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
Grades will be issued according to the following scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100%</td>
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<td>C+</td>
<td>76-79%</td>
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<td>B+</td>
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<td>C</td>
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<td>B</td>
<td>80-85%</td>
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<td>D</td>
<td>60-69 / F: 0-59</td>
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**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:


Presentation Books (You'll only have to buy one, or take one out from the library):
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).
12. Articles on the Australian Stolen Generation (Free, get these resources at the library)
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

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

           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  
           Chapters 6 & 7: “Looking Backward” and “Looking Forward”  

M 10/8  
W 10/10

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

           Chapters: 8 & 9  
           “The Transubstantiation of a Poor White” and “The Price of Disaster”  
           2. Adorno and Horkheimer, *from Dialectic of Enlightenment*  
           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

           Chapters: 16 & 17  
           “Back Toward Slavery” and “The Propaganda of History”  
           2. Gallagher p. 39-60

M 10/22  Group A  
W 10/24  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: *Master and Slave*  
| | Baldwin: *The Fire Next Time*  
| W 12/12 | Martin Luther King, Jr. *Why I am Against the War in Vietnam*  
| | **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)

_______ 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

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

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:

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<th>Choice #</th>
<th>Book #</th>
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