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.

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
Course Requirements

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 3 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.

Grade Breakdown

- 1/5 Exam 1 (100 total points)
- 1/5 Exam 2 (100 total points)
- 1/5 Final Exam (100 total points)
- 1/5 Critical Book Review (100 total points)
- 1/5 Presentation (100 total points)

Due Dates

Exams:
- W 10/2 EXAM 1 on Readings 1 through 14
- W 11/6 EXAM 2 on Du Boîse, and readings 15-28
- Final TBD Final Exam on Bauman, Winant, and cumulative readings

Paper:
- W 12/11 Critical Book Reviews Due

Grades

Grades will be issued according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>C+</td>
<td>76-79%</td>
</tr>
<tr>
<td>B+</td>
<td>86-89%</td>
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<tr>
<td>C</td>
<td>70-75</td>
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<tr>
<td>B</td>
<td>80-85%</td>
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<tr>
<td>D</td>
<td>60-69 /F: 59-0</td>
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Exams

✓ The three exams will be taken in a computer lab on campus during designated class hours (see schedule below). The final exam is cumulative.
✓ LATECOMERS WILL NOT BE ALLOWED EXTRA TIME
✓ ABSENTEES WILL NOT BE ALLOWED TO TAKE THE EXAM, AND WILL INSTEAD WRITE A 10 PAGE PAPER

Presentations

✓ Students will choose a week they wish to present on from the list below. The groups are named A through N.
✓ Group selection is on a first come, first serve basis. Each group is capped at 4 or 5 members depending on the weekly readings.
✓ The group will present on the weekly readings on the assigned day (see calendar).
✓ Each group member will present on a different chapter of the book or a different article, 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 list is below. You have 12 options to choose from.
✓ The final writing assignment is due on the last day of class.
✓ See attached grading sheet for details about the assignment.

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.

Required Readings:

These books are available used from NJ Books. They are also at B&N Campus bookstore


Critical Book Review Books (You’ll only have to buy or borrow one):


05. *Keeping Down the Black Vote.* Edited by Frances Fox Piven, Lorraine C. Minnite, and Margaret Groarke. (The New Press, 2008).


12. Articles on the Australian Stolen Generation (Free, get these resources at the library)


# Course Schedule

**Week 1**  
**Introduction**

- **W 9/4**
  1. Karl Marx “On the Jewish Question” — Blackboard
  2. Ruth Benedict “What Race is Not” — Blackboard

Listen to Martin Luther King Jr., Why I Am Against the War in Vietnam (aka Declaration of Independence from the War in Vietnam)

**Week 2**  
**Theory: What is Race?**

- **M 9/9**
  3. Marvin Harris, *How Our Skins Got Their Color* in Gallagher
  4. Michael Banton, *The Idiom of Race* — Blackboard
  5. C. Matthew Snipp, *Defining Race and Ethnicity* in Gallagher

- **W 9/11**
  PRESENTATION GROUP A

**Week 3**  
**Theory: Sociohistoric Constructions of Race**

- **M 9/16**
  8. Winthrop Jordan, *First Impressions* — Blackboard
  9. F. James Davis, *Defining Race* in Gallagher
  11. Lola Young, *Imperial Culture* — Blackboard

- **W 9/18**
  PRESENTATION GROUP B

**Extra Credit**  
Ben Kiernan, *Blood and Soil* SKIM Chapters 6-9

**Week 4**  
**Theory: Origins of Race Thinking: Colonialism & Imperialism**

- **M 9/23**
  12. Frantz Fanon, *The Wretched of the Earth* — Blackboard
  13. Cornel West, *The Ignoble Paradox of Modernity* — Blackboard

- **W 9/25**
  PRESENTATION GROUP C

**Extra Credit**  
Cornel West, *Race and Modernity* — Blackboard

**Week 5**  
**EXAM WEEK**

- **M 9/30**
  NO CLASS PROFESSOR IS AT A CONFERENCE

- **W 10/2**
  EXAM 1 on Readings 1 through 14
Week 6  
**W. E. B. Du Boise**

M 10/7  
Du Bois *Black Reconstruction in America:*
Chapters 1, 2, 3, 6, 7

W 10/9  
PRESENTATION GROUP D

Week 7  
**W. E. B. Du Boise**

M 10/14  
Du Boise, *Black Reconstruction in America:*
Chapters: 8, 9, 13, 16 & 17

W 10/16  
PRESENTATION GROUP E

Week 8  
**Prejudice, Discrimination, Racism in the U.S.**

M 10/21  
15. Michelle Alexander, *Selections from The New Jim Crow* in Gallagher
16. Herbert Blumer, *Race as a Sense of Group Position* in Gallagher
17. James Sterba, *Race and Gender Discrimination* in Gallagher
18. R. K. Merton, *Discrimination and the American Creed* in Gallagher
19. Moustafa Bayoumi, *How Does it Feel to Be a Problem?* in Gallagher
20. George Lipsitz, *The Possessive Investment in Whiteness* in Gallagher

W 10/23  
PRESENTATION GROUP F

Week 9  
**The Color Line in America**

M 10/28  
21. Lawrence Bobo, *Laissez-Faire Racism* in Gallagher
22. Shannon Zenk, *Why Are There no Supermarkets?* in Gallagher

W 10/30  
PRESENTATION GROUP G

Week 10  
**EXAM WEEK**

M 11/4  
27. David Wilkins, *A Tour of Indian Peoples & Indian Lands* in Gallagher
PRESENTATION GROUP H

W 11/6  
**EXAM 2 on Du Boise, and readings 15-28**
### Week 11
**Zygmunt Bauman, Modernity and the Holocaust**

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapters</th>
<th>Group</th>
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<tbody>
<tr>
<td>M 11/11</td>
<td>1, 2</td>
<td>I</td>
</tr>
<tr>
<td>W 11/13</td>
<td>PRESENTATION GROUP I</td>
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</table>

### Week 12
**Zygmunt Bauman, Modernity and the Holocaust**

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapters</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 11/18</td>
<td>3, 4</td>
<td>J</td>
</tr>
<tr>
<td>W 11/20</td>
<td>PRESENTATION GROUP J</td>
<td>5, 6</td>
</tr>
</tbody>
</table>

Extra Credit:

### Week 13
**Zygmunt Bauman, Modernity and the Holocaust**
Chapters 7 & 8

<table>
<thead>
<tr>
<th>Day</th>
<th>Group</th>
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<tbody>
<tr>
<td>M 11/25</td>
<td>K</td>
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**W 11/27**  NO CLASS — HAPPY THANKSGIVING

### Week 14
**Howard Winant, The World is a Ghetto**

<table>
<thead>
<tr>
<th>Day</th>
<th>Group</th>
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<tbody>
<tr>
<td>M 12/2</td>
<td>L</td>
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<tr>
<td>W 12/4</td>
<td>M</td>
</tr>
</tbody>
</table>

### Week 15
**Howard Winant, The World is a Ghetto**

<table>
<thead>
<tr>
<th>Day</th>
<th>Group</th>
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</thead>
<tbody>
<tr>
<td>M 12/9</td>
<td>N</td>
</tr>
<tr>
<td>W 12/11</td>
<td></td>
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</tbody>
</table>

**Critical Book Reviews Due**

**FINAL EXAM DATE TBA**

The final focused on Bauman, Wells, and Winant with questions on past readings
Critical Book Review Grading Sheet: Final Project
Assignment total points: 90 points for paper + 10 points for proposal
Due date: December 11, 2013  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 must site 6 sources from course readings. No more, no less!
   • 1 source is the book being reviewed
   • 4 sources must come from readings 1 – 28 listed on the syllabus
   • 1 source must be one of the major books of the semester, Du Boise, Winant, or Bauman.
✓ All sources must be listed in the bibliography.
✓ No outside sources or outside research allowed.

Grading Criteria

______ out of 25 points Does the paper advance and original thesis?
______ 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 quote and cite 5 other course readings?
______ out of 10 points Does the author effectively synthesize course readings?
______ out of 10 points Is the author’s argument sustained throughout the paper, and supported by each body paragraph?
______ 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 1,000 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 5 points Is the paper in APA, MLA, ASA or Chicago format?

+ ____ out of 100 Total Points

Final Grade:
## Presentation Grading Sheet

**Student Name:**

**Date:**

**Book Name:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____/20</td>
<td>Did the presenter articulate his or her own <strong>original thesis</strong>?</td>
</tr>
<tr>
<td>_____/20</td>
<td>Did the presenter demonstrate a <strong>critical</strong> understanding of the entire book or chapter, or did the presenter merely summarize?</td>
</tr>
<tr>
<td>_____/10</td>
<td>Did the presenter present on a <strong>different</strong> chapter of the book or a different essay than the other presenters in her/his group?</td>
</tr>
<tr>
<td>_____/10</td>
<td>Did the presenter integrate <strong>two readings</strong> from previous weeks into her presentation?</td>
</tr>
<tr>
<td>_____/10</td>
<td>Did the presentation successfully <strong>synthesize the three texts</strong> and support her thesis?</td>
</tr>
<tr>
<td>_____/10</td>
<td>Was the presenter <strong>clear and organized</strong>?</td>
</tr>
<tr>
<td>_____/10</td>
<td>Were the <strong>PowerPoint or handouts</strong> clear and organized?</td>
</tr>
<tr>
<td>+ _____/10</td>
<td>Did the presenter finish within <strong>10 minutes</strong>?</td>
</tr>
</tbody>
</table>

= _____ out of 100 points  

Final Grade:
SCHEDULE AT A GLANCE

A maximum of 4 people will be allowed in each group. Check the syllabus for details about the readings you’ll present on. Once you pick your group, you cannot change.

W 9/11 PRESENTATION GROUP A
W 9/18 PRESENTATION GROUP B
W 9/25 PRESENTATION GROUP C
W 10/9 PRESENTATION GROUP D
W 10/16 PRESENTATION GROUP E
W 10/23 PRESENTATION GROUP F
W 10/30 PRESENTATION GROUP G
M 11/4 PRESENTATION GROUP H
W 11/13 PRESENTATION GROUP I
W 11/20 PRESENTATION GROUP J
M 11/25 PRESENTATION GROUP K
M 12/2 PRESENTATION GROUP L
W 12/4 PRESENTATION GROUP M
W 12/11 PRESENTATION GROUP N

DUE DATES

Exams:
W 10/2 EXAM 1 on Readings 1 through 14
W 11/6 EXAM 2 on Du Boise, and readings 15-28
Final TBD Final Exam on Bauman, Wells, Winant, and cumulative readings

Paper:
W 12/11 Critical Book Reviews Due
Critical Book Review Preference List
HAND IN BEFORE WEEK 3

Last Name: __________________________________ First Name ______________________

Which book would you like to write about this semester?

Book #_______ Book Title: ______________________________________________________


05. *Keeping Down the Black Vote*. Edited by Frances Fox Piven, Lorraine C. Minnite, and Margaret Groarke. (The New Press, 2008).


12. Articles on the Australian Stolen Generation (see syllabus list for details)