SOAN 272: Race and Ethnicity in the United States

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Office Hours: Mon: 2:30 - 3:30 pm
Tues: 3:00 - 4:00 pm
Wed: 2:15 - 3:00 pm
Fri: 2:30 - 3:30 pm
For all office hours, sign up on the sheet on my door
And by appointment, if necessary

Course Description

With the election (and re-election) of President Obama, many pundits declared we are now in a post-racial society. However, as social scientists, we know race continues to be a 'master status' that shapes our lives. This course provides an overview of the study of race and ethnicity through a sociological framework. Primarily, we analyze race through the lens of inequality, analyzing how race intersects with gender and class to shape identity and opportunity. We will also explore how racial groups are represented in the media. In addition, we will examine the fluidity of racial categories and boundaries, concluding with a discussion of interracial unions and the multiracial population in the United States.

Course Goals

- To provide students with a broad overview and a vocabulary to talk about race and ethnicity in the United States
- To help students contextualize their own experiences and the experiences of others
- To develop students' critical thinking skills
- To hone students analytic reading and writing skills
- To encourage thoughtful conversations about difficult questions

Course Expectations

In an age of color blindness, sometimes talking about race is not easy. Paraphrasing one of the great founding figures in sociology, WEB DuBois, "The problem of the century is the problem of the color line." These words were uttered over a century ago. However, they may be just as true today as they were in DuBois's day.

This course is designed to get you to think, to write, and to talk with each other. In order to fully participate in this class, it is vital for you to help create a collegial atmosphere based on a foundation of respect, intellectual curiosity, and a willingness to speak up. The more you are willing to critically engage with the materials and each other, the better class will be.

Required Course Materials

The following texts are available at the Carleton Bookstore:
The Diversity Paradox, by Jennifer Lee and Frank Bean
Speaking of Race and Class, by Elizabeth Aries, with Richard Berman
Additional readings are available on Moodle

Please print out your readings and bring them to class!

Student Learning Outcomes:
The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, our focus is on the following three:

- ✓ Learning how to connect information about historical and contemporary socio-cultural phenomena;
- ✓ Applying sociological theory to analyze socio-cultural phenomena;
- ✓ Drawing upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

Grades
Grades will be assigned according to the following distribution:

A	100-94	B+	<90-88	C+	<80-78	D+	<70-68
		B	<88-84	C	<78-74	D	<68-60
A-	<94-90	B-	<84-80	C-	<74-70	F	<60

Policy on late work: The ten week term is short and falling behind is a recipe for disaster. Get your assignments done on time. In general, I do not accept late work and I do not give makeup exams.

Academic Integrity
In line with Carleton's policy on academic integrity, it is assumed that the student is the author of all coursework. Please refer to Carleton's full policy for additional information or see me if you have questions. http://apps.carleton.edu/campus/doc/integrity/

Disability Services for Students
Carleton College is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact the Coordinator of Disability Services, Andy Christensen, at 222-4464 or anchrist@carleton.edu, to begin the process.

Attendance/Class participation/Respectful use of electronic devices
Just showing up to class is not sufficient. You are encouraged to speak up, raise questions and take risks. *There is no such thing as a stupid question*!

Students who are consistently tardy or miss three or more classes will forfeit their participation grade. I am a reasonable person so should you have an extenuating circumstance and the documentation to verify it (i.e. a note from a doctor, class dean, etc.), we can work something out.

It should go without saying but in addition to being present, students should refrain from inappropriately using electronic devices during class time.

The "default" participation grade is 5 out of 10, so students who actively and productively contribute to class will substantially increase their grades. Egregious absenteeism and tardiness will significantly affect your grade beyond participation points.

Summary of Due Dates

Assignment	Percent of Grade	Due Date		
Aries Reflection paper	8%	January 12th		
Reflection Journal	3@3% each	Jan. 21st	Feb. 4th	Feb. 20th
Student Census Reports	3%	January 26th		
In Class Lateterm	25	February 16		
Response Paper	8%	February 25th		
Interview	12%	March 4th		
Final Paper	25%	March 13th by 5pm		
Attendance and Participation	10%	Ongoing		

<u>Part 1: Starting with Us: Race and Class at an Elite College</u>

Monday Jan. 4. Class 1: A Post-racial society?

- Introduction to the course
- What is a master status?

Wednesday Jan. 7. Class 2: Setting the stage

- Read: Race and Class Matters at an Elite College by Elizabeth Aries (chapters 1-4)

Friday Jan. 9. Class 3: More on Aries

- Aries chapters 5-6
- Racial Microaggressions in Everyday Life

<u>Part 2: Building A Vocabulary</u>

Monday Jan. 12. Class 4: Racial Formations

- Racial Formation in the United States
- Doing Race: An Introduction
- Bridging Immigration Research and Racial Formation Theory to Examine Contemporary Immigrant Identities

1,000 word response paper about your experiences with race at Carleton, using Aries (due 1/12) at the START of class. Papers received after 12:50 will be considered late.

Wednesday Jan. 14. Ethnicity

- "Constructing Racial and Ethnic Identity" by Nagel
- Optional Ethnicities – For Whites Only? by Waters

Note: Convo for Friday January 16 is Dawn Porter, an attorney and filmmaker who exposes the deficiencies of the criminal justice system

Friday Jan. 16. Class 5: Constructions of Racial Categories

- The social construction of race in two immigrant eras
- TDP: Chapter 3: What is this person's race? The Census and the Construction of Racial Categories
- Latino Racial Reporting in the US: To Be or Not to Be

Part 3: The Color Line

Monday Jan 19. Class 6. The Color Line

- TDP: Chapter 1 and 2
- Confronting Perceptions of Whiteness
- Read short interview with Beverly Tatum
- http://www.pbs.org/race/000_About/002_04-background-03-04.htm

Tuesday January 20th: #Black Lives Matter: Conversations for Change
5pm Skinner Memorial Chapel: This is an optional event but I hope you will go and write about it for your reflection paper due the next day

Wednesday Jan. 21. Class 7: Legacy of Martin Luther King Jr.

Note: Professor is out that day. We will watch a movie in class on Dr. King's legacy and future direction. Make sure to upload your first reflection via moodle by the end of the day

Friday Jan. 23. Class 8. Colorism

- Race, Gender and the Politics of Skin Tone by Hunter
- The Persistent Problem of Colorism: Skin Tone, Status, and Inequality
- Unpacking the white privilege knapsack

Part 4: Measuring Race:

Monday Jan. 26. Class 9: Race: who's counted and who's counting?

- Read various Census reports about demographics of racial and ethnic groups in the US
- Student group presentations of Census Reports

Wednesday Jan. 28. Class 10: Race and Genetics

- Creating a New Racial Order: Genomics
- Which Difference Difference Makes: Race, DNA, and Health
- Multiracial Americans: Racial Identity Choices and Implications for the Collection of Race Data

Part 5: Racial Intersections

Friday Jan. 30. Class 11: Racial stereotypes and privilege

- From Jim Crow to Laissez-Faire Racism: The Transformation of Racial Attitudes by Bobo and Smith
- (Note: we won't discuss it in class Friday, but start reading for Monday, since it is a heavy reading load that day)

Monday Feb 2. Class 12: Race and Class

- Excerpt from Blue Chip Black by Lacy
- Excerpt from Compelled to Excel by Louie

Wednesday Feb. 4. Class 13: New Directions in Racial Dialogue

- Aries chapters 8-9
- The Educational Benefits of Inter- and Intraracial Curricular Dialogues

Reflection Part 2 due at the start of class

Part 6: Immigration Revisited

Friday Feb. 6. Class 14: Theories of Assimilation

- The New Second Generation: Segmented Assimilation and Its Variants
- Models of American Ethnic Relations: Hierarchy, Assimilation and Pluralism

Monday Feb. 9. No Class. Midterm Break.

Wednesday Feb. 11. Class 15: Contemporary Immigration Narratives

- Excerpts from The Latino Threat by Chavez
- Julia Dowling's book excerpts or another reading

Friday Feb. 13. Class 16: Immigration Narratives continued

- Excerpt on "the Model Minority" from Yellow by Frank Wu
- Are Asian Americans becoming White?

Monday February 16: Class 17: In Class Lateterm Exam

- **Exam in Class**

Part 7: Theoretical Perspectives on Racial Inequality

Wednesday Feb. 18. Class 17: Explanations of Inequality

Structural vs. Cultural

- The Culture of Poverty by Oscar Lewis
- More than Just Race by WJ Wilson

Friday Feb. 20. Class 18: How do we explain racial inequality in a post-racial world?

- Excerpts from Bonilla-Silva Racism without racists

Reflection Part 3 due at the start of class

Part 8: Racialized and Racializing Institutions

Monday Feb. 23. Class 19: Housing and Segregation

- Closing the Wealth Gap: A Review of Racial and Ethnic Inequalities in Homeownership
- Racial Residential Segregation in Urban America
- Fences and Neighbors: Segregation in 21st Century America

Wednesday Feb. 25. Class 20: Labor Market

- Are Emily and Greg More Employable?
- Walking the Talk? What employers say vs. What they do? By Pager

Response Paper 1 Due on Wed February 25th using a combination of readings from Feb 23 and Feb 25

Friday Feb. 27. Class 21: Library Day

- Meet in the library to discuss research paper
- Everyone should come in with a topic

Monday Mar. 2. Class 22: Race and Criminalization

- The New Jim Crow
- Additional Readings TBD

Part 9: Multiracial America

Wednesday Mar. 4. Class 23: Assimilation

- TDP: Chapter 5. The cultural Boundaries of Ethnoracial Status and Intermarriage
- Unaccustomed Earth by Jhumpa Lahiri

Interview Due Wed March 4 at the START of class. Papers after 12:50pm will be considered late

Friday Mar. 6. Class 24: Multiracial Families

- TDP: Chapter 6. What about the children?
- TDP: Chapter 7: Who is multiracial? The Cultural Reproduction of the One Drop Rule
- Another reading TBD

Monday Mar. 9. Class 25: Deportations under Obama

- Video in class

OPTIONAL STUDY BREAK Tuesday March 10th at my house. Pizza, Salad, and Dessert. 5:30pm. Details to follow.

Wednesday Mar. 11. Class 26: Last day of classes. Wrap up and evaluations

Final Papers due in my mailbox by Friday March 13, 5:00pm