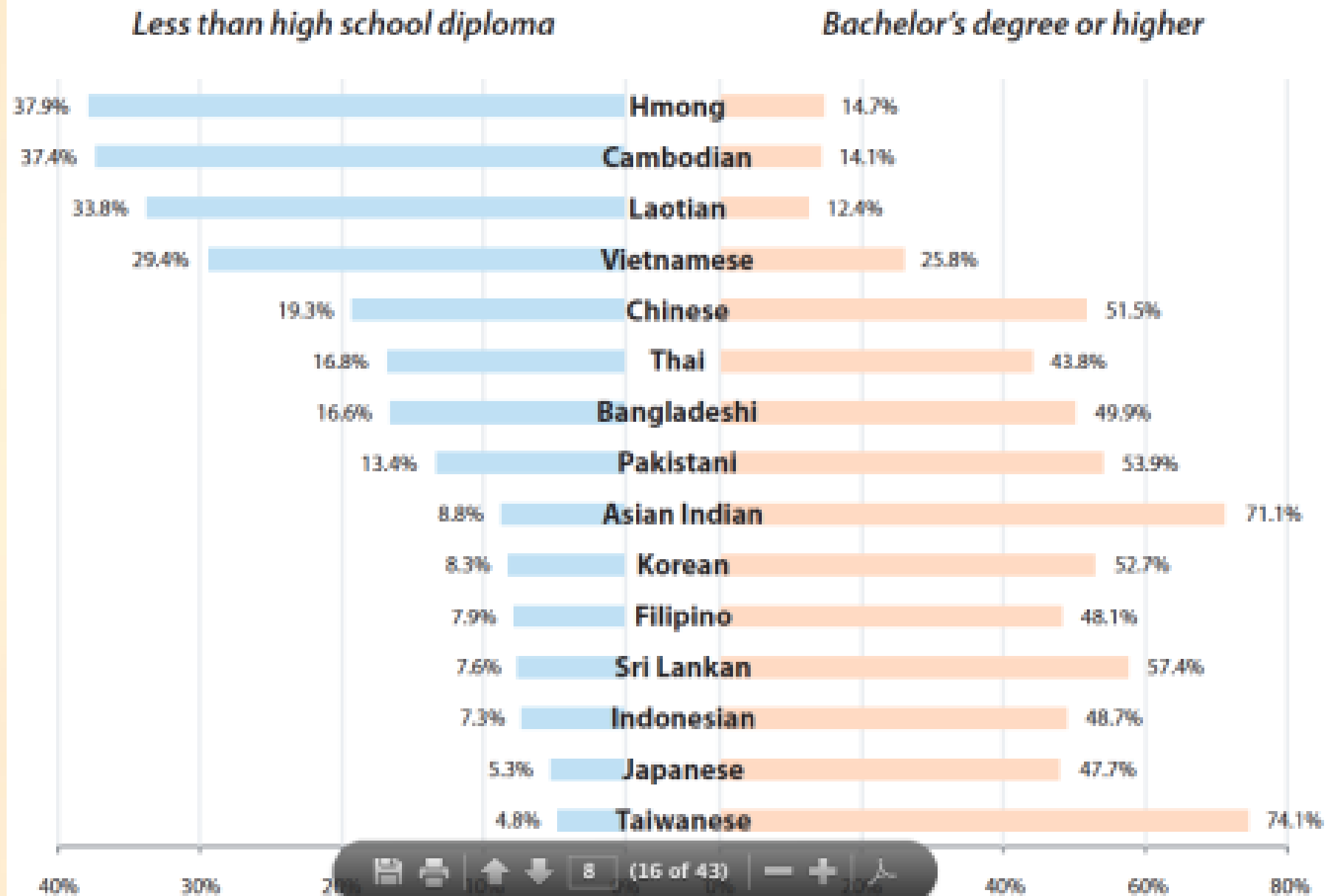
Gross national income per capita in Latin America and the Caribbean in 2020, by country (in U.S. dollars)



Source
World Bank
© Statista 2021

Additional Information:
2020; Based on current prices

Figure 2: Educational Attainment for Asian American Sub-Groups, 2008-2010



Constructing Racial-Ethnic Groups

- **United States is structured around five racial-ethnic groups.**
- African Americans.
- Hispanics.
- Asian and Pacific Islanders.
- Native Americans.
- Non-Hispanic whites.

“Whiteness” as Ethnicity?

- Do non-Hispanic whites have an ethnicity?
- *Whiteness is not an inherent characteristic of people.*
- *Most are descendants of European immigrants.*
- *Is ethnicity supposed to be exclusively used for minority groups?*

African American Families

- Economic ups and downs during last half of 20th century and the first two decades of the 21st century had a profound effect on these families.
- Significantly impacted less-educated blacks.
- Men and women were reluctant to marry.
- A sizeable group of prosperous African Americans has emerged since the 1960s. (the rising middle-class)

Marriage and Childbearing

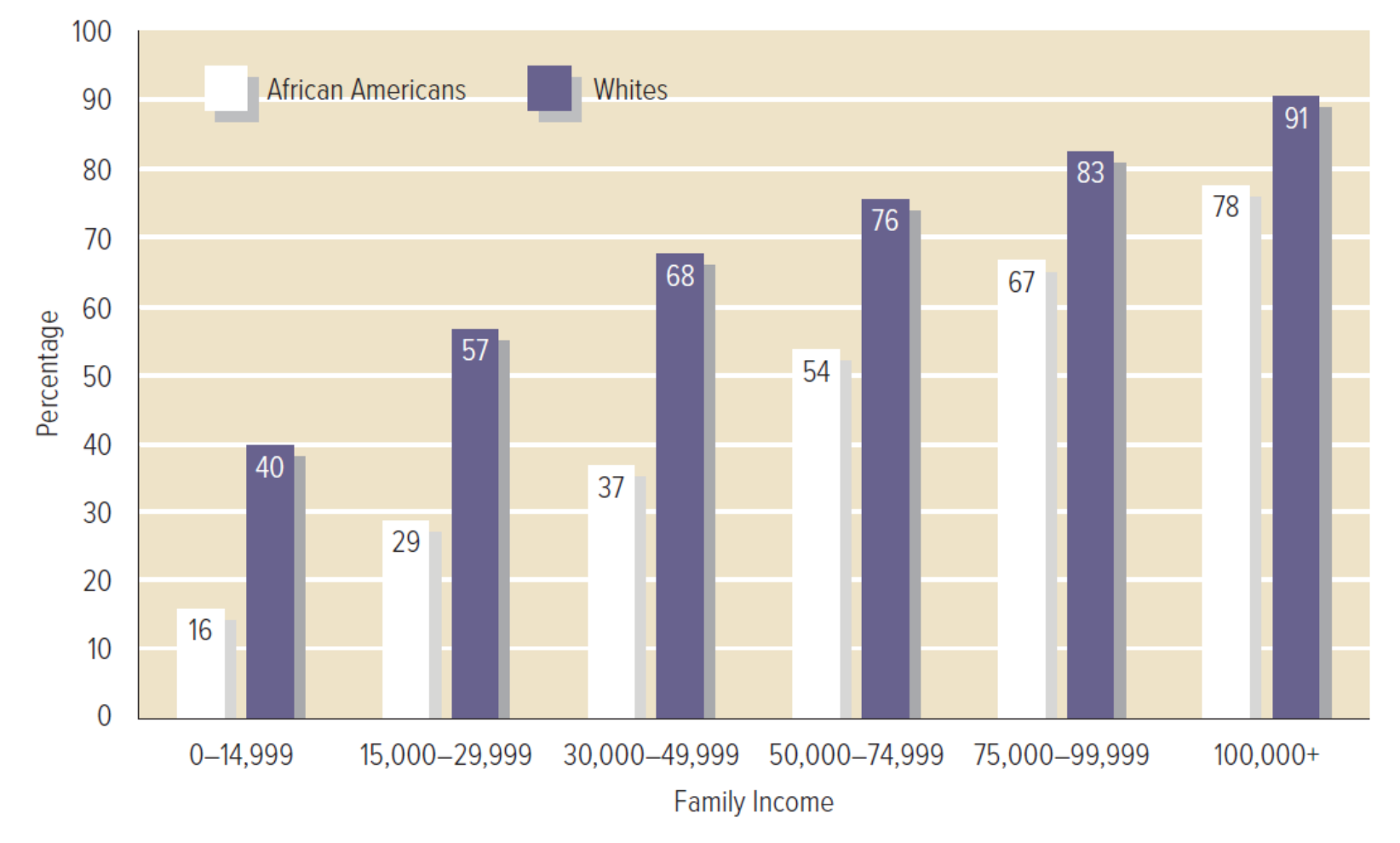
- Marriage.
- Marriage rates have declined after the 1950s.
 - Likelihood of ever marrying has dropped much more for African Americans than for whites.
- May play a lesser role in African American families than other families.
- Childbearing outside of marriage.
- 70 percent of African American children are born to unmarried mothers.
- Racial gap in nonmarital childbearing is narrowing.

Table 5.1: Indicators of the Decline of Marriage among African Americans and Whites

Indicators of the decline of marriage	African Americans	Whites
The % of young women who will ever marry has fallen more for African Americans than for whites ^a	88% in 1950s 51% in 2010s	95% in 1950s 84% in 2010s
The % of children born to unmarried mothers has risen for both African Americans and whites ^b	38% in 1970 70% in 2016	6% in 1970 29% in 2016
The % of family households with children headed by one parent has risen for both African Americans and whites ^c	36% in 1970 59% in 2017	10% in 1970 27% in 2017

- ^aRodgers & Thornton, 1985; Martin, Astone, & Peters (2014).
- ^bU.S. National Center for Health Statistics, 1995, 2018a.
- ^cU.S. Bureau of the Census, 2018a.

Figure 5.2: Percentage of Families That Were Headed by a Married Couple, by Family Income, for African Americans and Whites, 2016



Source: U.S. Bureau of the Census, 2017.

Read & Discuss (p406, 412, 413)

- What is the central argument of this article?
- How can you use the stress model to explain the relationship between race and health & wellbeing?
- Please use the following pathways to explain the how parent loss in early life may impact health at later life differently between black & white.
 - *Psychological pathway*
 - *Behavior pathway*
 - *Social pathway*



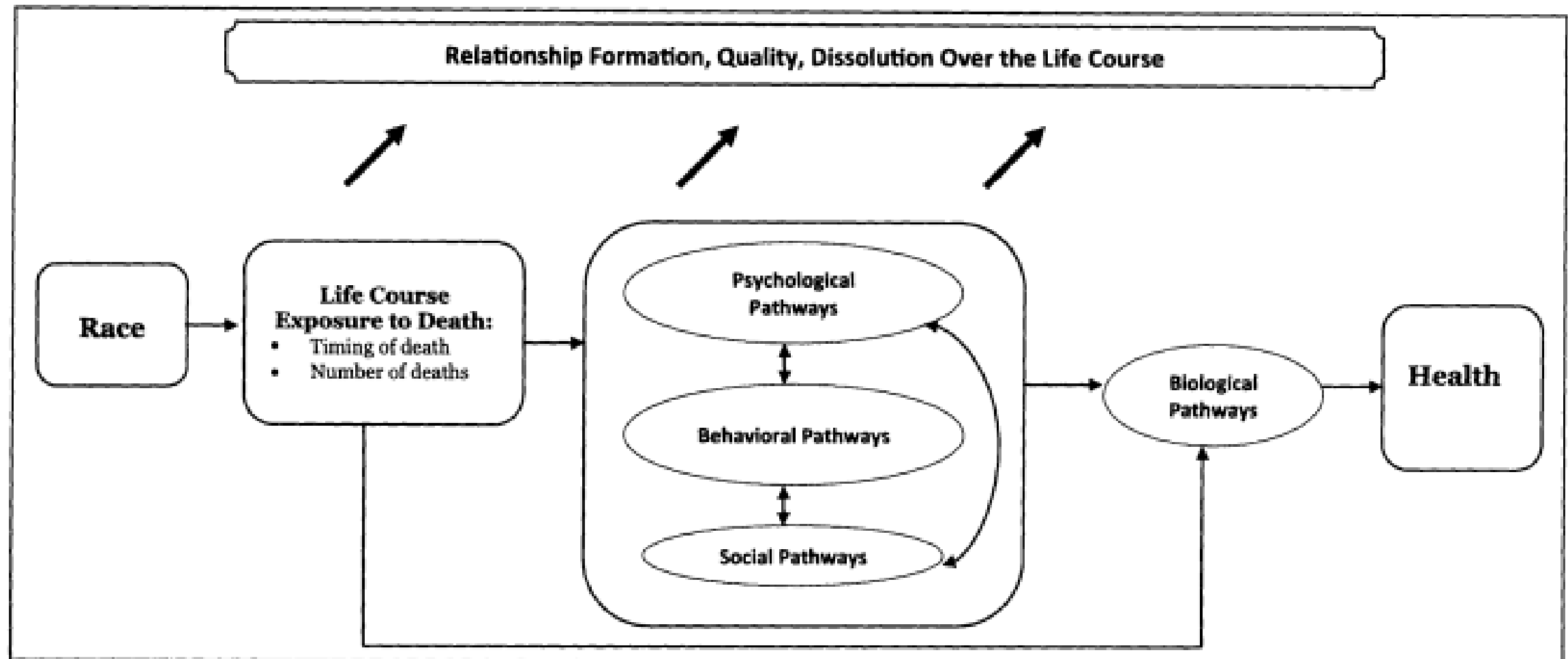


Figure 1. Conceptual Model of Life Course Exposure to Death and Cumulative Disadvantage in Relationships and Health.

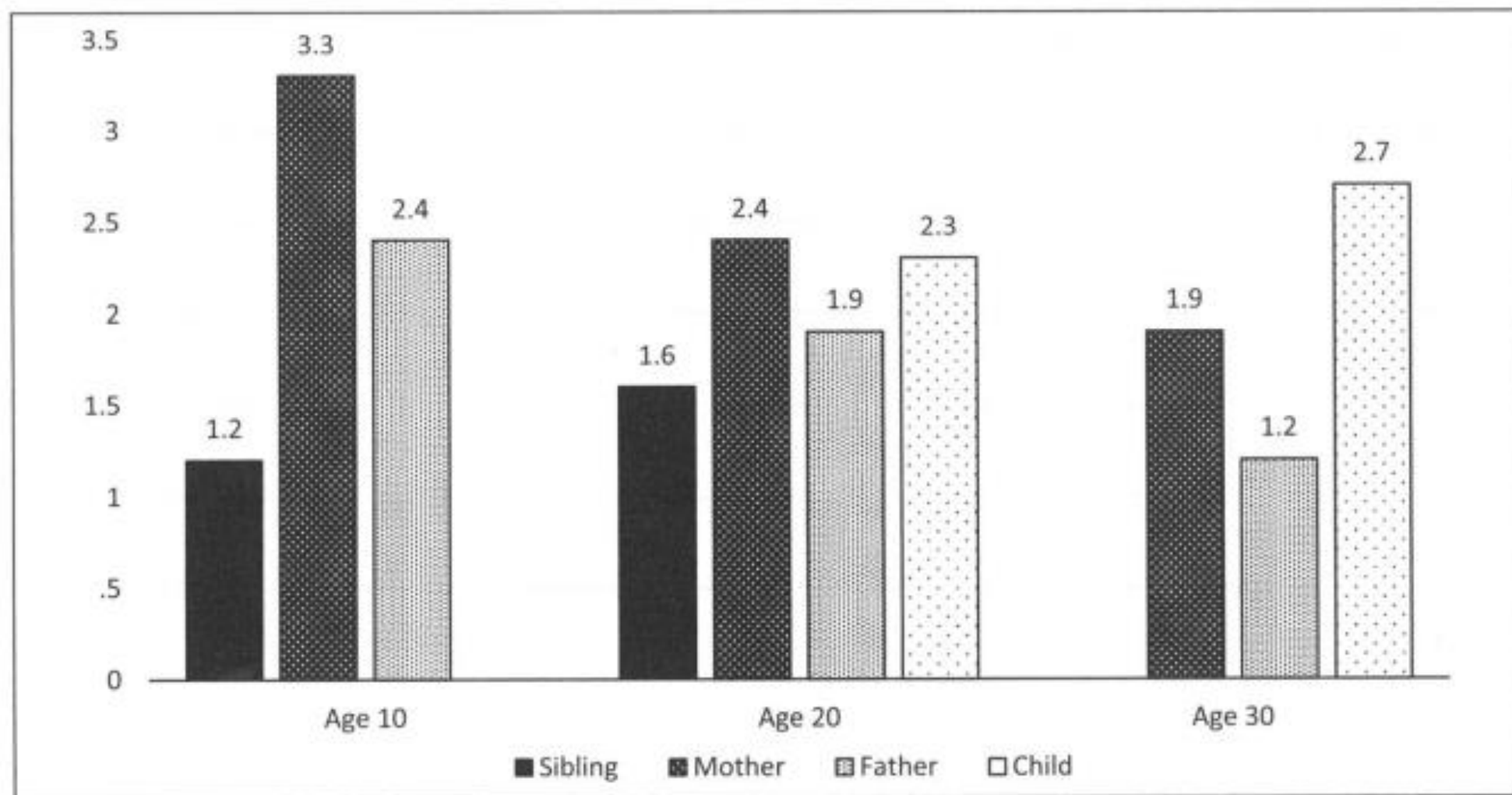


Figure 2. Relative Risk of Loss for Black Americans Compared to White Americans by Age 30 (National Longitudinal Study of Youth 1997).

Note: Death of sibling and death of child were assessed only at ages 50 and older in the Health and Retirement Study.

Code: exam1

Class Evaluation

- Thank you very much for your feedback!
- About quizzes...
- About PPT...
- About simulations...

Assignments	Points	Percent
Check-ins	10	10%
Exams (3)	30	30%
Discussions	20	20%
Reflection Journals (5)	25	25%
Book Review	15	15%
Total	100	100%

4. Reflection Journals (25%)

Almost everything we talk about in this course are common experiences we have in life. Thus, reflecting on how you relate what we learned in class to what you experience in life is essential. You will write 5 journals this semester. In every journal, you will reflect on the content we talked about in the past two weeks, including but not limited, the simulations, the reading discussions, and the lectures. You need to focus on 2-3 concepts / terms / theories / perspectives we talked about in class and relate them to your live experiences. How do you see our live experiences are explained by the concepts / terms / theories? Have you found anything new that you have never thought about before? Do you have disagreement with anything that we talked about in class? You should write about minimum 450 words for each journal, 12-point font and double spaced. Alternatively, you can do an audio / video submission for the same content. The audio /video recording needs to be at least 4 minutes long, and you will write down the 2-3 concepts in the comment box. You will submit your writing or recording to Moodle. Each journal worth 5 points (journal 1 worth 3 points plus 2 points for simulation prep) and you can earn a maximum of 25 points for this assessment. A detailed guideline of this assessment will be provided separately on Moodle.

Discussion



Multiracial Children & Transracial Adoption

- What are the challenges the multiracial children may have to face?
- Some say that transracial adoption is easing the racial tension in the US. Others believe the opposite. What do you think?