

# SOCIOLOGY OF RACE & ETHNICITY

## SOC 262-A, Winter 2011

### 10:30-11:20 Daily, C-164

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**Office Hours: 11:30-12:30 daily 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. Charles Gallagher. Rethinking the Color Line: Readings in Race and Ethnicity. 4<sup>th</sup> edition. (New York: McGraw Hill, 2009).
2. Paul Beatty. White Boy Shuffle. (New York: Picador, 1996).
3. Sherman Alexie. The Lone Ranger and Tonto Fistfight in Heaven. (New York: HarperCollins, 1993).
4. Kashif Malik Hassan-El, Willie Lynch Letter and the Making of a Slave (Bensenville, IL: Lushena Books, 2007).
5. Additional articles and/or handouts are posted on the course website (My BC) or distributed in class.

## 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 relations in the U.S.
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 Education Outcomes:

This course's General Education ratings are: 3 in Critical Thinking; 2 in Reading; 2 in Listening and Speaking; 2 in Historical and Intellectual Perspectives, and 3 in Cultural Diversity.

## 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, blackberries, laptops, i-pods/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

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.

- 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 five factors. (1) Participation and Discussion, (2) Reading Quizzes, (3) Current Event Seminars, (4) Three Analytical Papers, and (5) Exams. Each of these elements is awarded a specific number of points:

<b>Participation/Discussion</b>	<b>75 points</b>
<b>Reading Quizzes</b> (8 at 25 points/each)	<b>200 points</b>
<b>Current Events Seminars</b> (5 at 20 points/each)	<b>100 points</b>
<b>3 Analytical papers</b> (75 points each)	<b>225 points</b>
<b>Exams</b> (2 at 100 points/each)	<b>200 points</b>
<b>TOTAL</b>	<b>800 points</b>

Grade	Points	Percentage
A	740-800	100-93%
A-	716-739	92-90%
B+	700-715	89-88%
B	660-699	87-83%
B-	636-659	82-80%
C+	620-635	79-78%
C	580-619	77-73%
C-	556-579	72-70%
D+	540-555	69-68%
D	476-539	67-60%
F	475-below	59% & below

## Description of the 5 Grading Components:

### 1. Participation/Discussion: (75/800 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. Reading Quizzes: (200/800 points – 25 points each)

Over the course of the quarter, you will be given 8 quizzes on the reading materials (25 points each). Quizzes will be held at the beginning of class, so if you come in late, you will miss the quiz and receive a zero grade. Quizzes will be short answer. The purpose of these quizzes is to ensure that you have done the readings and understand them on a basic level. These quizzes will also help you in learning material for your exams.

### 3. Current Event Seminars: (100/800 points – 20 points each)

As noted on the syllabus and course calendar, there will be five times throughout the quarter where we 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 that week. In order to receive the full 20 points per seminar, you need to find a news story from a reliable source that pertains to the readings and/or discussion from that week’s given topics. 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 1-page paper briefly summarizing what the article is about and, most importantly you must discuss how and why the news item you chose is connected to and informing the course topics of the week. Furthermore, each student will present their current event once throughout the term. A sign-up sheet will be distributed early in the quarter and students presenting that day must lead the class in discussion about current events and connect the current event to class material. The goal

of this assignment is for us to connect what is going on in the social world around us today in 2011 to what we are reading about.

**4. 3 Reflection/Analytical Papers (225/800 points - 75 points each)**

- *Racial Autobiography* – A first-person analysis of the development of one's racial/ethnic identity. Must be 4-5 pages in length. In addition, you must provide a visual method of presenting your autobiography. On the course website, you will find a handout with questions pertaining to your family, neighborhood, and schools that might help you hone your analysis. Due Tuesday, January 18<sup>th</sup>.
- *The Lone Ranger and Tonto Fistfight in Heaven* – This text is composed of 22 interrelated short stories. 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, reservation life, alcoholism, rediscovery of Native identity, erosion of Native community, ties to the past. Due Friday, February 25<sup>th</sup>.
- *White Boy Shuffle* – This novel is a postmodern, humorous, and satirical look at race and culture in U.S. society. Choose one of the many themes addressed within this text and provide a 4-5 pg. literary analysis. Themes that could be addressed include, but are not limited to, what "Blackness" is, cultural identity, stereotypes, political correctness, social and class structure, family, the notion of "colorblindness" and "multiculturalism". Due Thursday, March 17<sup>th</sup>.

**5. Exams: (200/800 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 on Friday, February 11<sup>th</sup> and the second exam will be on Wednesday, March 23<sup>rd</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 10:30 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!

### **General Grading Guidelines for Written Work:**

**A Paper** - An A paper shows me you're engaged with the readings, the media, and the lectures in class. It's a paper free from grammar and spelling errors, and a paper that demonstrated your command not only of the English language, but of the form and flow of a solid piece of written work. Your arguments are solid and backed up with intellectual ammunition. You've demonstrated a strong understanding of our readings and the in-class materials and how they intersect with one another.

**B Paper** – The B tells me you're doing very good work. You may have a few grammar issues, but your paper is still tidy and the writing is still strong. You have a relatively firm grasp on the themes in the course but you may not be as well versed in the readings or materials as you could be. Your understandings of some of the course materials are stronger than others, but I would like to see you challenge yourself a bit more with the course issues and themes.

**C Paper** – The C paper means that you're not as invested in the class as I'd like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I'd like you to. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

**D Paper** – A D paper is not proofread and it does not deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is no integration of material or questions raised in class. The course materials are not presented clearly, or at all. I will work closely with each of you as much as time allows. Please note: a D paper or below may be resubmitted once during the quarter for a better grade.

### **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, January 3<sup>rd</sup>: Introduction to the Course**

Go over syllabus; class introductions; beginning definitions

#### **Tuesday, January 4<sup>th</sup>: Reflections on Race and Ethnicity**

In class exercise on race and where we're at

#### **Wednesday, January 5<sup>th</sup>: Race and Ethnicity as an Everyday Doing**

**Readings:** "Doing Race: Part 1," on course website



#### **Thursday, January 6<sup>th</sup>: Race and Ethnicity and the American Landscape**

**Readings:** "Doing Race: Part 2," on course website

#### **Friday, January 7<sup>th</sup>: Race and Ethnicity and Achieving a Just Society**

**Readings:** "Doing Race: Part 3," on course website

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### Week 2

#### **Monday, January 10<sup>th</sup>: Why Race Matters**

**Readings:** "Talking Past One Another: Black and White Language of Race," on course website

"Building Bridges: Latinas and Latinos at the Crossroads," on course website

"How Does it Feel to Be a Problem?" on course website

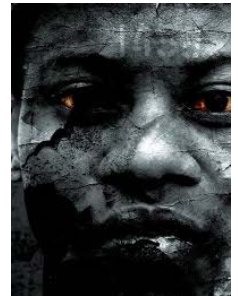
**Quiz #1 over Readings from 1/5-1/7**

#### **Tuesday, January 11<sup>th</sup>: Race Matters: Socio-Economic Trends**

**Readings:** "An Overview in Trends in Social and Economic Well Being," pp. 39-49

"The Color of Health," pp. 50-56

"Transformative Assets, the Racial Wealth Gap, and the American Dream," pp. 51-60



#### **Wednesday, January 12<sup>th</sup>: Current Events Seminar #1**

#### **Thursday, January 13<sup>th</sup>: Socio-Historic Constructions and Racial Formation**

**Readings:** "Drawing the Color Line," pp. 9-17

"Racial Formation," pp. 17-22

#### **Friday, January 14<sup>th</sup>: Historical Considerations for African Americans**

**Readings:** "Willie Lynch's Letters"



### Week 3

#### **Monday, January 17<sup>th</sup>: No Class - Holiday**

#### **Tuesday, January 18<sup>th</sup>: Ethno-Racial Representations**

Film Clip – Ethnic Notions

**Racial Autobiography Due**



**Wednesday, January 19<sup>th</sup>: Historical Considerations: Native Sovereignty?**

Readings: "Civilize Them with a Stick," on course website  
"The First Americans," on course website

**Thursday, January 20<sup>th</sup>: Historical Considerations: The Creation of the Model Minority and Forever Foreigner**

Readings: "Eternally Foreign: Asian Americans, History, and Race," on course website

**Friday, January 21<sup>st</sup>: Race as a Social Construct**

Readings: "Defining Race," pp. 61-71  
"How Jews Became White Folks," on course website  
**Quiz #2 over Readings 1/10-1/20**



**Week 4**

**Monday, January 24<sup>th</sup>: Socio-Political Ramifications of Defining Race**

Readings: "Tour of Indian People," pp. 71-86  
"Asian American Pan-Ethnicity," pp. 87-93  
"Beyond Black and White," pp. 94-99



**Tuesday, January 25<sup>th</sup>: The Problems of Colorblindness**

Readings: "Color-Blind Privilege," pp. 100-108  
"Ideology of Colorblindness," pp. 109-113  
"The Possibility of a New Racial Hierarchy," pp. 114-122



**Wednesday, January 26<sup>th</sup>: Current Event Seminar #2**

**Thursday, January 27<sup>th</sup>: Understanding Whiteness**

Readings: "White Privilege: An Invisible Knapsack," on course website  
"The Possessive Investment in Whiteness," pp. 146-154  
Film Clip: Mirrors of Privilege

**Friday, January 28<sup>th</sup>: No Class – Professional Development Day**



**Week 5**

**Monday, January 31<sup>st</sup>: The Costs of Whiteness: Cultural Loss**

Readings: "Optional Ethnicities: For Whites Only," on course website  
"Blinded by Whiteness," on course website

**Tuesday, February 1<sup>st</sup>: Understanding Prejudice, Discrimination, and Racism**

Readings: "Race Prejudice as a Sense of Group Position," pp. 125-130  
"Discrimination and the American Creed," pp. 130-137  
**Quiz #3 over Readings 1/21-1/31**

**Wednesday, February 2<sup>nd</sup>: The Morphing of Racism**

Readings: "Race and Civil Rights Pre-September 11<sup>th</sup>, 2001," pp. 137-145  
"Laissez-Faire Racism," pp. 155-164



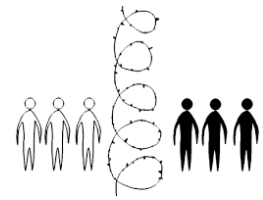
**Thursday, February 3<sup>rd</sup>: Contemporary Constructions of Racism: Residential Segregation**

Readings: "Residential Segregation and Neighborhood Conditions," pp. 165-183  
"Fences and Neighbors," on course website

**Friday, February 4<sup>th</sup>: Race and Education**

**Readings:** "The Code of the Streets," pp. 184-192

"The Color Line in American Education," on course website



**Week 6**

**Monday, February 7<sup>th</sup>: Student Success by Race/Ethnicity**

**Readings:** "The Shame of the Nation," on course website

"The Significance of Race/Gender in School Success among Latinas/os in College," on course website

**Quiz #4 on Readings 2/1-2/7**

**Tuesday, February 8<sup>th</sup> Connecting Race and Health**

**Readings:** "Environmental Justice in the 21<sup>st</sup> Century," pp. 192-203

"Why Are There No Supermarkets in My Neighborhood," pp. 212-216



**Wednesday, February 9<sup>th</sup>: Current Events Seminar #3**

**Thursday, February 10<sup>th</sup>: Exam #1 – Part 1**

**Friday, February 11<sup>th</sup>: Exam #1 – Part 2**

**Week 7**

**Monday, February 14<sup>th</sup>: Race and Identity**

**Readings:** "Why Are the Black Kids Sitting Together," on course website

"Tripping on the Color Line," on course website

"Are Asians Becoming White," on course website

**Tuesday, February 15<sup>th</sup>: Identity Politics/Politics of Authenticity**

Film clip – Black is...Black aint



**Wednesday, February 16<sup>th</sup>: Race and Representations in the Media**

**Readings:** "Broadcast News Portrayal of Minorities," pp. 298-301

"Television and the Politics of Representation," pp. 302-310

**Thursday, February 17<sup>th</sup>: Invisibility and Misrepresentation the Media**

**Readings:** "Distorted Reality," pp. 310-321

"Winnebagos, Cherokees, Apaches and Dakotas," pp. 321-327

**Quiz #5 over 2/14-2/17 Readings**

**Friday, February 18<sup>th</sup>: Current Events Seminar #4**

**Week 8**

**Monday, February 21<sup>st</sup>: No Class - Holiday**

**Tuesday, February 22<sup>nd</sup>: The Lone Ranger and Tonto Fistfight in Heaven**

**Quiz #6 over Text**

**Wednesday, February 23<sup>rd</sup>: The Lone Ranger and Tonto Fistfight in Heaven**

**Thursday, February 24<sup>th</sup>: The Lone Ranger and Tonto Fistfight in Heaven**



**Friday, February 25<sup>th</sup>: The Lone Ranger and Tonto Fistfight in Heaven**  
**Analytical Paper Due on Lone Ranger and Tonto Fistfight in Heaven**

**Week 9**

**Monday, February 28<sup>th</sup>: Policies of Social Control**

**Readings:** "Keeping them in their Place," on course website  
"Hidden Politics," on course website

**Tuesday, March 1<sup>st</sup>: Race and the Criminal Justice System**

**Readings:** "No Equal Justice," pp. 219-225  
"Black and Blue," pp. 225-233

**Wednesday, March 2<sup>nd</sup>: Defining Criminality**

**Readings:** "... and the Poor Get Prison," pp. 234-245  
"The Uneven Scales of Capital Justice," on course website

**Thursday, March 3<sup>rd</sup>: Detention Policies and Racial Profiling**

**Readings:** "The Mark of a Criminal Record," pp. 246-249  
"Detaining Minority Citizens, Then and Now," on course website

**Friday, March 4<sup>th</sup>: Current Events Seminar #5**



**Week 10**

**Monday, March 7<sup>th</sup>: Race and the Workplace**

**Readings:** "What's in a Name," p. 250  
"Is Job Discrimination Dead," on course website

**Quiz #7 on Readings 2/28-3/4**

**Tuesday, March 8<sup>th</sup>: No Class – College Issues Day**

**Wednesday, March 9<sup>th</sup>: The Myth of Meritocracy**

**Readings:** "Race and the Invisible Hand," on course website  
"The Wages of Race," on course website  
"Families on the Frontier," on course website

**Thursday, March 10<sup>th</sup>: Inequality in Labor Markets**

**Readings:** "When the Melting Pot Boils Over," pp. 251-259  
"Hispanics in the American South," pp. 285-297

**Friday, March 11<sup>th</sup>: Race and the Working Poor**

**Readings:** "There's No Shame in My Game," pp. 259-270  
"Sweatshops in Sunset Park," pp. 271-284



**Week 11**

**Monday, March 14<sup>th</sup>: White Boy Shuffle**

**Quiz #8 on Text**

**Tuesday, March 15<sup>th</sup>: White Boy Shuffle**



Wednesday, March 16<sup>th</sup>: White Boy Shuffle

Thursday, March 17<sup>th</sup>: White Boy Shuffle

Analytical Paper Due on White Boy Shuffle

Friday, March 18<sup>th</sup>: Strategies for Action

Readings: "Policy Steps toward Closing the Gap," pp. 409-415

"Ten Things You Can Do To Improve Race Relations," pp. 416-418

## Week 12

Wednesday, March 23<sup>rd</sup>: Exam #2 (9:30-11:20)

