Course Description:
This course examines the historical social construction of race in the U.S., the development of racist practices by individuals and institutions and the consequences of those practices, especially the persistence of racial inequality. We will examine U.S. racial/ethnic groups, including whites, as well as the intersections of race with other inequalities such as class and gender.

Learning Outcomes:
By the end of the term you should be able to:

- Identify and explain various sociological concepts and theories pertaining to race/ethnicity and racial oppression
- Apply sociological concepts and theories of race to everyday life
- Examine the experiences of racial/ethnic groups from the perspective of a researcher as well as members of those groups
- Describe how race is socially constructed institutionally as well as symbolically
- Use a historical perspective to understand and explain the persistence of racial inequality; Analyze the consequences of racist historical practices on individuals of all racial/ethnic groups and society as a whole
- Explain specific forms of racial inequality (e.g., education, employment, crime, immigration) with sociological sophistication
- Distinguish between racism as an attitude and racism as a system of advantage based on race

Required Texts:


Assessments:

Reflection Papers
The purpose of these weekly papers is to provide an opportunity for you to engage with the material for deeper learning. You will write one reflection paper per week on the reading(s) of your choice. By mid-semester, you should be trying to synthesize readings and discuss the topic
Reflection papers should be at least one double spaced page, but not to exceed three pages. These reflections should demonstrate your understanding of the theories and/or findings described in the readings, a connection or relation to other course readings or units, your personal response to the issues raised, and critical thinking questions that can spur discussion. Note: You are still responsible for the other assigned readings you choose not to write about.

Exploring Race in Everyday Life (2 parts: observation and analysis)

The goal of this assignment is to see your everyday life through a racial lens, and to eventually connect these observations to sociological understandings of racism. That is, focus your attention on the variety of ways race is present in daily life and create an observation log; I will collect these logs for review twice during the semester. The more you learn about race this term, the more you will begin to see the sociological context and complexity of your observations. Use these observations to supplement class discussions, raise questions, or silently deepen your understanding of race in the U.S. At the end of the term, you will write an analytic report describing and explaining the observations made. I will provide strategies for making observations and conducting an analysis.

Exams

A midterm and a final exam will be a combination of multiple choice and essay and will emphasize application, analysis, and evaluation over recall and memorization (see the handout Bloom’s Taxonomy of Higher Order Thinking for study tips).

Peer Teaching Project

Five groups will be created and assigned one form of racial inequality outlined in Unit 5. First, your group will read and discuss the corresponding articles at least 2 weeks prior to the assigned reading day. Then identify the specific features of this form of racial inequality and describe the institutional, symbolic, and individual ways this is perpetuated. Using a historical perspective, describe how those racial/ethnic realities came to be. After this point, groups will meet with me to discuss how to facilitate a discussion on these topics. Combine knowledge gained from your discussions with what you have learned throughout the term to provide a sophisticated sociological discussion. One day for each topic in this unit will be a peer teaching day.

ALTERNATE Peer Teaching Project (to be used when emphasizing race/ethnicity specifically)

Six groups will be created and assigned one race/ethnicity to research. First, your group will read and discuss the corresponding chapter in American Ethnicity. Then identify the specific forms of racial inequality (or advantage) that affect this group. Using a historical perspective, describe how those racial/ethnic realities came to be. Combine knowledge gained from your discussions with facts and theories learned throughout the term to provide a sophisticated sociological discussion of what it means to Latino, Native American, White, (etc.) in the United States today. Perspective-taking of the group you are studying is highly encouraged, as is use of original examples and applications. Additionally, describe a current racial issue your ethnic
group faces. Together, collectively write a brief report. Then each group will teach the class about what it’s like to be a member of that racial/ethnic group, what unique or common problems they face, and what they do, if anything, to subvert or maintain the racial status quo.

**Grading:**

**Reflection Papers** 30%

**Race in Everyday Life** 25%
- Observation Log (10%)
- Analysis Paper (15%)

**Exams**
- Midterm 10%
- Final 15%

**Peer Teaching Project** 15%

**Attendance/Participation** 5%

**TOTAL** 100%

**COURSE READINGS AND FILMS**

Note: **RCL** = Gallagher's reader *Rethinking the Color Line*; **EFW** = Bush's *Everyday forms of Whiteness*; Supplemental readings available on reserve are noted as such.

1. **Historical Perspective: The U.S. as a Racialized Society (week 1)**

   **Supplemental Readings on Reserve**
   - Structural Racism: A Short History, Manning Marable (from *The Great Wells of Democracy: The Meaning of Race in American Life*)
   - “Gone with the Wind:” The Invisibility of Racism in American History Textbooks, James Loewen (from *Lies my Teacher Told Me: Everything your American History Textbook Got Wrong*)
   - Ethnicity and Ethnic Relations (*American Ethnicity ch. 1*)
   - The Here and Now, Bush (*EFW* Chapter 1)

2. **The Social Construction of Race: Why We Attach Meaning to Race (weeks 2-4)**

   - How Our Skins Got Their Color, Marvin Harris (*RCL*)
   - Drawing the Color Line, Howard Zinn (*RCL*)
   - Racial Formations, Michael Omi and Howard Winant (*RCL*)
   - Theoretical Perspectives in Race and Ethnic Relations, Joe R. Feagin and Clairece Booher Feagin (*RCL*)
   - Racialized Social System Approach to Racism, Eduardo Bonilla-Silva (*RCL*)
   - White, Black, and Places in Between, Bush (*EFW* Chapter 2)
   - **Film:** *Understanding Race*
   - **Film:** *Race: the Power an Illusion. Episode 1: The Difference Between Us*

***COLLECT OBSERVATION LOGS***
3. **How the Idea of Race Changes over Time and Place (weeks 5-6)**
   - American Identity, Democracy, the Flag, and the Foreign-Born Experience, Bush (*EFW* Chapter 3)
   - Making Sense, Nonsense, and No Sense of Race and Rules, Bush (*EFW* Chapter 4)
   - Placing Race in Context, Clara E. Rodriguez and Hector Cordero-Guzman (*RCL*)
   - A Tour of Indian People and Indian Lands, David E. Wilkins (*RCL*)
   - Asian American Panethnicity: Bridging Institutions and Identities, Yen Le Espiritu (*RCL*)

   **Supplemental Readings on Reserve**
   - Optional Ethnicities: For Whites Only?, Mary C. Waters

4. **Prejudice, Discrimination and Racism (weeks 7-8)**
   - Race Prejudice as a Sense of Group Position, Herbert Blumer (*RCL*)
   - Race and Civil Rights Pre-September 11, 2001: The Targeting of Arabs and Muslims, Susan M. Akram and Kevin R. Johnson (*RCL*)
   - The Possessive Investment in Whiteness: Racialized Social Democracy, George Lipsitz (*RCL*)
   - The Continuing Significance of Race: Anti-Black Discrimination in Public Places, Joe R. Feagin (*RCL*)
   - Poverty, Wealth, Discrimination, and Privilege, Bush (*EFW* Chapter 5)

   **Supplemental Readings on Reserve**
   - “Because they Tip for Shit!”: The Social Psychology of Everyday Racism in Restaurants, Sarah Rusche and Zach Brewster

   ***MIDTERM EXAM***

5. **Racial Inequalities: Origins and Manifestations**
   - Toward a New Vision: Institutional, Symbolic, and Individual Levels of Oppression, Patricia Hill Collins [*on reserve*]

   **How Race Shapes Where and How we Live (week 9)**
   - Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Areas, Douglas S. Massey (*RCL*)
   - Environmental Justice in the 21st Century: Race Still Matters, Robert D. Bullard (*RCL*)
   - Why Are There No Supermarkets in My Neighborhood?: The Long Search for Fresh Fruit, Produce and Healthy Food, Shannon N. Zenk (et.al) (*RCL*)

   **Film:** *Race: the Power an Illusion. Episode 3: The House We Live In*

   **How Race Shapes the Workplace (week 10)**
• Kristin v. Aisha; Brad v. Rasheed: What’s in a Name and How It Affects Getting a Job, Amy Braverman (RCL)
• When the Melting Pot Boils Over: The Irish, Jews, Blacks, and Koreans of New York, Roger Waldinger (RCL)
• “There’s No Shame in My Game”: Status and Stigma Among Harlem’s Working Poor, Katherine S. Newman and Catherine Ellis (RCL)
• Sweatshops in Sunset Park: A Variation of Late Twentieth-Century Chinese Garment Shops in New York City, Xiaolan Bao (RCL)
• Hispanics in the American South and the Transformation of the Poultry Industry, William Kandel and Emilio A. Parrado (RCL)

**Race and Education (week 11)**

• Savage Inequalities, Jonathan Kozol (RCL)

**Supplemental Readings on Reserve**

• DREAMers fighting to pass the DREAM Act (Immigration, education, and social mobility) (reading TBD)
• Dishonoring the Dead, Jonathan Kozol (trends in school resegregation)

***COLLECT OBSERVATION LOGS***

**Race and Criminal Justice (week 12)**

• No Equal Justice: The Color of Punishment, David Cole (RCL)
• Race and Criminalization: Black Americans and the Punishment Industry, Angela Y. Davis (RCL)
• ....and the Poor Get Prison, Jeffrey Reiman (RCL)
• The Mark of a Criminal Record, Devah Pager (RCL)

**Supplemental Readings on Reserve**

• Understanding, and Fighting the School-to-Prison Pipeline (reading TBD)
• Criminalizing undocumented immigrants (“Illegals”) (reading TBD)

**Race, Representations, and the Media (week 13)**

• **Film:** Race: the Power an Illusion. Episode 2: The Story We Tell

• Television and the Politics of Representation, Justin Lewis and Sut Jhally (RCL)

**Supplemental Readings on Reserve**

• We’re Honoring You, Dude: Myths, Mascots, and American Indians, Stephanie Fryberg and Alisha Watts
• Cinethetic racism: White redemption and black stereotypes in ‘Magical Negro’ films, Hughey
6. **Privilege and Intersectional Oppressions (week 14)**
   - Colorblind Privilege, Gallagher (*RCL*)

   **Supplemental Readings on Reserve**
   - White and Male Privilege, Peggy McIntosh
   - Puerto Rican Wannabes: Sexual Spectacle and the Marking of Race, Class, and Gender Boundaries, Amy Wilkins
   - Cracks in the Wall of Whiteness: Desperately Seeking Agency and Optimism, Bush (*EFW* Chapter 6)

   ***RACE IN EVERYDAY LIFE PAPERS DUE***

7. **The More Things Change the More they Stay the Same? (week 15)**

   **Visions of Racial Progress**

   **Supplemental Readings on Reserve**
   - Barack Obama as a contested symbol of racial equality (*Contexts*)
   - The Future of Ethnicity in America (*American Ethnicity* Ch. 10)

   **From the Whiteness Text**
   - Afterword and Epilogue, Bush (*Everyday Forms of Whiteness*)

   **Race-Based Social Movements and Course Wrap-Up (week 16)**

   *Movements to explore (readings TBD)*
   - Slave revolts
   - American Indian Movement (AIM)
   - Civil Rights Movement; Black Liberation Movement
   - KKK and Neo-Nazis
   - Local Racial Politics: Fighting for racial justice at home
   - **Film:** *Freedom Riders*

   ***FINAL EXAM***