

# RACE AND ETHNICITY

Sociology 267A—Fall 2011  
Monday, Tuesday, and Thursday 9-9:50am  
Maxey 206

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**Instructor:** Brooke Neely

Office: Maxey 325

Office Hours: Tuesdays and Thursdays 10-11am & by appointment

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## Course Description and Purpose

With this course, we will examine the ways race and ethnicity matter in society and the consequences of this for people's lives. To this end, we will address the following questions:

- How do race and ethnicity shape social life? What does it mean to study race and ethnicity from a sociological perspective?
- How do social inequalities get organized along racial lines? And how do race and ethnicity intersect with other social categories of difference (e.g. class, gender, sexuality, etc.)?
- How have racial inequalities developed over time? What are the social and historical processes that have shaped our understandings of race and ethnicity?

In our exploration of these questions, we will begin by reading a collection of key readings in racial and ethnic studies that lay out central concepts, theories, and historical contexts. We will then utilize these concepts as we read a collection of case studies. Throughout the course, you will work to expand your critical thinking and reflection skills, make meaningful connections between sociological ideas and everyday experience, and better understand how your personal experience of race interacts with larger social and historical forces. We will also discuss the ways people work to eradicate racial inequalities. This course will force us to confront some ugly and painful dimensions of social life and history. But by engaging directly with these issues, we can imagine what a just and equal social world should look like and how we might contribute to making it a reality.

## Required Readings

All books are available at the bookstore and on reserve in Penrose library. **Other assigned readings will be available on the CLEo site for Soc 267.**

- Espiritu, Yen Le. 2003. *Home Bound: Filipino American Lives across Cultures, Communities, and Countries*. Berkeley: University of California Press.
- Garrouette, Eva Marie. 2003. *Real Indians: Identity and the Survival of Native America*. Berkeley: University of California Press.
- Roberts, Dorothy. 1997. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage Books.
- Winant, Howard. 2001. *The World is a Ghetto: Race and Democracy Since World War II*. New York: Basic Books.

**You will be assigned one of the following two books—do not purchase until you have been assigned one of these books:**

- Massey, Douglas and Nancy Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press.
- Shapiro, Thomas. 2004. *The Hidden Costs of Being African American: How Wealth Perpetuates Inequality*. Oxford: Oxford University Press.

**CLEo Course Site** Important course information, including some assigned readings, will be posted here. To access the site, go to <https://cleo.whitman.edu/portal>, type in your Whitman email ID and password, and click on Soc 267A F11 tab in the upper right. Readings will be located under “Resources,” and assignments under “Assignments.”

### **Course Expectations and Organization**

Your active participation in this course is my primary expectation. You will learn much more and earn a higher grade if you remain actively involved. This includes coming to every class, completing the reading assignments and written work by their due dates, bringing your books/readings to class, engaging and participating during our class meetings, visiting my office hours when you have questions and/or concerns, investing yourself fully in the assignments, and keeping an open mind as we proceed through the course. Class meetings will consist of mini-lectures, discussions, small-group work, media presentations, and other activities. You are responsible for staying up-to-date on all course material. This syllabus is our contract and signifies your and my commitment to meeting these expectations.

**Office Hours** I welcome visitors! Please stop by for any reason, course-related or otherwise. One-on-one discussion of the material helps considerably and most likely will improve your grade. If you cannot make my scheduled office hours, please contact me to make an appointment at another time.

**Email** Please email me if you have any questions and/or concerns about course material or assignments. I may not always check email in the evenings or over the weekend. Also, I will send course updates occasionally via the course list serve, so please be sure to *check your campus email regularly*.

**Classroom Environment** I very much look forward to the discussions we will have in this class, and I encourage honest dialogue and comments from everyone. As we do so, however, I expect you all to be respectful of your classmates’ thoughts and feelings even if you disagree with one another. And please keep your comments succinct, insightful, and always intellectually connected to readings or previous discussions. Also, please turn off your cell phones and laptop computers in class.

**Course Feedback** I welcome comments and suggestions from you as we proceed with this class. While I cannot accommodate every request, I will take each into consideration. I will solicit feedback occasionally during the course, and if you have thoughts about how to improve or modify course organization, please be in touch with me.

**Students with Disabilities** If you are a student with a disability who will need accommodations in this course, please meet with Julia Dunn in the Academic Resource Center (Mem. 205, x5213, [dunnjl@whitman.edu](mailto:dunnjl@whitman.edu)) for assistance in developing a plan to meet your academic needs.

## Course Requirements

**In-Class Participation (15%)** Participation includes attending class, demonstrating you have completed the assigned readings, and engaging in class discussions, discussion groups, in-class writing, and other activities. I take attendance the first week of class and on an if needed basis afterward. Class discussions are an integral part of this course, so you cannot make up a missed class by simply copying notes from a classmate. Also, assignment updates and details will be discussed in class. If you must miss class, please talk to your classmates first and then see me for clarification and/or more details. Finally, please come to class on time, and be sure to turn off your cell phone and laptop computer.

**Discussion Leading (15%)** Groups of 4 students will be formed the first week of class. These groups will meet throughout the semester to discuss the readings for that day. You will lead the discussion group **two** times, and turn in a brief outline and reflection on the days you lead. More detailed prompt to follow.

### **Book Review and Small Group Presentation (10%)**

You will read one of two books under the section “Race and Socioeconomic Inequality” below. Within your discussion group of four, you will partner with someone who plans to read the same book. With this partner, you will meet, plan, discuss, and then teach your book to your group members who have read the other book. The other pair will teach you and your partner their book. This will occur over two class periods, on **Monday, September 26** and **Tuesday, September 27**. This in-class conversation will be relatively casual, but you are expected to read your assigned book thoroughly and come prepared to teach the book to the other members of your group during the assigned class periods (about 50 minutes per group). In addition to the in-class discussion, you will submit a 2-3 page book review and discussion outline on the day you present. More detailed prompt to follow. **\*\*Please note this will happen in the 5<sup>th</sup> week of class so you will want to plan accordingly in the next few weeks.\*\***

**Midterm (15%)** This exam will require you to utilize course concepts in short essay form. Rather than an exhaustive exam on the content of the first half of the course, the midterm will require you to make a clear argument and draw connections between relevant course ideas. More detailed expectations will be discussed in class. Date: **Tuesday, October 18**.

**Sociological Imagination Paper (15%)** You will write a 3-4 page paper for this course. This paper will give you a chance to utilize the principles of the sociological imagination and draw upon course content, by applying them to your own experience of race and ethnicity. More detailed prompt to follow. Paper Due: **Monday, October 31**.

**Partner Research Project (30%)** You will work with a partner on a research project this semester, which will culminate in a 15-page paper and 15-minute class presentation. The presentations will happen in the last two weeks of the semester. The final paper is due **Friday, December 9**. For this project, you will address a race/ethnicity-related issue of your team’s choosing. Your team will submit a 1-2 page research project proposal on **Monday, October 3**. In this proposal, you must lay out your research topic, your plans for conducting the research, and a list of possible sources. **\*\*You must** then set up a meeting with me as a pair to discuss your plans for the project, and I will provide feedback based on the proposal.\*\* More detailed prompt to follow.

Grades will be determined as follows:

93-100 = A	78-79.9 = C+
90-92.9 = A-	73-77.9 = C
88-89.9 = B+	70-72.9 = C-
83-87.9 = B	60-69.9 = D
80-82.9 = B-	59.9 and below = F

**Late Assignments** All written assignments are due in class on the date indicated on the syllabus. *I do not accept emailed papers.* Late work will not be accepted unless there are college-approved reasons for the delay. You must talk with me before the due date of an assignment to have a college-approved extension considered. For all other late work, 2% of the assignment grade will be taken off each day the paper is late, beginning just after the due date and time. Please contact me if you have problems turning in your assignments. I am more likely to understand if I have heard from you before the due date. Be sure to back-up all of your work electronically and retain copies of your graded assignments.

**Style and Organization** For your written assignments, I expect that in addition to conveying substantive ideas, you will write clearly and organize your paper effectively. This includes presenting and supporting a main argument, using an introduction and conclusion, smoothly integrating outside sources into your own ideas, constructing clear sentences and avoiding grammatical errors, and attaching a bibliography to your paper. Please contact me for assistance with your writing. You may also visit the Writing Center in Olin 223.

**Format** Please use 12-point font with 1-inch margins, double-spaced text, and page numbers. Be sure to cite sources using American Sociological Association style. If you are unsure of ASA style, please check out this website: [www.calstatela.edu/library/bi/rsalina/asa.styleguide.html](http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html).

**Academic Honesty** Be sure to follow Whitman's policies on academic honesty and plagiarism. If you have any questions about what constitutes plagiarism, or are unsure about how to properly cite sources, please see me. You may also check here: [www.whitman.edu/content/academic\\_resources/handbooks/student\\_handbook/plagiarism-policy](http://www.whitman.edu/content/academic_resources/handbooks/student_handbook/plagiarism-policy).

## Course Schedule

Readings must be completed by the day they are assigned. *\*\*I will do my best to abide by this schedule, but it is subject to change. I will announce changes in-class, and it is your responsibility to remain up-to-date on course assignments, requirements, and in-class announcements.\*\**

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### Week 1 Course Overview and Introduction to Race and Ethnicity

**Tuesday, August 30** Course introduction and syllabus

**Thursday, September 1**

Omi, Michael and Howard Winant. 2007. "Racial Formations." From *Rethinking the Colorline*, 3<sup>rd</sup> edition, edited by Charles A. Gallagher. New York: McGraw-Hill, p. 21-29.

Blank, Angela. 2007 "An Overview of Trends in Social and Economic Well-Being, by Race." From *Rethinking the Colorline*, 3<sup>rd</sup> edition, edited by Charles A. Gallagher. New York: McGraw-Hill, p. 56-68.

**Film:** *Race: The Power of An Illusion*

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## Week 2 Race and Everyday Life

### **Monday, September 5**

Blackwell, Angela Glover, Stewart Kwoh, and Manuel Pastor. 2010. *Uncommon Common Ground: Race and America's Future*. New York: W.W. Norton & Company, p. 21-38, 46-48, 55-80.

Lewis, Amanda. 2003. "Everyday Race-Making: Navigating Racial Boundaries in Schools." *American Behavioral Scientist* 47(3): 283-305.

### **Tuesday, September 6**

**Film:** *Race: The Power of An Illusion*

### **Thursday, September 8**

Apollon, Dom. 2011. "Don't Call Them 'Post-Racial': Millennials Say Race Matters." AND "What's Racism? That's Harder for Youth to Answer Than You Think." *Colorlines*.

Peggy McIntosh (1990) "White Privilege: Unpacking the Invisible Knapsack"

[http://livingroutes.org/unpacking\\_knapsack.pdf](http://livingroutes.org/unpacking_knapsack.pdf)

Robert Jensen. "White Privilege Shapes the U.S.":

<http://www.princeton.edu/~ccameron/KoreaIIE/IIE337/CaseClass22.Jensen.pdf>

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## Week 3 Theories and History of Race and Racism

### **Monday, September 12**

Feagin, Joe R. and Clairece Booher Feagin. 2007. "Theoretical Perspectives in Race and Ethnic Relations" From *Rethinking the Colorline*, 3<sup>rd</sup> edition, edited by Charles A. Gallagher. New York: McGraw-Hill, p. 29-45.

Omi, Michael and Howard Winant. 1994. "Racial Formation" and "Great Transformation." From *Racial Formation in the United States*, 2<sup>nd</sup> edition. New York: Routledge, p. 53-76, 95-112.

**Group discussion**

### **Tuesday, September 13**

**Film:** *Eyes on the Prize*

### **Thursday, September 15**

Lipsitz, George. 2006. "The Possessive Investment in Whiteness." From *The Possessive Investment in Whiteness*. Philadelphia: Temple University Press, p. 1-23.

Bonilla-Silva, Eduardo. 2010 "The Strange Enigma of Race in Contemporary America."

From *Racism Without Racists*, 3<sup>rd</sup> edition. Lanham: Rowman and Littlefield, p. 1-17.

Anderson, Margaret and Patricia Hill Collins. 2007. "Why Race, Class, and Gender Still

Matter.” From *Race, Class, and Gender: An Anthology*. Belmont, CA: Thomson Wadsworth Press, p. 1-16.

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#### Week 4 Theories and History of Race and Racism

##### **Monday, September 19**

*The World is a Ghetto* Introduction-Ch. 3 (p. 1-50)

**Group discussion**

##### **Tuesday, September 20**

*The World is a Ghetto* Ch. 4-5 (p. 51-129)

**Film:** *Race: The Power of An Illusion*

##### **Thursday, September 22**

*The World is a Ghetto* Ch. 6, 7, 11 (p. 133-176, 289-316)

**Group discussion**

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#### Week 5 Race and Socioeconomic Inequality

##### **Monday, September 26**

½ of class teach *The Hidden Costs of Being African American*

##### **Tuesday, September 27**

½ of class teach *American Apartheid: Segregation and the Making of the Underclass*

##### **Thursday, September 29**

Large discussion on both books

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#### Week 6 Race, Gender, and the Body

##### **Monday, October 3**

*Killing the Black Body* Introduction, Ch. 1-2 (p. 1-103)

**Group discussion**

**\*\*Research Project Summary Due\*\***

##### **Tuesday, October 4**

*Killing the Black Body* Ch. 3 (p. 104-149) and p. 229-245 of Ch. 5

Smith, Andrea. 2007. “Beyond Pro-Choice versus Pro-Life: Women of Color and Reproductive Justice.” From *Feminist Frontiers*, edited by Verta Taylor, Nancy Whittier, and Leila J. Rupp. Boston: McGraw Hill, p. 389-399.

**Film:** *Silent Choices*

##### **Thursday, October 6**

*Killing the Black Body* Ch. 6-7 (p. 246-312)

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Week 7

**Monday, October 10** NO CLASS—FALL BREAK

**Tuesday, October 11** NO CLASS—FALL BREAK

**Thursday, October 13** Midterm review and workshop time

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Week 8

**Monday, October 17** NO CLASS—study for midterm and/or meet with research partner

**Tuesday, October 18** MIDTERM

**Thursday, October 20** TBA

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Week 9 Race, Ethnicity, and Immigration

**Monday, October 24**

*Home Bound* Ch. 1-2 (p. 1-45)

**Group discussion**

**Tuesday, October 25**

*Home Bound* Ch. 3-4 (p. 46-97)

**Thursday, October 27**

*Home Bound* Ch. 7, 9 (p. 157-178, 205-222)

**Group discussion**

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Week 10 American Indian Identity and Politics

**Monday, October 31**

Guest speaker on immigration issues.

Reading TBA.

**\*\*Sociological Imagination Paper Due\*\***

**Tuesday, November 1**

*Real Indians* Introduction-Ch. 2 (p. 1-60)

**Group discussion**

**Thursday, November 3**

*Real Indians* Ch. 3-4 (p. 61-98)

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## Week 11 American Indian Identity and Politics

### **Monday, November 7**

*Real Indians* Ch. 5-6 (p. 99-139)

**Film:** *Reel Injun*

### **Tuesday, November 8**

*Real Indians* Conclusion (p. 140-152)

Finish and discuss *Reel Injun*

### **Thursday, November 10** Final project workshop

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## Week 12 Racial Justice Activism

### **Monday, November 14**

Kelley, Robin D.G. 2007. "How the New Working Class Can Transform Urban America." From *Race, Class, and Gender: An Anthology*, 6<sup>th</sup> ed., Edited by Margaret L. Andersen and Patricia Hill Collins. Belmont, CA: Thomson, p. 535-542.

Bullard, Robert D. and Glenn S. Johnson. 2000. "Environmental Justice: Grassroots Activism and Its Impact on Public Policy Decision Making." *Journal of Social Issues* 56(3):555-578.

Josephy Jr., Alvin M., Joane Nagel, and Troy Johnson. 1999. "Introduction: "You are On Indian Land." From *Red Power: The American Indians' Fight for Freedom*, 2<sup>nd</sup> ed. Lincoln, NE: University of Nebraska Press, p. 1-9.

Kivel, Paul. 2007. "What Does an Ally Do?" From *Race, Class, and Gender: An Anthology*, 6<sup>th</sup> ed., Edited by Margaret L. Andersen and Patricia Hill Collins. Belmont, CA: Thomson, p. 550-557.

Gallagher, Charles A. 2007. "Ten Simple Things You Can Do to Improve Race Relations." From *Rethinking the Colorline*, 3<sup>rd</sup> edition, edited by Charles A. Gallagher. New York: McGraw-Hill, p. 582-585.

**Group discussion**

### **Tuesday, November 15**

**Film:** *Brick by Brick: A Civil Rights Story*

### **Thursday, November 17** Discuss film and the week's readings

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**NO CLASS NOVEMBER 21-25: THANKSGIVING BREAK**

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Week 13

**Monday, November 28** Student Presentations

**Tuesday, November 29** Student Presentations

**Thursday, December 1** Student Presentations

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Week 14

**Monday, December 5** Student Presentations

**Tuesday, December 6** Student Presentations

**Thursday, December 8** Wrap up and evaluations

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**\*\*Final project due Friday, December 9 by 4pm at my office.\*\***