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Race and Ethnicity (SOC 3850)
Weber State University, Spring 2014

Mondays, Wednesdays, Fridays 9:30 – 10:20 am
SS 113

Course overview and objectives

Decades following the civil rights movement, race and racial inequality continue to be a central concern for sociologists. This course will consider the main understandings, issues, and debates regarding the sociological study of race and ethnicity. We will focus on the constant redefinition of race and ethnicity over history, how these concepts are changing through globalization and immigration, the experience of white privilege and “color blind racism,” as well as ethnic social movements that push for racial equality.

By the end of this course, you should have an understanding of main issues surrounding the sociological study of race and ethnicity, including: the historical construction of race, as well as how race is changing today; racial inequality, power, privilege, and the processes by which it continues; racial identity and how people of color, as well as whites, understand themselves and others; and how social movements have changed the face of race. You will also have refined skills in writing, critical thinking, and comparative analysis, greater skills in public speaking, as well as the ability to apply abstract ideas to “real world” examples.

Required readings

- Bonilla-Silva, Eduardo. 2009. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America, Fourth Edition*. Lanham, MD: Rowman & Littlefield. ISBN: 978-1-4422-2055-3
- Fredrickson, George M. 2002. *Racism: A Short History*. Princeton, NJ: Princeton University Press. ISBN: 978-0691116525
- Kasinitz, Phillip, John H. Mollenkopf, Mary C. Waters and Jennifer Holdaway. 2009. *Inheriting the City: The Children of Immigrants Come of Age*. New York, NY: Russell Sage Foundation. ISBN: 978-0871544780

Additional readings found online on the Canvas course website.

Course requirements and grade percentages
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<i>Reaction posts</i>	45%
<i>Reflection paper</i>	5%
<i>Weekly presentations</i>	10%
<i>Final assignment</i>	30%
<i>Final assignment presentation</i>	10%

Reaction posts – To help you keep up with and process the class material, I am asking you to post **weekly reactions to the material on the course discussion board**. These should be **at least 500 words** (this paragraph has 165 words), and they should include **at least four direct quotes** from the readings, with proper citations. They should include (1) what you see as the main point(s) of the readings, and (2) your reactions – what did you find important, interesting, confusing, controversial, etc.? These are due on **Mondays by 8 pm**. Not counting the first week, there are twelve weeks of readings, making twelve total opportunities to post. **You are required to post nine of these weeks**. Also, you **cannot** post on the week in which you are presenting material (see below). Late posts will be penalized 1 point per hour late (for example, from 5 to 4, etc.) with posts over five hours late receiving no credit. **(9 posts X 5% each = 45%)**

Reflection paper – To connect what you are learning with outside examples, I am asking you to attend a campus event and turn in a **two page reflection** of what you experienced. In your reflection paper, include **two direct quotes from two separate week’s readings** (properly cited with author and page number, of course). Choose from among the following, or suggest an event for me to approve: *Donzaleigh Abernathy (Wednesday, January 15, 2014 at 11:30 am in Union Ballroom B)*, *“Stop the Hate: Middle Eastern Myths and Realities” (Wednesday, January 22nd at noon)*, *Carl Wilkens (March 29th at 7 pm)*, or *Jacqueline Murekatet (March 31st at 12:30 pm in Elizabeth Hall 229)*. **(5%)**

Weekly presentations – In order to discuss and digest the material, I am asking you to present a week’s readings to the class. Your task for these presentations will be to **facilitate a discussion**, discussing and asking the class questions regarding the main points of the readings, confusing and/or controversial sections, and integrating the student reaction posts. Presentations will be graded on the quality of your preparation and performance. **(10%)**

Final assignment – In order to further master and explore the material, your final assignment will be a **typed, double-spaced, eight page research paper** where you will pick a topic, research it, as well as apply it to the course materials. I will distribute a prompt with complete instructions. It is **due Friday, March 21st in class**. Late papers will be marked down 4 points per day (for example, from 30 to 26, etc.). **(30%)**

Final assignment presentation – In order to share our knowledge and further hone your public speaking skills, I am asking you to present your research to the class. These will be approximately twenty minutes long, held during the final two weeks of class. You will sign up for a time slot. **(10%)**

Participation – I have designed this course to be extremely interactive. Thus, your regular participation is very important. A good record of participation – few absences and active contributions – will result in a “bump” in grade if you are close to a higher grade (for example, an 89/100 will receive a grade of A-). A poor participation record = no bump.

Disclaimers

- By definition, this course examines aspects of social life that are controversial. Be forewarned that we will be closely considering such subject matter. I ask that everyone be respectful of all viewpoints, especially those with which you disagree.
- My preferred method of contact is in person, then by email. Please do **NOT** contact me through the Canvas messaging system.
- If you miss an assignment, be in touch with me as soon as possible. I am much more sympathetic to those who contact me before missing the assignment.
- Cheating will not be tolerated. Plagiarism – the use of others’ words and/or ideas without clearly acknowledging their source – is also a form of cheating. I will take appropriate disciplinary action against offenders.
- If you are a student with a disability and require classroom accommodations, please meet with me to discuss arrangements (If you have not yet contacted Services for Students with Disabilities, please do so – Student Services Center, Room 181 or call (801) 626-6413).
- This syllabus, including all readings and assignments, is subject to change given the flow of the course and unforeseen circumstances. I may deliver such updates by email, so please regularly check your Weber email address or be sure that it forwards to your regular address.

Reading and lecture schedule

Part I: The historical context

WEEK ONE: Introduction
(January 6 - 10)

- “Racial Formations.” Michael Omi and Howard Winant (pp. 13-22 ONLINE)

WEEK TWO: The history of race, part one
(January 13 - 17)

- “Religion and the Invention of Racism.” George Fredrickson (1, pp. 17-47)

WEEK THREE: The history of race, part two
(January 22, 24)

No class – Monday, January 20th.

- “Climax and Retreat: Racism in the Twentieth Century.” George Fredrickson (3, pp. 99-138)

Part II: The present context – Immigration and stratification

WEEK FOUR: Immigration and identity
(January 27 - 31)

- “Introduction: Inheriting the City” *Inheriting the City* (pp. 1-24)
- “Ethnic Identities” *Inheriting the City* (pp. 66-93)

WEEK FIVE: Inclusion and exclusion
(February 3 - 7)

- “Culture Matters.” *Inheriting the City* (pp. 241-273)
- “Race, Prejudice, and Discrimination.” *Inheriting the City* (pp. **309-330**: section “Experiencing Discrimination and Prejudice”)

WEEK SIX: Social reproduction
(February 10 - 14)

- “The School System as Sorting Mechanism.” *Inheriting the City* (pp. 133-172)

WEEK SEVEN: Housing
(February 19, 21)

No class – Monday, February 17th.

- “Housing.” Desmond and Emirbayer (pp. 202-248 ONLINE)

Part III: Identity – Whiteness, power and privilege

WEEK EIGHT: Color-blind racism
(February 24 - 28)

- “The Strange Enigma of Race in Contemporary America.” Eduardo Bonilla-Silva (pp. 1-24)
- “The Central Frames of Color-Blind Racism.” Eduardo Bonilla-Silva (pp. 73-99)

WEEK NINE: White racial talk
(March 3 - 7)

- “The Style of Colorblindness: How to Talk Nasty about Minorities without Sounding Racist.” Eduardo Bonilla-Silva (pp. 101-121)
- “‘I Didn’t Get That Job Because of a Black Man’: Color-Blind Racism’s Racial Stories.” Eduardo Bonilla-Silva (pp. 123-149)

WEEK TEN: Spring Break
(March 10 - 14)

[No class]

WEEK ELEVEN: Separation and segregation
(*March 17 - 21*)

- “Peeking inside the (White) House of Color Blindness: The Significance of Whites’ Segregation.” Eduardo Bonilla-Silva (pp. 151-177)

Final assignment due on Friday, March 21st in class.

WEEK TWELVE: Internalized racism
(*March 24 - 28*)

- “Social and Legal Repercussions of Latinos’ Colonized Mentality.” Laura Padilla (pp. 769-785 ONLINE)
- “Study Sees an Obama Effect as Lifting Black Test-Takers” Sam Dillon (ONLINE)
- “Middle School: Act Three. Mimis in the Middle” This American Life. (ONLINE)
I recommend listening to the audio here:
<http://www.thisamericanlife.org/radio-archives/episode/449/transcript>

Part IV: Ethnic social movements

WEEK THIRTEEN: The Black Panthers
(*March 31 - April 4*)

- “Black Panther Party Program: Rules of the Black Panther Party.” The Black Panthers (pp. 1-6 ONLINE)
- “Community Activities.” The Black Panthers (pp. 167-181 ONLINE)

WEEK FOURTEEN: The Zapatistas
(*April 7 - 11*)

- “Pedagogical Guerrillas, Armed Democrats, and Revolutionary Counterpublics: Examining Paradox in the Zapatista Unprising in Chiapas Mexico.” Josée Johnston (pp. 463-505 ONLINE)
- “The First Declaration from the Lacandon Jungle.” Subcomandante Insurgente Marcos (pp. 643-645 ONLINE)
- “Zapatistas: The war with no breath?” by Chris Arsenault (ONLINE)

Part V: Presentations

WEEK FIFTEEN: Final paper presentations
(*April 14 – 18, and possibly April 21*)

“Es necesario hacer un mundo nuevo. Un mundo donde quepan muchos mundos, donde quepan todos los mundos.”

(“It is necessary to make a new world. A world that contains many worlds, that contains all worlds.”)

– Subcomandante Insurgente Marcos

“I want there to be a place in the world where people can engage in one another’s differences in a way that is redemptive, full of hope and possibility. Not this ‘In order to love you, I must make you something else’. That’s what domination is all about, that in order to be close to you, I must possess you, remake and recast you.”

– bell hooks