

THE SOCIOLOGY OF RACE AND ETHNIC RELATIONS/ SOCIOLOGY 800
FALL SEMESTER 2014
WEDNESDAYS – 2:15 TO 5:00
303 MAXWELL HALL

PROFESSOR DAWN M. DOW, DEPARTMENT OF SOCIOLOGY
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OFFICE HOURS: TUESDAYS 11-1:00PM, AND BY APPT.

COURSE DESCRIPTION AND OBJECTIVES

We must dissent from the apathy. We must dissent from the fear, the hatred and the mistrust...we must dissent because America can do better, because America has no choice but to do better... We will only attain freedom if we learn to appreciate what is different and muster the courage to discover what is fundamentally the same. America's diversity offers so much richness and opportunity. Take a chance, won't you? Knock down the fences that divide. Tear apart the walls that imprison.

Thurgood Marshall

According to census projections, by the year 2050 so-called “minority groups” will comprise the majority of the United States’ population. As we move further into the twenty-first century, Dubious’ declaration that, “The problem of the twentieth century is the problem of the color-line—the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea,” continues to resonate and reverberate in our sociological imaginations.

This course is designed to be a primer for graduate students who may be interested in pursuing comprehensive exams focusing centrally on the sociology of race and ethnicity or where issues related to race and ethnicity are a major component. The goal of this course is to introduce students to major frameworks and theories that have influenced how sociologists have come to approach the study of race and ethnicity. Although we will explore race in the international context in the last couple of classes, this course primarily focuses on the United States. Students will be exposed to a combination of classical scholars including W.E.B. Dubois, Oliver Cox and Milton Gordon and contemporary scholars, including Michelle Alexander, Michael Omi and Howard Winant, and Michelle Lamont. The course begins by examining the emergence of the concept of race and then moves on to examining how major theoretical frameworks conceive of racial and ethnic inequality and bias. We will discuss and critique each of these frameworks at length, detailing their contributions and their limitations. We will also situate these frameworks in the social, historical, political, and economic context in which they emerged. Finally, students will also be introduced to new frameworks used to examine contemporary issues related to the study of race and ethnicity.

REQUIRED BOOKS AND TEXTS

Below is a list of books you must purchase for this class. Students are **REQUIRED** to bring these materials to class on the assigned dates. Some of the course materials will be posted to blackboard. These materials will be noted on the syllabus in this manner: *****BB*****. These articles **MUST** be printed out and brought to class on the dates they will be discussed.

BOOKS:

ALEXANDER, MICHELLE. 2010. *THE NEW JIM CROW: MASS INCARCERATION IN THE AGE OF COLORBLINDNESS*. NEW YORK, NY: NEW PRESS.

COX, OLIVER CROMWELL. 2000 [1948]. *RACE: A STUDY IN SOCIAL DYNAMICS*. NEW YORK: MONTHLY REVIEW PRESS. **PLEASE NOTE: THIS BOOK IS CURRENTLY OUT OF PRINT BUT CAN BE PURCHASED USED FROM AMAZON.COM, ABEBOOKS.COM, BARNESANDNOBLE.COM**

DUBOIS, W.E.B. 1996[1899]. *THE PHILADELPHIA NEGRO: A SOCIAL STUDY*. PHILADELPHIA: UNIVERSITY OF PENNSYLVANIA PRESS.

GOSSETT, THOMAS. 1963. *RACE: THE HISTORY OF AN IDEA IN AMERICA*. NEW YORK: OXFORD UNIVERSITY PRESS.

HARTIGAN, JOHN. 1999. *RACIAL SITUATIONS: CLASS PREDICAMENTS OF WHITENESS IN DETROIT*. PRINCETON, NJ: PRINCETON UNIVERSITY PRESS.

LAMONT, MICHELE. 2000. *THE DIGNITY OF WORKING MEN: MORALITY AND THE BOUNDARIES OF RACE, CLASS, AND IMMIGRATION*. NEW YORK: RUSSELL SAGE FOUNDATION.

MARX, ANTHONY. 1998. *MAKING RACE AND NATION: A COMPARISON OF THE UNITED STATES, SOUTH AFRICA, AND BRAZIL*. CAMBRIDGE, UK: CAMBRIDGE UNIVERSITY PRESS.

OMI, MICHAEL AND HOWARD WINANT. 1994. *RACIAL FORMATION IN THE UNITED STATES: FROM THE 1960S TO THE 1990S*. NEW YORK: ROUTLEDGE.

CLASS FORMAT

The class meets once a week for two hours and forty-five minutes. Each session will begin with a brief lecture providing background on the readings and will then quickly shift to student led presentations of the readings. Each student will be assigned at least one oral presentation (depending on enrollment) to provide structure and focus to our class discussions.

COURSE REQUIREMENTS

CLASS PARTICIPATION:

All students are expected to be active, attentive and respectful members of the class and participants in class discussions and activities. This means coming to class prepared, **with the readings in hand**, ready to discuss and apply the materials, and ready to share your thoughts, questions and observations about the readings. All students are expected to follow digital etiquette, described in more detail below.

ATTENDANCE: Attendance is mandatory. This class meets only once a week for 2 hours and 45 minutes. As a result, we will be covering a significant amount of material during each class meeting and missing class will inevitably affect your ability to do well in the course. **Students with more than three unexcused absences may fail the class entirely. Also, please arrive to class on time. Late arrivals disrupt the class and are a distraction to your fellow students and to me.** I will excuse an absence if it has been negotiated with me in advance and is verified by legitimate sources. This does not mean emailing me right before class to inform me that you will not be coming to class. Whenever you miss a class, and for whatever reason, it is YOUR responsibility to catch up on the material that we covered. I encourage you to consider exchanging email addresses with at least two other classmates that you can turn to in the case of an absence.

Name _____

Name _____

STUDENT PRESENTATIONS:

Each student will be assigned at least two oral presentations to give structure to our class discussions. These presentations, and class participation and attendance are worth 25% of students' final grades.

WEEKLY ANALYTICAL & CRITICAL ASSESSMENT MEMOS:

Students are required to write critical assessment memos for each week's readings. These memos should be short (no more than 2 single spaced pages). The memos require that you engage in a critical assessment of all of the readings for that week. They provide you with an opportunity to explore an overarching theme or problem addressed in the readings for the week and to create a synthetic argument regarding those themes or problems. These memos should only briefly (using one to two paragraphs), describe the state of the literature that the author (s) are engaging, what the author(s) describe as the gaps in existing scholarship, and how the author (s) addresses these gaps. An analysis and critique of the readings should commence quickly. Memos should close by describing a question or critique the student would like to explore in more detail in the class. Here are some examples of questions that you can address in your memos:

- What have you learned from the readings?
- What are the strengths and weakness of the readings?
- Where do arguments fall short, either empirically or theoretically?
- What types of questions would these readings be able or unable to address?
- How do these readings build off each other?

Students are neither expected nor encouraged to include materials from outside of the course in memos. These memos are to be written in a formal manner, complete with citations where appropriate. **Memos should be posted to the Blackboard site via the assignment tab and the group file exchange no later than 12pm (midnight) on Monday.** These memos will account for 50% of your grade.

ANALYTICAL & CRITICAL ASSESSMENT MEMO GRADING

✓+ = 95 (A)	✓+/✓ = 90 (A-)	✓ = 88 (B+)	✓/✓- = 85 (B)	✓- = 80 (B-)
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LATE MEMOS WILL NOT BE ACCEPTED.

FINAL PAPER:

The final Paper is due on December 12th. The main purpose of this paper is to provide students with an opportunity to engage analytically with a central theme, issue or problem that has arisen over the course of the semester. Students are discouraged from drawing on readings not assigned in the course. Students are encouraged to use this paper as the draft of a literature review for a specific research project or as a way to begin to think through a particular research question related to the course. This paper should be between 15 to 20 pages, double-spaced. The final paper will account for 25% of your grade.

PERCENTAGE BREAKDOWN OF GRADING

Presentations, Class Attendance and Participation	25%
Memos	50%
Final Paper	25%

COURSE COMMUNICATIONS

OFFICE HOURS:

Please feel free to come to my office hours with additional questions about the course materials or to discuss your careers in academia more generally. If you cannot make my scheduled office hours, please email me to set up a different time to meet.

CONTACTING ME:

I will be available over email if you need to contact me for any reason. You should expect to wait at least 24 hours to hear back from me. If you email me on Friday, or over the weekend, please do not expect a response until Monday.

COURSE WEBSITE:

There is a Blackboard site for this course and I expect you to follow it regularly. If you are enrolled in the class, you should automatically have access to the site. Please notify me if, at any point, you cannot access the site. I will use Blackboard as a means for updating the syllabus, making announcements, collecting weekly memos and final papers and posting additional readings and resources.

COURSE POLICIES

ACCOMMODATIONS

Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. Syracuse University is committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act of 1990. This means that no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activities solely by reason of having a disability. If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), located at 804 University Avenue, Room 309, or call 315-443-4498. The ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities "Accommodation Authorization Letters," as appropriate, which you should then give to me. Accommodations are not provided retroactively; therefore, you must plan for accommodations as early as possible. For more information, see: <http://disabilityservices.syr.edu>.

ACADEMIC INTEGRITY

The Syracuse University Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions will result from academic dishonesty of any sort; students found to have plagiarized will receive an F for the course and be reported to the Dean. For more information and the complete policy, see: <http://academicintegrity.syr.edu>

RELIGIOUS OBSERVANCE

Syracuse University recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For spring semester, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class. For more information, see: http://supolicies.syr.edu/emp_ben/religious_observance.htm.

DIGITAL ETIQUETTE

To prevent undue distraction and to encourage a participatory and respectful classroom environment, please place your cell phones on silent mode and do not text using your cellphone or other device during class time. I am reluctantly allowing computers into the classroom. Computer use is permitted for note-taking uses exclusively. Using your laptop for any other purpose (internet multitasking, checking email, social media, et cetera) will distract you and your classmates. If I see that you are doing anything else besides taking notes during class, you will be restricted from bringing your laptop to class for the remainder of the semester.

COURSE OUTLINE AND READING SCHEDULE

I have outlined the course readings in this syllabus prior to the beginning of the term, but I reserve the right to modify the syllabus if the need arises. Please note all readings should be completed by the date listed.

UNIT ONE

INTRODUCTION: FROM BIOLOGICAL TO SOCIOLOGICAL

The goals of this unit are to provide a brief introduction and overview of the course and to outline the genealogy of “race” as a major paradigm for organizing and ranking humans. We will examine how race and racial logics have been produced by, and through, philosophical and scientific thought. We will also examine how this relatively new concept has been used to legitimate and normalize the exploitation of others and to justify existing social orders and power dynamics. Finally, we will examine the shift from biological to sociological paradigms for analyzing race and ethnic inequality.

Week One

Aug 27: Introduction
Course Overview.

Week Two

Sept 3: Emergence of Race as a Biological Paradigm
Gossett, Thomas F. 1997 [1963]. *Race: The History of an Idea in America*. New York: Oxford University Press. **Read chapters 3, 4, 7 and 16.**

Week Three

Sept 10: Reframing Race From the Biological to the Sociological
Dubois, W.E.B. *The Philadelphia Negro: A Social Study*, 1996 [1899]. **Read chapters 1 to 5, 11 to 13, and 16.**

UNIT TWO

THE ETHNICITY FRAMEWORK AND ITS LIMITS

In this unit, we will explore scholars who have analyzed race and racial inequality as a version of ethnicity and/or culture difference. We will also examine classic models of assimilation. In class, we will begin by discussing the contributions these frameworks made, or were trying to make, to our understanding of race, racial relations, racism and racial inequality and will then move on to discussing the limitations of these frameworks.

Week Four

Sept 17: Ethnicity and Assimilation
Gordon, Milton. 1964. *Assimilation in American Life: The Role of Race, Religion, and National Origins*. Oxford: Oxford University Press. **Read chapters 3 to 7. ***BB*****

Moynihan, The Negro Family: The Case for National Action, aka., the Moynihan Report 1965. **Read Whole Report. ***BB*****

Week Five

Sept 24: Ethnicity and Assimilation Continued

Patterson, Orlando. 1997. *The Ordeal of Integration: Progress and Resentment in America's "Racial" Crisis*. Washington, D.C.: Civitas. **Read chapter 1***BB*****

Thernstrom, Stephen and Abigail Thernstrom. In *America in Black and White: One Nation, Indivisible*. New York: Simon and Schuster. **Read introduction and chapters 7, 9 and 10. ***BB*****

Weber, Max. "Ethnic Groups," in *Theories of Ethnicity: A Classical Reader*, Werner Sollors, ed., New York, NY: NYU Press, 1996. **Read pages 385 to 398. ***BB*****

Gans, Herbert. "Symbolic Ethnicity: the Future of Ethnic Groups and Cultures in America" *Ethnic and Racial Studies* (1979). **Read pages 1 to 18. ***BB*****

Week Six:

Oct 1: Ethnicity and Assimilation - Limitations

Steinberg, Stephen. 2001. *The Ethnic Myth: Race, Ethnicity, and Class in America*. Boston: Beacon. **Read Part II- introduction and chapter 3. ***BB*****

Collins, Patricia Hill. 1986. "Black Feminist Epistemology," in *Black Feminist Thought*: New York: Routledge, 2000 (2nd ed). **Read pages 251 to 271. ***BB*****

Young, Alford. *The Minds of Marginalized Black Men*. Princeton, NJ.: Princeton UP, 2004. **Read introduction and chapter 1. ***BB*****

UNIT THREE

RACE AS CLASS - LIMITATIONS

In this unit, we will explore scholars who have analyzed race as a proxy for class or a tool of class divisions. We will examine Marxists and Neo-Marxists views of race relations and how they enhance our understanding of racial dynamics. We will also take a critical stance towards these views, examining scholars who identified limitations in viewing racial conflict as a version, or a subset, of class conflict.

Week Seven:

Oct 8: Race as Class

Bonacich, Edna. 1972. "A Theory of Ethnic Antagonism: The Split Labor Market." *American Sociological Review* 37: **Read pages 547-559. ***BB*****

Reich, Michael. 1977. "The Economics of Racism." in *Problems in Political Economy: An Urban Perspective*, edited by David M. Gordon. Lexington, MA: D.C. Heath. **Read pages 107-113. ***BB*****

Wilson, William Julius. 1980. *The Declining Significance of Race*. Chicago: University of Chicago Press. **Read chapters 1 and 7. ***BB*****

Week Eight:

Oct 16: Race as Class Continued

Cox, Oliver Cromwell. 2000 [1948]. *Race: A Study in Social Dynamics*. New York: Monthly Review Press. **Read chapters 1, 2, 6, 8 and 10.**

Week Nine

Oct 22: Race and Class-Limitations

Feagin, Joe R. 1991. "The Continuing Significance of Race: Antiblack Discrimination in Public Places." *American Sociological Review* 56: **Read pages 101-116.**

Massey, Douglas and Nancy Denton. 1998. *American Apartheid: Segregation and the Making of the Underclass*. **Read chapter 4.**

Bertrand, Marianne, and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *NBER*. **Read entire working paper.**

Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62. **Read pages 465-480.**

UNIT FOUR

RACE AND THE STATE

The readings over the next two weeks examine the role of the state in encouraging, supporting and reproducing racial inequality and racial categories. These readings also examine the role of closely related state actors and institutions in doing the same. These theories are sometimes referred to as institutional or structural theories of racial inequality.

Week Ten

Oct 29: Race and the State

Oliver, Melvin L. and Thomas M. Shapiro. 1995. *Black Wealth/White Wealth: A New Perspective on Racial Inequality*. New York: Routledge. **Read chapter 2. ***BB*****

Skocpol, Theda. 1995. "African Americans in U.S. Social Policy," in *Classifying by Race*, edited by Paul E. Peterson. Princeton, NJ: Princeton University Press. **Read pages 129-155. ***BB*****

Weir, Margaret. 1995. "The Politics of Racial Isolation in Europe and America." in *Classifying by Race*, edited by P. E. Peterson. Princeton, NJ: Princeton University Press. **Read pages 217-242. ***BB*****

Week Eleven

Nov 5: Race and the State Continues

Omi, Michael, and Howard Winant. 1994. "Racial formation in the United States: from the 1960s to the 1990s. New York: Routledge. **Read Parts 2 & 3.**

Wacquant, Loic. 2002. "From Slavery to Mass Incarceration: Rethinking the 'Race Question' in the U.S." *New Left Review* 13: **Read pages 41-60. ***BB*****

Alexander, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: New Press. **Read chapters 1 to 3, pp. 20-136.**

UNIT FIVE

EXPLAINING THE PERSISTENCE OF RACIAL DISTINCTIONS

Over the next three weeks, we will examine the often ignored, category of whiteness and distinctions within it. We will also examine the production and reproduction of racial distinctions using a comparative and historical framework.

Week Twelve Diversity in Whiteness

Nov 12: Race and Boundary Maintenance

Lamont, Michele. 2000. *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*. New York: Russell Sage Foundation. **Read introduction and chapters 2 and 5.**

Week Thirteen Diversity in Whiteness continued

Nov 19: Examining Whiteness

Hartigan, John. 1999. *Racial Situations: Class Predicaments of Whiteness in Detroit*. Princeton, NJ: Princeton University Press. **Read Introduction and chapters 1 and 3.**

THANKSGIVING BREAK- NO CLASSES WEEK FOURTEEN NOVEMBER 23-30

Week Fifteen Race Goes Global: Similarities and Differences in Racial Differences Internationally

Dec 3: Historical and Comparative Perspectives

Marx, *Making Race and Nation*, 1998. **Read Introduction and Part 1 and 3.**

Dec 12: Final Paper due by 5:00pm. Hard copy submitted to me at 319 Maxwell AND via Turnitin.