
Race and Ethnicity

Fall 2012 21:920:316 / Mon & Wed 10:00 to 11:20 am

Department of Sociology / Rutgers University, Newark

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Office Hours: Wed 11:45 - 12:45 pm

Course Description

This seminar surveys recent sociological literature on the historical and contemporary structuring of racial inequality in the U.S. and other societies. Our primary goal is to examine sociological theories of race and ethnic relations and to understand how the social construction of race and racism has influenced organizations, institutions, and identities. In addition, we will focus on contemporary issues related to racial inequality in the post civil rights era including immigration and affirmative action.

We will begin by looking at the development of the concept of race and ethnicity in European thought during the 17th and 18th centuries, at the same time Europe began its colonial expansion into “new worlds” filled with “different races” of people. Then, we will examine how sociologists have historically studied race and ethnic relations, and finally turn our attention to the writings of contemporary sociologists as well as other social scientists on this topic.

Course Objectives

- ✓ Provide an introduction to the sociological study of race and ethnicity.
- ✓ Examine race as a sociological phenomenon, and as a historically produced concept constituted and defined differently at different times in different places.
- ✓ Explore the historical genealogy of race and “race thinking” in modern society.
- ✓ Trace the correlation between race thinking and racism (and anti-Semitism), and encourage students to question the connections between bigotry and greater systems of political, economic, or social power.

Blackboard

We'll also be using the web-based Blackboard course software. I will post the syllabus and syllabus updates there, and I'll also post course documents and assignments. Be sure that you have created a Net ID; you'll need it to access the site.

Attendance policy:

- ✓ Students are allowed 3 absences.
- ✓ More than 4 missed classes without an excuse approved by the dean's office will mean automatic failure of the course. The instructor will not accept any excuse without authorization from an academic dean.
- ✓ Lateness is unacceptable. Students over 10 minutes late will be counted as absent.

Course Requirements & Grade Breakdown

1/3 Take home midterm (100 total points)
1/3 Presentations (100 total points)
1/3 Critical Book Review (Proposal 10pts, Final Assignment 90pts)

✓ Grades will be issued according to the following scale:

A	90-100%	C+	76-79%	B+	86-89%
C	70-75	B	80-85%	D	60-69 / F: 0-59

✓ Midterm

- The midterm will be distributed via blackboard on Monday, October 22
- The exam is **due** via blackboard on **Friday, October 26** at midnight.

✓ Presentations

- Students will choose a book they wish to present on from the list below. The books are numbered 1 through 12. Students will list their top 3 choices. The instructor will try his best to make sure each student gets her or his top choice.
- Students will be assigned to a presentation group (Groups A through L)
- Each group member is responsible for reading the book and writing her or his own Critical Book Review (see book list below).
- The group will present on the book on the assigned day (see calendar).
- Each group member will present on a different chapter of the book, and use different course readings.
- See attached grading sheet for the details about the assignment.

✓ Critical Book Review

- Each student is required to write a Critical Book Review of the book they have chosen to present on.
- The book review proposal is due on October 17, in class.
- The final writing assignment is due on the final day of class.
- See attached grading sheet for details about the assignment.

Keeping up with assigned readings

Students are expected to complete all assigned readings before each class meeting. Class discussions will provide you with a venue to share insights gained from the assigned readings and to ask questions about issues of concern from the readings.

Professional Conduct

Respectful discussion: Topics in this class will often be quite controversial. Students are required to be respectful of divergent opinions and viewpoints. Students do not have to agree with each other, nor with the professor. In fact, disagreement often stimulates critical inquiry. However, class discussions must be conducted with courtesy, respect, and tolerance in order for our disagreements to be productive. Certain types of speech will not be tolerated, including: offensive remarks, personal attacks, and the demeaning and belittling of other students.

Mobile Device Usage: The use of cell phones and smart phones is NOT permitted during class. All devices must be turned off or set to vibrate. Students are allowed to use laptops and tablets (such as ipads) to take lecture notes and read their course readings. If it becomes apparent that students are using these devices for something other than the course, the professor will ban ALL devices from being used during class.

Academic Integrity Policy:

The Rutgers University Academic Integrity Policy defines plagiarism as “the use of another person’s words, ideas, or results without giving that person appropriate credit.” Intentionally committing plagiarism is a serious offense that results in severe consequences. All university instructors are required to report students who intentionally violate this policy to the Department Chair and to the Office of Student Judicial Affairs.

The Rutgers University Academic Integrity Policy establishes levels of violations and recommends sanctions. Depending upon the severity of the case and the level of the violation, the sanctions for these violations include: failure in the course, mandatory participation in a series of noncredit academic integrity workshops, and/or suspension.

If you are in doubt as to what constitutes plagiarism or are concerned that you are misappropriating someone’s words or ideas, speak immediately with your instructor. You can also consult the Rutgers University Academic Integrity Policy, which can be found at http://judicialaffairs.rutgers.edu/files/documents/AI_Policy_Effective_9_01_2011.pdf.

Students with Disabilities

Rutgers University is committed to providing equal educational access for individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. An individual with a disability who is qualified for admission will have the same access to programs, services, and activities as all other students. Any student requiring special consideration should contact Ms. Charnette Q. Hockaday, Assistant Director for First Year Programs & Student Conduct, Paul Robeson Campus, Office of Student Life and Leadership, Room 352, Tel. # 973-353-5300, Fax. # 973-353-5666. Her email address is choada@andromeda.rutgers.edu

Required Readings:

- ✓ Charles A. Gallagher, *Rethinking the Color Line: Readings in Race and Ethnicity*, **4th Edition** (Boston: McGraw Hill, 2009). **Important: Buy the 4th edition of this book.** The 5th edition is 2x the price. The 3rd edition has different readings.
- ✓ W. E. B. Du Boise, *Black Reconstruction in America 1860-1880* (New York: The Free Press, 1992 [originally published 1935]).

Presentation Books (You'll only have to buy one, or take one out from the library):

1. Michelle Alexander, *The New Jim Crow*. (The New Press, 2010).
2. Douglas Blackmon, *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*. (First Anchor Books, 2009).
3. Harriet Washington, *Medical Apartheid: The Dark History of Medial Experimentation on Black Americans from Colonial Times to the Present*. (First Anchor Books, 2008).
4. *Keeping Down the Black Vote*. Edited by Frances Fox Piven, Lorraine C. Minnite, and Margaret Groarke. (The New Press, 2008).
5. Articles on the Obamas and the new politics of race (free on blackboard). These articles are from a special issue of the journal *Qualitative Sociology*. (Students are to present on the scholarly articles and essays, not the book reviews, not *The Atlantic* article by James Fallows).
6. Nicholas De Genova, *Working the Boundaries: Race, Space, and "Illegality" in Mexican Chicago* (Duke University Press, 2005).
7. Leo Chavez, *The Latino Threat* (Stanford University Press, 2008).
8. *Civil Rights in Peril: The Targeting of Arabs and Muslims*. Edited by Elaine Hagopian. (Pluto Press, 2004).
9. Albert Memmi, *The Colonizer and the Colonized* (Beacon Press, 1965).
10. Ward Churchill, *Kill the Indian, Save the Man: The Genocidal Impact of American Indian Residential Schools*. (City Light Publishers, 2004).
11. Paul Robeson, William Patterson, W.E.B. Du Boise, and the Civil Rights Congress, *We Charge Genocide: The Historic Petition to the United Nations for Relief from a Crime of the United States Government Against the Negro People*. (International Publishers, 1970) or (Civil Rights Congress, 1952). (Free: The library can help you get this book).
12. Articles on the Australian Stolen Generation (Free, get these resources at the library)
 - a. Australian Human Rights and Equal Opportunity Commission, *Bringing Them Home* (1997) [Report on Australian treatment of indigenous Australians as legally genocide under the UN definition]
 - b. Colin Tatz, "Genocide in Australia," *Journal of Genocide Research* Vol. 1 No. 3 (1999), pp. 315-352.
 - c. Robert Van Krieken, "The Stolen Generations and Cultural Genocide: The Forced Removal of Australian Indigenous Children from their Families and its Implications for the Sociology of Childhood," *Childhood* Vol. 6. No. 3 (1999), pp. 287-311.
 - d. Patricia O'Malley, "Gentle Genocide: The Government of Aboriginal Peoples in Central Australia," *Social Justice* Vol. 21 No. 4 (1994), pp. 46-65).
 - e. Paul R. Bartorp, "The Holocaust, the Aborigines, and the Bureaucracy of Destruction: An Australian Dimension of Genocide," *Journal of Genocide Research*, Vol. 3 No. 1 (2001), pp. 84

Course Schedule

Week 1 **Introduction**

- W 9/5 What is race?
1. Karl Marx “On the Jewish Question” — Blackboard
2. Ruth Benedict “What Race is Not” — Blackboard
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Week 2 **Theory: Sociohistoric constructions of race**

- Readings: 1. Gallagher, Introduction & Part 1 A (through page 38)
 Do Not Read Howard Zinn’s chapter
 2. Gallagher, Part I C (pages 61 through 94)
 Extra Credit: Marx and Benedict from Week 1

M 9/10
W 9/12

Week 3 **Theory: Origins of race thinking: Colonialism**

- Readings: 1. Winthrop Jordan, *First Impressions* — Blackboard
 2. Howard Zinn, *A People’s History of the United States* — Blackboard
 3. Ben Kiernan, *Blood and Soil* **SKIM** Chapter 6 (This chapter repeats
 much of the empirical data of Zinn’s chapter, but Kiernan’s analysis is
 different. He does a nice job of tracing the way agriculture and race shape
 the European genocide in the U.S.) — Blackboard

Extra Credit: Hanna Arendt, *The Origins of Totalitarianism* — Blackboard

M 9/17
W 9/19

Week 4 **Theory: Origins of race thinking: Imperialism**

- Readings: 1. Frantz Fanon, *The Wretched of the Earth* — Blackboard
 2. Ben Kiernan, *Blood and Soil* **SKIM** Chapter 9 — Blackboard
 Use this chapter to provide the historical background you need for
 understanding Fanon.
 3. W. E. B. Du Boise, *Black Reconstruction in America* Chapter 13
 “The Duel for Labor and Control on Border and Frontier”
 Extra Credit: Sven Lindqvist *Exterminate all the Brutes* — Blackboard

M 9/24
W 9/26

Week 5 **Theory: The invention of race and ethnicity**

- Readings: 1. W. E. B. Du Bois *Black Reconstruction in America*
 Chapters 1, 2 and 3: “The Black Worker”, “The White Worker”
 & “The Planter”
 2. Michael Banton, *The Idiom of Race* — Blackboard

Extra Credit: Lola Young, *Imperial Culture* — Blackboard

M 10/1
W 10/3

Week 6 **Theory: Legacies of slavery & genocide in the Americas & Australia**

- Readings: 1. Ben Kiernan, *Blood and Soil* **SKIM** Chapters 7 & 8
 Pay attention to the major themes of race and settler colonialism; don’t
 worry about the historical details
 2. Cornel West, *The Ignoble Paradox of Modernity* — Blackboard
 3. W. E. B. Du Bois, *Black Reconstruction in America* Chapters 6 &
 7: “Looking Backward” and “Looking Forward”
 Extra Credit: Gallagher p. 321-335.

M 10/8
W 10/10

Week 7 **Theory: Racism, Anti-Semitism, Bigotry, Oppression**

- Readings: 1. W.E.B. Du Boise, *Black Reconstruction in America* Chapters: 8 & 9
 “The Transubstantiation of a Poor White” and “The Price of Disaster”
 2. Adorno and Horkheimer, *from Dialectic of Enlightenment*
 3. Zygmunt Bauman, *The Holocaust and Modernity* — Blackboard
 Extra Credit: Cornel West, *Race and Modernity* — Blackboard

M 10/15
W 10/17

****Critical Book Review Proposal Due****

Week 8 **Lecture: Race in the U.S.: Contemporary socioeconomic trends**

- Readings: 1. W.E.B. Du Boise, *Black Reconstruction in America* Chapters: 16 & 17
 “Back Toward Slavery” and “The Propaganda of History”
 2. Gallagher p. 39-60

M 10/22
W 10/24

Group A
Group B

****MIDTERM EXAM DUE ON FRIDAY 10/26****

Week 9	Lecture: Race in the U.S.: How the idea of race changes over time
Readings:	Gallagher p. 61-99
M 10/29	Group C
W 10/31	Group D

Week 10	Lecture: Race in the U.S.: Are we finally color blind?
Readings:	Gallagher p. 100-136
M 11/5	Group E
W 11/7	Group F

Week 11	Lecture: Race in the U.S.: Prejudice, Discrimination, and Racism
Readings:	Gallagher p. 137-164
M 11/12	Group G
W 11/14	NO CLASS — THE INSTRUCTOR WILL BE AT A CONFERENCE

Week 12	Lecture: Race in the U.S.: How Space Gets Raced
Readings:	Gallagher p. 165-216
M 11/19	Group H
W 11/21	NO CLASS — HAPPY THANKSGIVING

Week 13	Lecture: Racialized Opportunity in Social Institutions
Readings:	Gallagher p. 217-258
M 11/26	Group I
W 11/28	Group J

Week 14	Lecture: Racialized Opportunity in Social Institutions Part 2
Readings:	Gallagher p. 259-297
M 12/3	Group K
W 12/5	Group L

Week 15	Freedom, Equality
M 12/10	Hegel: <i>Master and Slave</i>
	Baldwin: <i>The Fire Next Time</i>
W 12/12	Martin Luther King, Jr. <i>Why I am Against the War in Vietnam</i>
	Critical Book Reviews Due

Critical Book Review Proposal Grading Sheet
Assignment total points: 10 points / 1 point for each question

****Students must answer these questions in the order they appear****
**** As you write your answers, make sure to number them accordingly****

Proposal due date: October 17, 2012

Name:

Book Title:

1 point each

1. What is one of author's main arguments? (max: 2 sentences)
 2. Is this a plausible thesis? Why? (max: 2 sentences)
 3. What course reading from weeks 1 through 7 best fits with your book?
 4. Summarize the reading listed in #3. (max: 2 sentences)
 5. Analyze the reading listed in #3. (max: 2 sentences)
 6. How does the reading listed in #3 relate to your book? For example: Does the reading support the thesis or your author, refute your author, or shed light on your author's argument? (max: 2 sentences)
 7. List one other text from weeks 1 through 7 that you will use in your paper.
 8. List two reading from weeks 8 through 14 that you will use in your paper.
 9. Why did you choose these reading listed in #8? (max: 2 sentences)
 10. What is your tentative thesis? (max: 2 sentences)
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_____ out of 10 total points

Proposal Grade:

Critical Book Review Grading Sheet: Final Project
 Assignment total points: 90 points for paper + 10 points for proposal
 Due date: December 12, 2012 **Late Papers Will Not Be Accepted**

Assignment:

- ✓ Students are required to write a critical book review of the book they chose from the list on the syllabus.
- ✓ This is not a book report. Papers that summarize the readings without presenting an original thesis will not earn more than a D.
- ✓ The paper should demonstrate the student’s mastery of the course material by:
 1. Analyzing the book critically with knowledge gained from the course;
 2. Advancing an original, sociological thesis about the book that is drawn from course readings; and
 3. Synthesizing course readings effectively to defend the thesis.
- ✓ Papers are to quote from a total of 5 sources from course readings.
 - 1 source is the book being reviewed
 - 2 sources must be taken from course readings from weeks 1 through 7
 - 2 sources must be taken from course readings from weeks 8 through 15
- ✓ Other course readings can be referenced if needed, and noted in the bibliography.
- ✓ No outside sources or outside research allowed.

Grading Criteria

_____ out of 5 point	Does the paper have an original title that accurately describes the topic and the scope of the paper?
_____ out of 5 points	Is the paper between 1,250 to 1,500 words?
_____ out of 5 points	Is the paper written in 12 point Times New Roman font with 1 inch margins?
_____ out of 5 points	Has the paper been proofread?
_____ out of 10 points	Is the paper written in APA, MLA, or Chicago Format?
_____ out of 10 points	Is the author’s thesis stated clearly in the first paragraph?
_____ out of 10 points	Does the paper demonstrate a critical understanding of the main book the student chose to report on?
_____ out of 10 points	Does the paper include 4 other course readings? (Two from weeks 1-7, two from weeks 8-15)
_____ out of 10 points	Does the author effectively synthesize course readings to support her/his thesis?
_____ out of 10 points	Is the author’s argument sustained throughout the paper, and supported by each body paragraph?
_____ out of 10 points	Has the author effectively quoted from all 5 sources and cited these sources properly?

+ _____ out of 10 points for proposal

= _____ out of 100 Total Points

Final Grade:

Presentation Grading Sheet

Student Name:

Date:

Book Name:

_____ out of 10 points

Did the presenter present on a different chapter of the book than the other presenters in her/his group? If it is not possible to divide the book evenly into chapters, did the presenters cover different aspects of the reading?

_____ out of 10 points

Did the presenter demonstrate a critical understanding of the entire book, or did the presenter merely summarize?

_____ out of 10 points

Did the presenter integrate **one** reading from weeks 1 through 7 and **one** reading from weeks 8 through 15 into his or her presentation?

_____ out of 10 points

Did the presenter present on two different secondary course readings than the readings her or his group mates presented on? If group mates presented on the same secondary readings, were the presenters' arguments sufficiently different?

_____ out of 10 points

Did the presenter articulate his or her own original thesis?

_____ out of 10 points

Did the presentation successfully synthesize the three texts and support the presenter's thesis?

_____ out of 10 points

Was the presenter clear and organized?

_____ out of 10 points

Did the presenter use PowerPoint or distribute handouts?

_____ out of 10 points

Were the PowerPoint or handouts clear and organized?

+ _____ out of 10 points

Did the entire group finish within 45 minutes?

= _____ out of 100 points

Final Grade:

Book Review / Presentation Group Preference List

Last Name: _____ First Name _____

Please check 2 books from this section of the list that you would like to report on

1. Michelle Alexander, *The New Jim Crow*. (The New Press, 2010).
2. Douglas Blackmon, *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*. (First Anchor Books, 2009).
3. Harriet Washington, *Medical Apartheid: The Dark History of Medial Experimentation on Black Americans from Colonial Times to the Present*. (First Anchor Books, 2008).
4. *Keeping Down the Black Vote*. Edited by Frances Fox Piven, Lorraine C. Minnite, and Margaret Groarke. (The New Press, 2008).
5. Articles on the Obamas and the new politics of race.

Please check 2 books from this section of the list that you would like to report on

6. Nicholas De Genova, *Working the Boundaries: Race, Space, and "Illegality" in Mexican Chicago* (Duke University Press, 2005).
7. Leo Chavez, *The Latino Threat* (Stanford University Press, 2008).
8. *Civil Rights in Peril: The Targeting of Arabs and Muslims*. Edited by Elaine Hagopian. (Pluto Press, 2004).
9. Albert Memmi, *The Colonizer and the Colonized* (Beacon Press, 1965).
10. Ward Churchill, *Kill the Indian, Save the Man: The Genocidal Impact of American Indian Residential Schools*. (City Light Publishers, 2004).
11. Paul Robeson, and the Civil Rights Congress, *We Charge Genocide*
12. Articles on the Australian Stolen Generation

Please list your book selections in order of preference:

Choice #	Book #	Book Title
1st choice:	_____	_____
2nd choice:	_____	_____
3rd choice	_____	_____
4th choice:	_____	_____