

Sociology 291: Sociology of Race and Ethnicity  
Gillian Gualtieri  
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Spring 2017  
Cheever Seminar Room

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**Office Hours:** Wednesdays and Fridays 10AM-12PM in Ralston 203

**Course Description:** In this course, we will engage and examine the sociological theories of race and ethnicity from Du Bois' classic writings to the empirical analyses of the contemporary literature. We will address theories of racial formation, double consciousness, identity, racial and ethnic boundaries, panethnicity, and intersectionality. We will use empirical readings to examine how these theories apply, explain, and complicate our understanding of how race and ethnicity inform and are informed by the state, the labor market, education, and the prison system, among others. Grounding our study primarily in the context of the United States, we will ask questions about the changing racial order, the social problem of mass incarceration, the social and political implications of colorblindness, and racism over time. Students will develop skills of oral presentation, theoretical application and analysis, and analysis in the course.

**Guiding Questions:** What is race? How is it different from ethnicity? What is racism? What is colorblindness? How are racial categories constructed? What do they mean? How do they change over time? Is race socially constructed? How has sociology classically studied race? How does race intersect with other social institutions, like gender and class? How does race shape action in the law? In politics? In the family? In education? At work?

**Course Objectives:**

By the conclusion of this course, students will:

1. Be able to articulate and explain some of the major theories of race and ethnicity in sociology in both written and oral forms.
2. Be able to apply these theories to various empirical cases.
3. Outline and explain the relationship between theory, data, and argument in empirical research.
4. Challenge existing scholarship and frame their own analytical arguments in relation to other major texts in sociology pertaining to race and ethnicity.
5. Respectfully engage in dialogue around race, ethnicity and social life in class.

**What You Can Expect of Me**

1. I am dedicated to creating a safe learning environment for every student in my classroom. While we engage and encounter difficult and challenging material and different viewpoints, it is my responsibility to ensure that every student feels empowered to share their opinion and maintains that safety for themselves and others in the classroom.

2. I have learning objectives for every component for the course as well as the overall structure and shape class. However, the most important thing for me is that students learn. I take facilitating learning seriously, and I understand that students learn in different ways. Therefore, I am committed to making learning objectives clear for students and helping students meet those learning objectives in their own way over the course of the class. This involves my position in the classroom and availability outside of the classroom.
3. Respect is paramount to me. I respect and value every student in my classroom and on this campus. It is my responsibility to ensure that students understand and feel that respect.
4. I am available in office hours regularly. Additionally, I am available to schedule individual appointments and to respond regularly to emails (please review my email policy later in this document).
5. Communication is key to facilitating learning. Therefore, students can expect regular communication from me via email and within the classroom. If the schedule or plan changes, it is my responsibility to communicate that change in a timely and respectful manner to students in both the classroom and via email and the class Moodle page.

### **What I Expect From Students**

1. Respect: I expect respect for your classmates, for the class, and for me. We will discuss some difficult issues in this course, and I expect students to be mindful that everyone in our class comes from a variety of backgrounds and will likely possess different perspectives. It is precisely this diversity that will enhance all our learning.
2. Effort and Commitment to the Course: I am demanding, and I expect a lot from students. There is a lot of reading and preparation for this course. However, none of it is randomly or superfluously assigned. I expect students to come to class with the reading completed and critically processed. This means that I expect students to have not only consumed the assigned material but thought about that material and developed ideas, arguments, and questions that they wish to tackle in seminar. I detail more about how to prepare for class later in this document.
3. Communication: If you are having trouble in the classroom or out of the classroom or something is affecting your experience of this course (including illness, personal struggles, academic struggles, confusion, and enthusiasm) I expect you to communicate regularly with me, either in office hours or via email (please review my email policy below).

### **Major Texts**

Alexander, Michelle: *The New Jim Crow*

Bonilla-Silva, Eduardo: *Racism without Racists*

Coates, Ta-Nehisi: *Between the World and Me*

DuBois, W.E.B: *Souls of Black Folk*

Kang, Miliann: *The Managed Hand*

Mora, Cristina: *Making Hispanics*

Omi, Michael, and Howard Winant: *Racial Formation in the United States*

Warikoo, Natasha: *The Diversity Bargain*

Assignments

Participation: 15%

In-class Group presentations: 20%

2 Reflection Papers: 15%

Midterm (Take Home): 25%

Final Exam (Take Home): 25%

Participation is essential to success in this class. This means regularly attending class, contributing to course discussion, and thoughtfully responding to your peers' comments and questions. I expect you to come to class prepared, with the reading done, your notes organized, and your questions and thoughts ready to be shared. **You may have two unexcused absences for the entire semester without penalty to your grade, but I expect you to attend all class meetings.** If you are ill, please email me and let me know that you will miss class. Only those absences labeled as excused by the Dean of Academic Advising's Office will be accepted and recorded as excused.

*Preparing for Class:* For students to actively and fully participate in class discussion, I have some guidelines for class preparation. Students should complete all of the assigned reading before class. While reading, I suggest students maintain notes about major themes, arguments, the logic of the argument presented by the author, the theories and other literature the author draws on, the methods used (if relevant), major findings, and students' own theoretical and personal reactions to these components. Students should be prepared to discuss the following for each reading assigned:

1. Who is the author(s)? When was the reading published?
2. What is the research question or orienting theoretical puzzle guiding the piece?
3. What are the major themes throughout the author's analysis?
4. What is the overarching argument of the piece (for books, it might be useful to break this down by chapter)?
5. What theoretical framework does the author(s) use? Why? Which major literatures are they drawing on? What debates are they speaking to?
6. What methods does the author use? What is their data? Is this satisfactory to you as a reader?
7. What does the author find? Do they provide sufficient evidence?
8. Are you convinced by the author's claims? Why?
9. Does this reading speak to other readings in the course or in your personal research project?
10. How might you remedy the problems with the reading you identify? How would you rethink the argument/research process/etc?
11. What confuses you about the reading?
12. What is the most compelling argument or piece of the reading that you want to discuss with your classmates?

If you take the time to think through these questions as you read and as you reflect on your reading, our discussion will be much richer and more interesting.

*In Class Presentations* Every Wednesday class meeting, a small group of your classmates (2-3 individuals) will begin our class with a twenty minute presentation to orient our class discussion for the day. In your presentations, you are expected to prepare prefatory comments, summaries of the major arguments and points you wish to discuss with your classmates, and a series of discussion questions for your peers.

*Reflection Papers* In 3-5 pages, you are expected to pose a research question—theoretical or empirical—inspired by the readings from the previous weeks in the course. You then will explain how two of the authors we encountered in the course would go about answering that question and why. You are expected to engage the authors in conversation with each other and to pose a clear, concise argument summarizing the major points of each author, how these points inform your question and their proposed answers, and the strengths and limitations of each author's approach. For Reflection Paper 1, you may draw on content covered from 1/18-2/22. For Reflection Paper 2, you may draw on content from 3/24-4/26.

*Take Home Midterm* The take home midterm will be posted the afternoon of 3/20. You must submit your answers to the midterm questions by 8 PM Friday 3/24.

*Take Home Final Exam* The written final exam will be posted the afternoon of Friday 5/5 and must be uploaded to Moodle by Friday 5/12 at 1:30 PM.

### **Course Policies**

**Office Hours:** Come to office hours! I will have 4 hours of office hours each week, but I am very open to meeting at other times as you need. I will hold additional hours before larger written assignments are due. It is better that you come earlier in the semester than later. If you are unavailable during my office hours and would like to talk with me in person, please send me an email with ample notice (the night before the assignment is due is not a good idea, so try for 3-4 days before) and I will try to schedule another appointment for us to meet. If need be, we may also schedule a Skype or phone conversation.

**Academic Honesty:** I expect students to follow the standards of academic integrity as set forth by the College. As a general rule, you should attribute all words and ideas written by published sources and websites. Plagiarism—the act of reproducing in your written work someone else's thoughts, writing or research without explicit acknowledgement or citation—is strictly forbidden, and I will follow the College's guidelines with regard to these issues. At Kenyon College we expect all students, at all times, to submit work that represents our highest standards of academic integrity. It is the responsibility of each student to learn and practice the proper ways of documenting and acknowledging those whose ideas and words they have drawn upon (see Academic Honesty and Questions of Plagiarism in the Course Catalog). Ignorance and carelessness are not excuses for academic dishonesty. Additional information can be found in the Student Handbook (<http://www.kenyon.edu/directories/offices-services/registrar/course-catalog-2/administrative-matters/academic-integrity-and-questions-of-plagiarism/>).

**Accommodations:** If you have special learning needs, please see me as soon as possible. Special needs are defined broadly—this can include a learning disability, levels of anxiety, or a difficulty stomaching the way I lead class. While you are not required to inform me about personal matters, if you are struggling with the course it is crucial that you let me know as soon as possible so I can help you succeed.

If you have a disability or feel that you may need for some type of academic accommodation(s) in order to participate fully in this class, please feel free to discuss your concerns with me privately and also identify yourself to Erin Salva, Director of Student Accessibility and Support Services at [salvae@kenyon.edu](mailto:salvae@kenyon.edu).

**Additional Resources:** If you are struggling or require assistance—academically or personally—please feel free to contact me so I can help you succeed. College is a stressful and difficult time, and you may find yourself in new and overwhelming situations. You are not alone. I am happy to be available to provide you support and guidance. You may find the following resources of use:

Kenyon College Health and Counseling Center (<http://www.kenyon.edu/student-life/health-counseling/>)

Kenyon College Office of Diversity, Equity, and Inclusion (<http://www.kenyon.edu/about-kenyon/diversity-at-kenyon/odei/>)

Kenyon College Office of Academic Advising (<http://www.kenyon.edu/directories/offices-services/academic-advising/>)

Student Accessibility and Support Services (<http://www.kenyon.edu/directories/offices-services/student-accessibility-support-services/>)

Kenyon College Writing Center (<http://www.kenyon.edu/directories/offices-services/the-writing-center-2/>)

**Title IX and My Responsibilities:** As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are mandated reporters of any incidents of sexual misconduct. That means that I cannot keep information about sexual misconduct confidential if you share that information with me. The Health and Counseling Center, Sexual Misconduct Advisors (SMAs), and the College chaplain are confidential resources.

**Late Assignments:** I must have all papers by the deadline listed on this syllabus. I do not accept late assignments unless we have discussed your circumstances before the due date. If you miss class, you are still expected to get the paper to me by the deadline unless we have discussed your circumstances prior to the due date.

**Email Policy:** If you have any questions or concerns about the course, my availability to meet, or special accommodations concerns, please feel free to email me ([gualtieri1@kenyon.edu](mailto:gualtieri1@kenyon.edu)). Please be conscientious when you email me. If you have questions about assignments or content covered in class, please check the course webpage and this syllabus to see if your question can be answered in these locations. Before emailing me, please contact your classmates first (there is space at the bottom of this document for

you to take down the name and contact information of at least three classmates; this will be your “network” for the class) to see if they can help you with the information (perhaps I answered the question in class). If you cannot answer your question in these ways, then please feel free to email me or come to Office Hours, and I will be happy to help! Emails about questions that can be answered by reviewing the course syllabus or website and/or by contacting classmates will be answered after emails about other concerns, so please try to use your resources wisely, as I may not be available via email until class meets!

**Technology:** Laptops and tablets are allowed in class for academic purposes only. If you are checking email, Facebook, Instagram, etc. I reserve the right to ban laptops for an individual student or the whole class (excluding those students with special accommodations). Cell phones are never permitted in class.

**Your “Network”** This is the space for you to collect and store the contact info of your class network—your classmates who you can email for help and questions throughout the course.

|              | <b>Classmate 1</b> | <b>Classmate 2</b> | <b>Classmate 3</b> |
|--------------|--------------------|--------------------|--------------------|
| <b>Name</b>  |                    |                    |                    |
| <b>Email</b> |                    |                    |                    |
| <b>Phone</b> |                    |                    |                    |

**Course Schedule and Readings**

*\*\*\*This schedule is subject to change with ample notice. Please continue to review the Moodle Page for the most up to date schedule\*\*\**

**1/18:** Introductions

**1/20:** *What is the relationship between race and ethnicity?*

Cornell, Stephen, and Douglas Hartman. 2007. “Mapping the Terrain: Definitions.” Pp. 15-38 in *Ethnicity and Race: Making Identities in a Changing World*. New York: Pine Forge Press.

**1/25:** *What does “race” mean in the United States today? What does it mean to experience race?*

Coates, Ta-Nehisi: *Between the World and Me*.

**1/27:** *Where does the sociology of race in the United States originate? What is double consciousness?*

DuBois.: *The Souls of Black Folk* Chapters 1; 8-9

**2/1:** *What does Du Bois' theory mean to the contemporary study of the sociology of race?*

DuBois: *The Souls of Black Folk* Chapters 10; 14

Morris, Aldon. 2015. Introduction; Chapter 2 in *The Scholar Denied: W.E.B. DuBois and the Birth of Modern Sociology*. Oakland: University of California Press.

**2/3:** *What is the theory of racial formation? What is racialization? What is a racial project?*

Omi and Winant: *Racial Formation in the United States*. Introduction; Chapter 4

**2/8:** *What is the relationship between race and the state?*

Omi and Winant: *Racial Formation in the United States*. Chapter 5.

**2/10:** *How does the state create racial categories? How are these processes of racial formation historically constituted?*

Fox, Cybelle. "Three Worlds of Relief: Race, Immigration, and Public and Private Social Welfare Spending in American Cities, 1929." *American Journal of Sociology* 116(2): 453-502.

**2/15:** *What is panethnicity? How is panethnicity constructed by the state and cultural institutions? How do political actors interact with the state to create categories?*

Mora, Cristina: *Making Hispanics* Introduction, Chapters 1 and 2.

**2/17:** NO CLASS

**2/22:** *What is "Hispanic?" How do cultural organizations work with the state to create race?*

Mora, Cristina: *Making Hispanics* Chapters 3 and 4.

**2/24:** NO CLASS

**Reflection Paper 1 Due**

**3/1:** *What are racial boundaries? How are they crossed/blended/confused? Why do boundaries matter?*

Alba, Richard. 2005. "Bright v. Blurred Boundaries: Second Generation Exclusion and Assimilation in France, Germany, and the United States." *Ethnic and Racial Studies* 28:20-49.

Fox, Cybelle, and Thomas Guglielmo. 2012. "Defining America's Racial Boundaries: Blacks, Mexicans, and European Immigrants, 1890-1945." *American Journal of Sociology* 118:327-79.

**3/3:** *How does immigration shape race? How does the American racial system affect immigrants' understanding of race?*

Waters, Mary. 1999. *Black Identities* Chapter 3.

**March 4-19:** SPRING BREAK!

**3/22:** *What is the New Racism?*

Bonilla-Silva, Eduardo. *Racism without Racists*. Chapters 1-2.

**3/24:** *What is colorblindness?*

Bonilla-Silva, Eduardo. *Racism without Racists*. Chapters 3-4.

**Midterm Due**

**3/29:** *How does racism affect the workplace, housing, and progressivism?*

Bonilla-Silva, Eduardo. *Racism without Racists*. Chapters 5-7.

**3/31:** *What is the relationship between race and poverty? How does this affect the job market?*

Smith, Sandra. 2005. "'Don't Put My Name on it': (Dis)Trust and Job-Finding Assistance among the Black Urban Poor." *American Journal of Sociology* 111(1): 1-57.

**4/5:** *What is the relationship between race and education?*

Warikoo, Natasha: *The Diversity Bargain*. Introduction; Chapter 1

**4/7:** *What is Affirmative Action? How does this discourse shape the meaning of race in higher education?*

Warikoo, Natasha: *The Diversity Bargain*. Chapters 2-3.

**4/12:** *How is the relationship between race and higher education different across national contexts?*

Warikoo, Natasha: *The Diversity Bargain*. Chapters 4-6.

**4/14:** *What is the relationship between race and violence in the United States? How does mass incarceration shape the experience of race?*

Dow, Dawn. 2016. "The Deadly Challenges of Raising African American Boys: Navigating the Controlling Image of the "Thug." *Gender and Society*. 30: 161-81.

Alexander, Michelle: *The New Jim Crow*: Introduction and Chapter 1.

**4/19:** *What is the racialized reality of mass incarceration?*

Alexander, Michelle: *The New Jim Crow*: Chapters 2-4.

**4/21:** *What is the New Jim Crow?*

Alexander, Michelle: *The New Jim Crow*: Chapters 5-6.

**4/26:** *What is intersectionality? How does the experience of race intersect with gender, class, and nation?*

Collins, Patricia Hill. 2000. "Distinguishing Features of Black Feminist Thought." In *Black Feminist Thought* New York: Routledge.

Nakano Glenn, Evelyn. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." *Signs* 18(1): 1-43.

**4/28:** *How do intersectional identities shape the experience of work?*

Kang, Miliann: *The Managed Hand*. Introduction and Chapter 1.

### **Reflection Paper 2 Due**

**5/3:** *How are intersectional identities negotiated through relationships with different actors and systems of power? What is the model minority?*

Kang, Miliann: *The Managed Hand*. Chapters 2-4.

**5/5:** *How is race and racial hierarchy built by shared and unequal oppression?*

Kang, Miliann: *The Managed Hand*. Chapters 5-6.

**FINAL EXAM DUE FRIDAY MAY 12 AT 1:30 PM**