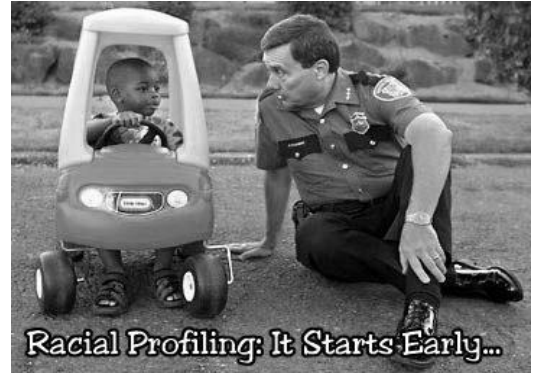


# SOCIOLOGY OF RACE & ETHNICITY

## SOC 262, Fall 2013

### 9:30-10:20 Daily, R-204

**Instructor: Dr. Lori Saffin**  
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**Office Location: A100-E**  
**Office Hours: 8:30-9:20 M,W,F; 1:30-2:20 T,TH and by appointment**



### Course Introduction:

Immigration policies and border control. Affirmative Action. Racial Profiling. The War on Terrorism. Barack Obama. Welfare policies. Model minorities. These are just a few of the topics that can stir intense emotional reactions in many of us. Not surprisingly, these are also topics that are closely related to race and ethnicity. Indeed, race and ethnicity remain “hot topics” today. We continue to live in a society that has many questions about race, but many people are afraid to ask them.

What is the difference between race and ethnicity?  
Are we living in a colorblind society?  
Is racial inequality a thing of the past?  
How is race embedded in our society?  
Does race affect all of us?

Over the course of the quarter, we will explore these questions as well as many other fascinating topics pertaining to race and ethnicity. Obviously, this class is about race. But it’s also about much more. It is about culture, power, dominance, and inequality. It is about identity, immigration, education, and social change. Sociology teaches us that race and ethnicity do not exist in a vacuum. To the contrary, race and ethnicity are tied to history, culture, politics, economics, and power. We will explore these connections over the next several weeks. Our major goal for this quarter is to understand how the larger social environment fundamentally and differentially shapes the experiences of groups and individuals according to race.

As we all come to the course with strong ideas and beliefs about race and ethnicity, the subject matter can be personally as well as intellectually challenging. Some of what you will learn in this course might be shocking, surprising, or even make you angry. Nevertheless, I hope that you will realize that these reactions are a somewhat normal part of the learning process. As a result, I hope that you learn from each class experience and take these lessons with you on your future endeavors. I have a passion for the subject matter, and I hope you will have a passion too. Welcome to our class!

### Required Texts:

1. Elizabeth Higginbotham and Margaret L. Andersen. Race and Ethnicity in Society: The Changing Landscape. 3<sup>rd</sup> edition. (Belmont, CA: Wadsworth, 2012).
2. Jamie Ford. Hotel on the Corner of Bitter and Sweet. (New York: Ballantine, 2009).
3. Additional articles and/or handouts are posted under “Files” on the Canvas course website.

## Learning Atmosphere:

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it and learn a lot in the process.

A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in sociology and at times there may be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used throughout this course - so please be advised. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

## Learning and Course Outcomes:

After completing the course, a successful student will be able to:

1. List basic approaches to the study of race and ethnicity
2. Explain the difference between "race" and "ethnicity"
3. Describe race and ethnic relations from a sociological perspective
4. Articulate how race and ethnicity are social constructs
5. Evaluate claims regarding the concept of race
6. Recall key historical and sociological facts regarding race and ethnic groups
7. Discuss how social institutions differently affect the lives of racial and ethnic groups
8. Contrast the experiences of selected racial and ethnic groups in the U.S.
9. Compare race and ethnic relations in the United States with selected non-U.S. countries
10. Apply findings of race and ethnic research to one's own life

## General Course Rules and Expectations:

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Assignments:** All assignments are due at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the attached Course Calendar. Please see the writing guidelines for the format of submitting all written assignments.

- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, i-phones, i-pads, laptops, mp3 players, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*
- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it! If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as with is a severe form of cheating (that is very easy to catch, by the way). In this class your assignments should be grounded in the textbook rather than web resources, which are often wrong. If you have any hesitation or if you are in doubt about one of these issues, feel free to ask me.

## Specific Issues Pertaining to Discussion and Terminology for this Course

It is important that everyone arrives in class with an open-mind, a critical gaze (a willingness to go beyond common assumptions) and most importantly a willingness and desire to read, attend class, and learn. This class relies on the participation of the students. As such, we will engage in many lively discussions. Emphasizing collaboration and dialogue, conversation and debate, we, as an intellectual community, will engage one another in meaningful and challenging ways while we explore the varied perspectives that each of us bring to bear on class discussions. Hence, various opinions will be expressed and espoused. I ask that you be respectful of my opinions and those of your peers. In other words, refrain from rude and negative comments, for they will not be tolerated. We should be constantly vigilant that our contributions, opinions, and responses, while intellectually critical, are respectful of the differences in position, perspective, and experience we all have. **People can disagree without being disrespectful.** Please also note that while the course will work to promote discussions and interactive dialogues, the course isn't a place to haphazardly share opinions without regard for research, facts, and evidence (this is not a debate show that we might see on television). Conversations and opinions should be grounded in research and evidence; in order for productive exchanges, we must speak through research, and specific examples.

### So in other words:

- **Respect the person; challenge the behavior.**
- **Create anti-racist, anti-sexist, anti-homophobic language and group dynamics.**
- **Communicate**

Regarding **terminology** in this course: in both your written and verbal engagement in this course it is **NOT** permissible to use either of the following terms:

- **“Colored” person/people/man/woman, etc.** – Things are *colored*. People are *of color*, or alternatively, African-American, Black, Latino, Asian-American, etc. *Colored people* is an offensive, derogatory, archaic term that was meant to linguistically create an inferiority about “non-white” peoples, and DOES NOT mean the same thing as people of color.
- **“The white man”** – There is NO one, singular white man on which racism and inequality can be blamed, so the term has no critical meaning. The use of the term demonstrates a relatively unsophisticated, uncritical understanding of the historical systems of race domestically and globally, and at this point, in an upper-division course on race, you should possess a much more complex understanding of racial systems. You may refer to any number of things, including: empire, colonization, white privilege, capitalism, white supremacy, etc., all of which are much more specific and critical.

### Bellevue College’s Rules and Regulations:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete (“I”). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an “F”).
- **F Grade:** Students who fail a course will receive a letter grade of “F.”
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of “HW” (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

### Students with Disabilities:

All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with the Disability Resource Center at (425)564-2498. You will need to obtain the appropriate documentation from the DRC in room B132. The

disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements. You will need to make arrangements with the DRC in advance for test-taking or other accommodations.

## Grading:

Grades are based on seven factors. (1) Participation and Discussion, (2) Racial Autobiography, (3) Field Work Assignment, (4) Current Event Seminars, (5) Analytical Paper on *The Hotel on the Corner of Bitter and Sweet*, (6) In-Class Activities, and (7) Exams. Each of these elements is awarded a specific number of points:

<b>Participation/Discussion</b>	<b>50 points</b>
<b>Racial Autobiography</b>	<b>50 points</b>
<b>Field Work Assignment</b>	<b>100 points</b>
<b>Current Events Seminars (4 at 25 points/each)</b>	<b>100 points</b>
<b>Analytical paper</b>	<b>100 points</b>
<b>In-Class Activities (10 at 10 points/each)</b>	<b>100 points</b>
<b>Exams (2 at 100 points/each)</b>	<b>200 points</b>
<b>TOTAL</b>	<b>700 points</b>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
A	648-700	93-100%
A-	627-647	90-92%
B+	613-626	88-89%
B	578-612	83-87%
B-	557-577	80-82

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
C+	543-556	78-79%
C	508-542	73-77%
C-	487-507	70-72%
D+	473-486	68-69%
D	417-472	60-67%
F	416 & Below	59% & Below

## Description of the 7 Grading Components:

### 1. Participation/Discussion: (50/700 points)

Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. Disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. See the *General Course Rules and Expectations* for details about what is considered disruptive behavior. Also note that more than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. Do not take this portion of your grade lightly!

### 2. Racial Autobiography: (50/700 points)

A racial autobiography is a first-person analysis of the development of one's racial/ethnic identity which should be approximately 4 pages in length. When was the first time that you remember recognizing your own racial identity? What were the circumstances? What did you learn? Is your race central to your identity? Why or why not? Is your family's racial, ethnic, or immigrant history central to your identity? Why or why not? This assignment is due Friday, October 4<sup>th</sup>.

### 3. **Field Work Assignment: (100/700 points)**

You are required to complete 1 out of the following 5 fieldwork project options. (The due dates vary depending upon the assignment you select.) Each activity requires you to make observations about some aspect surrounding race and ethnicity, and then write a brief paper about what you learned. Descriptions of the fieldwork exercises are attached. Fieldwork papers are 4-5 pages long. Please remember: I will not accept late work, so plan ahead, and once an opportunity has passed, you cannot go back and do it. I will also ask you to inform the class of your findings so that we can all benefit from your sociological research.

#### **Field Work Assignment Option A – Racial Attitudes: Due Thursday, October 10<sup>th</sup>**

For one week, keep a written log of every time the subject of race comes up in the conversations you hear around you. Make note of what people said and the tone in which they said it. You should also note, if possible, the age and race of the person making the comments. At the end of the week, review your log and answer the following questions:

1. What evidence of racial prejudice did you find?
2. Is the prejudice you observed related to racial discrimination? If so, how? If not, why?
3. What do your observations reveal to you about the everyday reality of racism?

#### **Field Work Assignment Option B – Racialized Media Representations: Due Thursday, October 17<sup>th</sup>**

Identify a particular form of media that interests you – film, television, magazines, or books – and design a research plan that will examine some aspect of the images you find of a racial-ethnic group. Narrow your topic so it won't be overly general. For example, if you choose films, pick only those nominated for the Academy Award for Best Film in a given year, or if you choose television, look only at prime-time situation comedies. Alternatively, you could examine images of women of Color in top fashion magazines or watch Saturday morning children's cartoons to see how people of Color are portrayed. Once you have narrowed your topic, design a systematic way to catalog your observations, such as counting the number of times people of Color are represented in the medium you select, listing the type of characters portrayed by Asian men, for example. What do your observations tell you about the representation of race in the form you chose? What impact do you think the images you found have on the beliefs or self-conceptualizations of different racial-ethnic groups?

#### **Field Work Assignment Option C – Race in the Workplace: Due Friday, November 15<sup>th</sup>**

Who works here? You may not always stop to notice the workers in the settings where you shop or eat. However, there could be social hierarchies in who works in a location and the tasks they perform. Go to at least three different restaurants and three different retail stores. Make sure these stores and restaurants vary in location (for example, a retail store in a strip mall in Issaquah along with the Ross on Rainier). For the retail stores, document who is at the counter, who is walking the floor, who works behind the scenes organizing the commodities, and who is the manager. At the restaurants, document who greets you when you enter, who is your server, who bussers the tables, and who are the other people in the front of the restaurant. See if you can identify who is in the back of the house. Who is cooking, washing dishes, and performing essential chores in the restaurant? Make note of the gender, race, ethnicity, and age of the people doing various tasks. Are there particular patterns that you find? How does race, class and gender shape the workplace?

#### **Field Work Assignment Option D – Dissecting Our Neighborhoods: Due Tuesday, November 26<sup>th</sup>**

Poll at least 10 neighbors, family, and friends about the racial-ethnic composition of your own neighborhood. Do they think your neighborhood is diverse? Why or why not? Is it racially integrated or segregated? What do they think is the racial make-up of your neighborhood? If it is racially segregated, what are the factors that influence this residential pattern? If it is integrated, has it always been so or have there been specific changes that have resulted in this? Next, conduct research on the racial-ethnic composition of your neighborhood (or school). Does the data that you found match perceptions of your interviewees? Is your neighborhood more or less segregated than you thought? Why or why not?

### **Field Work Assignment Option E – Social Justice and Activism: Due Thursday, December 5<sup>th</sup>**

There is a long history of people working for social change. We can look to the past, but also to current events. Investigate your campus and/or your community for a person who is involved in working for social change. The person can be involved in any number of causes: the environmental justice movement, fair housing, housing the homeless, health care, political reform, or educational reform. Find out some of the details about the mission and objective of the organization that this person works with via the Internet or media. Arrange to interview to talk with the person about his or her activities. What can you learn from the person that might be missing in the media? Can you see how this person might have a perspective on issues that is different from the dominant viewpoint of the institution she or he wants to change? What differences are there? How successful has this individual or group been at creating social change? What does he or she think are the barriers to success?

#### **4. Current Event Seminars: (100/700 points – 25 points each)**

Early in the quarter, students will be assigned to a Current Event group and this will be your group for the quarter. Four times throughout the quarter you will engage in a seminar on current events during a given class period. For these “seminar days,” you will need to do sociological research and find a current event that pertains to what we have been discussing in class. In order to receive the full 25 points per seminar, each individual student must find a news story from a reliable source that pertains to the readings and/or discussion from class. A reliable source could be from a local newspaper, such as *The Seattle Times*, from a national newspaper like *The New York Times*, from an online news agency like ABC, CNN, NBC, etc. You will need to write up a ½ page paper briefly summarizing what the article is about. Each individual will then present their current event to their group. The group will collectively decide upon one current event and will complete the following:

- A) Directly connect the current event to readings and major concepts in class and provide a write-up of those connections as a group
- B) Present their current event and connections to the readings to the larger class.

The goal of this assignment is for us to connect what is going on in the social world around us today in 2013 to what we are reading about.

#### **5. Analytical Paper on *The Hotel on the Corner of Bitter and Sweet*: (100/700 points)**

This historical fictive text is set in Seattle during the Japanese internment. Choose a theme addressed throughout this text and provide a 4-5 pg. analysis through the lens of race/ethnicity. Themes that could be addressed include, but are not limited to, treatment of Asians as “forever foreigner,” the homogenizing of Asian racial identity, interracial tensions, interracial tensions between Chinese and Japanese communities, sites of resistance in the text against anti-Japanese sentiment, to name a few. This paper is due on Tuesday, November 12<sup>th</sup>.

#### **6. In-Class Activities and Homework Assignments: (100/700 points; 10 points each)**

Over the course of the quarter, you will be asked a total of 10 times to submit work that you have completed during the class session. These in-class activities most often occur in groups. **They will be randomly delivered and cannot be made up.** Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings.

#### **7. Exams: (200/700 points – 100 points each)**

Over the course of the quarter, you will take two exams that integrate the course’s in-class discussion (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams might include multiple choice, true/false, short answer, and essay questions. Please note that you cannot make up missed exams. The first exam is split between two days – Thursday, October 31<sup>st</sup> and Friday, November 1<sup>st</sup>. The second exam will be on Monday, December 9<sup>th</sup> from 9:30-11:20. Please note that I do not give make-up exams and do not permit students to take exams early or late.

**PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, COSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME.**

**\*\* General Guidelines for All Written Work \*\***

All papers or written work should be typed, in Times New Roman, 12 point font, double-spaced with 1" margins on all sides, and stapled. Assignments are due at the beginning of class – promptly at 9:30 a.m. – no late work will be accepted. Late papers or assignments will receive a zero. No emailed assignments will be accepted. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw and formulate your ideas. Title pages and bibliographies are not counted toward the minimum page requirements. Student information (name, assignment title, class) is single-spaced, at the top left-hand side of the page. Do not put extra spaces between paragraphs and paragraphs contain no less than four sentences. Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.' Papers should be written from an academic perspective – so no colloquial language please!

**Instructor Notes:**

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way. Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem.



## Syllabus:

You are expected to have read the readings assigned for the current day by the time you arrive in class!

\*\*Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. \*\*

### Week 1

#### Monday, September 23<sup>rd</sup>: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

#### Tuesday, September 24<sup>th</sup>: Reflections on Race and Ethnicity

In class exercise on race and where we're at

#### Wednesday, September 25<sup>th</sup>: Race as a Social Construction

Readings: "Defining Race," pp. 7-13



#### Thursday, September 26<sup>th</sup>: Race as a Human Creation

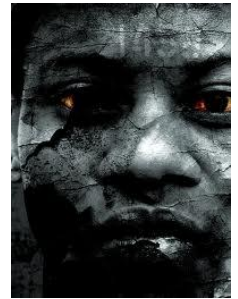
Readings: "The Race Myth," pp.14-22

"Planting the Seed," pp. 24-27

#### Friday, September 27<sup>th</sup>: Social and Historical Impacts on Defining Race

Readings: "How Did Jews Become White Folks?" pp. 28-34

"Racial Formation," pp. 36-40



### Week 2

#### Monday, September 30<sup>th</sup>: Complicated Conversations

Readings: "Why I Want to Talk about Race and Why You Should Too," online -

[http://www.huffingtonpost.com/sarah-j-jackson/talking-about-race\\_b\\_1087356.html?](http://www.huffingtonpost.com/sarah-j-jackson/talking-about-race_b_1087356.html?)

"Why I Don't Want to Talk about Race," online -

<http://goodmenproject.com/ethics-values/why-i-dont-want-to-talk-about-race/>

#### Tuesday, October 1<sup>st</sup>: Defining Racism and Fallacies of Racism

Readings: "American Racism in the 21<sup>st</sup> Century," pp. 50-56

#### Wednesday, October 2<sup>nd</sup>: Reverse Racism?

Readings: "Honky Want a Cracker: Examining the Myth of Reverse Racism," online -

<http://www.timwise.org/2002/06/honky-wanna-cracker-examining-the-myth-of-reverse-racism/>

#### Thursday, October 3<sup>rd</sup>: Colorblindness?

Readings: "Color-Blind Privilege," pp. 57-60

"Majoring in Minstrelsy," online -

<http://www.timwise.org/2007/06/majoring-in-minstrelsy-white-students-blackface-and-the-failure-of-mainstream-multiculturalism/>

#### Friday, October 4<sup>th</sup>: Racial Autobiography Due



### Week 3

#### **Monday, October 7<sup>th</sup>: Racial Distinctions, Racist Realities**

Readings: "Mixed Race Chic," pp. 67-70  
"My Freshman Year," pp. 71-76

#### **Tuesday, October 8<sup>th</sup>: Current Events Seminar #1**

#### **Wednesday, October 9<sup>th</sup>: Cultural Commodification**

Readings: "Black Youth and the Ironies of Capitalism," pp. 83-88

#### **Thursday, October 10<sup>th</sup>: Representing Black Women**

Readings: "How to NOT be 21<sup>st</sup> Century Venus Hottentots," pp. 89-98

#### **Field Work Option A Due**

#### **Friday, October 11<sup>th</sup>: Role Models in the Media**

Readings: "Maria de la Barbie," pp. 99-104  
"Playing Indian," pp. 105-109



### Week 4

#### **Monday, October 14<sup>th</sup>: The Racialized Other**

Readings: "Unmasking Racism," pp. 110-118

#### **Tuesday, October 15<sup>th</sup>: Racial Identity Formation**

Readings: "Why Are the Black Kids Sitting Together?" pp. 126-132

#### **Wednesday, October 16<sup>th</sup>: Identity Crises: Cultural Clashes**

Readings: "Drawing the Boundaries," pp. 133-138

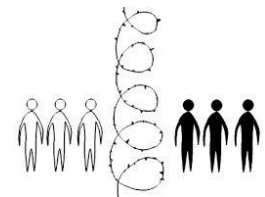
#### **Thursday, October 17<sup>th</sup>: Racial Identity and Privilege**

Readings: "White Like Me," pg. 144-148

#### **Field Work Option B Due**

#### **Friday, October 18<sup>th</sup>: Citizenship: Formal and Informal Rights**

Readings: "Citizenship and Inequality," pp. 158-164



### Week 5

#### **Monday, October 21<sup>st</sup>: Governmental Control of Citizenship**

Readings: "The First Americans," pp. 166-172

#### **Tuesday, October 22<sup>nd</sup>: Citizenship under Siege**

Readings: "Race, Civil Rights, and Immigration Law After 9/11," pp. 174-177

#### **Wednesday, October 23<sup>rd</sup>: No Class – College Issues Day**

#### **Thursday, October 24<sup>th</sup>: Current Event Seminar #2**

#### **Friday, October 25<sup>th</sup>: Immigration Policies**

Readings: "Impossible Subjects," p. 192-196



**Week 6**

**Monday, October 28<sup>th</sup>: Economic Restructuring and Immigration**

Readings: "Places and Peoples," pp. 203-206

**Tuesday, October 29<sup>th</sup>: Coming of Age in America**

Readings: "Between Two Worlds," pp. 207-210

Film Clip – The Dream is Now



**Wednesday, October 30<sup>th</sup>: Wrap up and Review for Exam 1**

**Thursday, October 31<sup>st</sup>: Exam #1 – Part 1**

**Friday, November 1<sup>st</sup>: Exam #1 – Part 2**

**Week 7**

**Monday, November 4<sup>th</sup>: *Hotel on the Corner of Bitter and Sweet***

**Tuesday, November 5<sup>th</sup>: *Hotel on the Corner of Bitter and Sweet***

**Wednesday, November 6<sup>th</sup>: *Hotel on the Corner of Bitter and Sweet***



**Thursday, November 7<sup>th</sup>: Race and the Workplace**

Readings: "Toward a Framework for Understanding Forces that Contribute to or Reinforce Racial Inequality," pp. 250-254

**Friday, November 8<sup>th</sup>: White Networking**

Readings: "Race and the Invisible Hand," pp. 255-264

**Week 8**

**Monday, November 11<sup>th</sup>: No Class - Holiday**

**Tuesday, November 12<sup>th</sup>: Workers' Rights**

Readings: "Race, Migration and Labor Control," pp. 273-276

***Hotel on the Corner of Bitter and Sweet* Analytical Paper Due**



**Wednesday, November 13<sup>th</sup>: Family Defenses against Racism**

Readings: "The Family and Community Costs of Racism," pp. 283-

**Thursday, November 14<sup>th</sup>: Racial Familial Assumptions**

Readings: "Child Welfare as a Racial Justice Issue," pp. 290-295

**Friday, November 15<sup>th</sup>: Perceptions of Interracial Relationships**

Readings: "Interracial Relationships," pp. 296-299

**Field Work Option C Due**



**Week 9**

**Monday, November 18<sup>th</sup>: Current Events Seminar #3**

**Tuesday, November 19<sup>th</sup>: Residential Segregation**

Readings: "Fences and Neighbors," pp. 315-322

**Wednesday, November 20<sup>th</sup>: Racial Inequality in Schools**

Readings: "Good Neighborhoods, Good Schools," pp. 338-347

**Thursday, November 21<sup>st</sup>: Criminal (In)Justice System**

Readings: "Punishment and Inequality in America," pp. 396-400

**Friday, November 22<sup>nd</sup>: Profiling: Myths and Facts**

Readings: "Debunking the Myth of Immigrant Criminality," pp. 401-407



**Week 10**

**Monday, November 25<sup>th</sup>: Death Penalty: Equality for All?**

Readings: "The Uneven Scales of Capital Justice," pp. 408-411

**Tuesday, November 26<sup>th</sup>: Life after Incarceration?**

Readings: "The Mark of a Criminal Record," pp. 412-420

**Field Work Option D Due**

**Wednesday, November 27<sup>th</sup>: No Class**

**Thursday, November 28<sup>th</sup>: No Class**

**Friday, November 29<sup>th</sup>: No Class**

**Week 11**

**Monday, December 2<sup>nd</sup>: Current Events Seminar #4**

**Tuesday, December 3<sup>rd</sup>: A New Phase of Race Relations**

Readings: "Post-Racism?" pp. 429-435

**Wednesday, December 4<sup>th</sup>: Strategic Diversity Initiatives**

Readings: "Diversity Management in Corporate America," pp. 436-443

**Thursday, December 5<sup>th</sup>: Activism in Action**

Readings: "Ten Ways to Fight Hate," pp. 444-446

**Field Work Option E Due**

**Friday, December 6<sup>th</sup>: Wrap up and Review for Final Exam**



**Week 12**

**Monday, December 9<sup>th</sup>: Exam #2 (9:30-11:20)**

