Purpose:
The purpose of this course is to understand issues of race, ethnicity and racism from a sociological perspective. We will focus on these issues of race and racism and will examine how they impact contemporary social problems and public policy issues like immigration, affirmative action, education, media representation, and work. Of primary importance in this course is the understanding of race as a socially constructed phenomenon that is manifested in a wide range of social institutions. I expect students to come away from this course with an in-depth understanding of sociological perspectives on race, ethnicity, and racism, as well as the ability to apply sociological critiques to current race-related events.

Policies:

- Please complete the readings before each class meeting. I expect you to read the material carefully, think critically about the readings, and be fully prepared to discuss what we’ve read. Since this class incorporates both lecture and discussion, it is essential that everyone has read the material and arrives at class prepared to share their insights. Please be forewarned that I will give pop quizzes if it appears very few students have done the reading. (If you miss class on the day of a pop quiz there will be no opportunity for a make-up.)
- Class participation is part of your grade. Participation is not limited to speaking up in class. It also encompasses attendance, focus, engagement, and attention. In order to get a high grade for class participation, you should consistently attend class and arrive on time having carefully read the material. Regular tardiness, chronic absenteeism, and/or lack of preparation for class will adversely affect your class participation grade.
- Electronic devices of any kind (laptops, iPads, iPhones, iAnything that has a screen and gets plugged in) are not permitted during class. They should be off your desk and out of sight before class begins; otherwise they may be confiscated for the duration of class. (Please speak with me privately within the first week of class if this policy presents an issue for you.)
- Hard copies of essay assignments should be in my possession before class ends on the due date or they will be considered late. Any late papers will be docked one letter grade for each day that they are late. In other words, if your paper is due Tuesday and I receive it Thursday, the highest grade you will be able to receive is
a C. Unless you have email correspondence from me that says otherwise, assume that any paper received after the end of class on the due date will be penalized.

- If you must miss class on the day an assignment is due, email the paper to another student and have him/her either submit a hard copy to me in class or to my box in the sociology department. (Having someone else submit your paper does not waive or extend any late penalties that may accrue, so please stress to anyone submitting a paper on your behalf that they must get your assignment in on time.)
- Papers received more than two calendar days after the due date will not be accepted unless I have granted you an extension. These will be granted only in the case of a serious and unforeseeable problem, the definition of which is subject to my discretion. (Printing problems, untimely computer crashes, and heavier-than-normal workloads are examples of problems that do not warrant an extension.) This policy applies to journals and to the final as well, which will be in the form of a take-home exam.
- There will be no make-ups for the midterm without my written authorization. You must obtain this permission by October 13, and the make up must be completed by October 24th.
- In most cases, adjustments to grades will be given in the case of numerical miscalculations only. If there is any confusion about my expectations for an assignment, please address this before the assignment is submitted. Once papers are returned to you, no grades will be changed unless there is a mathematical error in the computation of your score.
- Assignments may be graded by Kiara Sample, the teaching assistant for this course. I will review all assignments Kiara grades prior to returning them to ensure that our grading patterns are consistent. However, in the interest of maintaining reliability, if you feel that she has graded your paper significantly differently from the way I would have graded it, you may bring the paper to my attention and I will review it to ensure synchronicity. (Keep in mind that while I will review your paper, this does not guarantee that I will agree with you that there has been a significant difference in the grading.) In the event that you feel there is a grading discrepancy, please consult with Kiara prior to bringing your paper to me. You can reach her via email at kiarasample@wustl.edu.
- All students are subject to the policies outlined both in this syllabus and verbally as the course progresses. It is your responsibility to find out what took place during any classes you missed, and you are subject to any amendments or policy changes that were established on such days, whether or not you were present in class.
- In this class, we will discuss topics that can be sensitive and provoke heated discussion. Some conversations may discomfit or upset some of your previously held beliefs. While I do not promise that you will be comfortable or agree with all of the points raised (either in the course materials or by your classmates), we must maintain a respectful atmosphere towards each other and be careful to disagree without being disagreeable.

Additional University Policies
Accommodations based upon sexual assault:
• The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

• If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

• You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

Bias Reporting:
• The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health:
• Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Required Texts:

Required Articles & Book Chapters:
Additional required book chapters are available through Blackboard. You can access them here: http://ares.wustl.edu/ares/.

Required Videos:
In Whose Honor?
The Wire Season 4 Episode 1

(Films will be made available through the library. The Wire contains explicit language and references to drug use and ongoing criminal activity. If you object to or are unable to watch this episode, please let me know within the first two weeks of the semester and we will work out an alternate arrangement.)

Tips for Reserves streaming:
- A wired connection is strongly encouraged over Wi-Fi for best quality and function.
- Visit the Libraries Streaming Help page at http://streaming.wustl.edu/help/ to download, set up, or troubleshoot Real Player.

For the film(s) streamed in-house through Olin Reserves:
- Students log into Ares (http://ares.wustl.edu/ares/) with their WUSTL key. They click on the link to view the film which should open Real Player and prompt them for a second username and password:
  - Username: soc3001
  - Password: socthe1
- RealPlayer must be used to view films we have streamed in-house.

For film(s) which were licensed from a commercial vendor, such as Swank or Kanopy:
- Students log into Ares with their WUSTL key and click on the link to view the film.
- The vendor requires either Flash or Microsoft Silverlight.
- A secondary username and password are not needed to view these films.

Successful playback in Real Player is partially dependent on each user’s PC or Mac setup including how pop-up blockers are configured and which media player is set as the default. Our Streaming help page at http://streaming.wustl.edu/help is a good first step for troubleshooting problems.

Course Assignments:
Students are required to complete two essay assignments, a journal, one midterm exam, and one final exam. Essay assignments should be submitted in hard copy. These should be about 5 double spaced pages, margins should be one inch, and typeface should be no larger than size 12 Times New Roman font.

Essay assignments are as follows:

Paper 1: Using the colorblind racism perspective advanced by Bonilla-Silva, analyze a written statement on race relations. Does the writer use any of the frames or storylines Bonilla-Silva describes?

Paper 2: Discuss similarities and/or differences in the ways that race affects public space, education, and/or work for two of the racial groups we have studied in class.

Please note that these topics for essay assignments are suggested, not required. In other words, if you have another idea or concept you would like to explore in one of these essays you are free to discuss that topic. However, your paper must explore the concepts and racial group(s) we are covering during that particular unit. If you decide you want to write one of your papers on a different topic, you should run your paper topic by me first to ensure that it is relevant to the direction of the course—otherwise, you run the risk of losing points for going off subject or not answering the question (see Essay Guidelines).

Journal: Each student is required to keep a journal in which you record your responses and analyses of the material we cover weekly. Journals should contain at least one entry per week, so that when you submit journals on Dec 8th you should have a minimum of fifteen entries. Entries should be about 1 page, neatly handwritten or typed, but should NOT be just simple summaries of the week’s readings. Rather, journal entries are your space to comment on, reflect on, and analyze what we are discussing, and to express statements or ideas you may not feel fully comfortable sharing in class. Above all, they should contain your reactions to and analyses of the material presented in the readings and in class.

Specific guidelines for papers are attached.

**Important Dates:**

**Assignment Due Dates:**

Paper One: Sept. 27  
Midterm: Oct. 20  
Paper Two: Nov. 15  
Journals: Dec. 8  
Final Exam: Dec. 8

**Deadline for Permission to Make Up Midterm:**

Oct. 13

**Deadline for Making Up Midterm:**
Oct. 24

Course Outline
Aug 30-Sept 1
No Class Aug 30
Intro: The language of race, introduction to race as a sociological concept
Reading: Feagin 2013, Omi & Winant 2013

Sept 6-8
Racial Theory: Theoretical frames on race and racism
Reading: Bonilla-Silva: White Supremacy and Racism in a Post-Civil Rights era

Sept 13-15
Race and Identity: How does race inform sense of identity?
Reading: Vallejo ch. 5; Gallagher ch 10

Sept 20-22
Everyday Racism: How do everyday, basic interactions perpetuate racism?
Reading: Houts-Picca and Feagin: Two Faced Racism

Sept 27-29
Racial Imagery: Popular cultural ideas about race, beauty, representation
Reading: Vera & Gordon ch 8; Glenn 2008; Balogun 2012
Video: In Whose Honor?

Paper 1 due Sept 27

Oct 4-6
Love and Relationships: How does race affect our romantic relationships?
Readings: Nemoto ch 2, Mignon Moore ch 6, Ray 2012

Oct 11-13
Race, Class, and Gender: How is race constructed by class and gender? How are these categories interlocking and mutually overlapping?
Readings: Collins, Black Feminist Thought Ch. 1; Espiritu Ch. 5; Chou Ch 5 (in Asian American Sexual Politics); Collins, Black Sexual Politics Ch. 4

Oct 18-20
No Class Oct 18
Oct 20: Midterm

Oct 25-27
Race, Space, and Place: How does race affect access to and what happens in public and private spaces?
Readings: Lipsitz ch 4; Chou & Feagin ch 2
Video: The Wire
Nov 1-3
*Race and Education*: How is education raced? How does race structure access to education? How do educational institutions reproduce racial inequality?
Readings: Wendy Leo Moore: *Reproducing Racism*

Nov 8-10
*Race and Work*: How is race structured through the labor market? Through various workplaces? What are the differences in racial experiences at work in professional and nonprofessional settings?
Readings: Pager 2003; Garcia-Lopez 2008; Carbado and Gulati ch 1

Nov 15-17
*Race and Economic Inequality*: How does race shape economic inequality with regards to wealth? What are the patterns and processes by which racial wealth inequality occurs?
Readings: Shapiro: *The Hidden Costs of Being African American*

Paper 2 due Nov 15

Nov 22-24
Final Exam Distribution
Readings: *None this week*

Nov 29-Dec 1
*Race & Politics*: Racial representation in the Obama era
Readings: Logan ch 7

Dec 6-8
*Race and Public Policy*: In what ways is race embedded in public policy decisions like affirmative action, health care, and the death penalty? How does the racialization of public policy affect various racial groups?
Readings: Katzenelson ch 5
Take-home Final Exam Due
Journals Due

**Grade Distribution**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1:</td>
<td>15%</td>
</tr>
<tr>
<td>Paper 2:</td>
<td>15%</td>
</tr>
<tr>
<td>Journal:</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam:</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam:</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale: 97-100=A+  93-96=A  90-92=A-  87-89=B+  83-86=B  80-82=B-  77-79=C+  73-76=C  70-72=C-  60-69=D  59 and below=F
RUBRIC FOR WRITING ESSAYS

__/20   As the last sentence of the first paragraph, does the writer offer a concise, specific thesis sentence that answers the essay question?

__/20   Has the writer answered the question throughout the paper?

__/20   Does each paragraph address only one idea that elaborates on and supports the thesis statement?

__/20   Does the writer stay on topic and avoid tangents?

__/20   Does the writer consistently offer evidence (quotes and/or paraphrases that are correctly cited) from the readings to support her argument?

DOs and DON’Ts of WRITING ESSAYS
Sample Assignment: I examine how gendered racism is present in media coverage of Black male celebrities.

DO: Make sure that your paper has a thesis statement. Start with a general introduction that logically leads to your thesis statement. The thesis statement should be the last sentence in your introductory paragraph. It should be a simple, concise, arguable statement that you will then prove in the rest of your paper.

   Example: A strong thesis sentence might be, “This paper examines gendered racism in media depictions of Black men celebrities.” A weak thesis would be, “Gendered racism is an important theoretical concept which details the intersections of race and gender in shaping various groups’ experiences, and is especially useful in examining media coverage of various Black men celebrities like rapper TI and athletes like Michael Vick.” This latter thesis is too lengthy and detailed.

DO: Make sure your paper answers the question. Each paragraph should elaborate on and support the statement you made in your thesis. I should be able to isolate any of your supporting paragraphs and clearly see how it elaborates on your thesis sentence. If a paragraph does not directly explain your thesis, it does not belong in the paper!!

   Example: I might structure paragraphs so that I take various aspects of gendered racism and apply them to media coverage of a particular Black man celebrity. In other words, one paragraph might apply Collins’ “inherent criminality” concept to media coverage of Trayvon Martin, another might apply her “athlete” concept to media coverage of Michael Vick, while yet another paragraph might apply Collins’ other concept of the “sidekick” to Will Smith. Each of these paragraphs thus elaborates on the idea conveyed in the thesis and remains focused on the topic at hand.
DO: Proofread your work! This is often the only way to make sure you have stayed on topic, that your paragraphs address only one idea, and that your thesis and supporting arguments make sense.

   Example: After completing your essay, come back to it a few hours later to proofread with a fresh eye. Also, I strongly encourage you to have someone else look it over. The paper will make perfect sense to you because you wrote it, but someone else can tell you where it does not make sense or where your arguments are unclear.

DON’T: Use contractions. These are not appropriate for formal essays.

   Example: Avoid “don’t,” “won’t,” “can’t,” “doesn’t,” and so forth. Use the more formal writing style appropriate for essays with “do not, will not, can not, does not,” etc.

DON’T: Include more than one idea per paragraph. Generally, paragraphs should only be 4-6 sentences. If your paragraph is less than 4 sentences, it probably needs more development. If your paragraph is more than 6 sentences, you probably have more than one idea.

   Example: If you have a two-sentence paragraph, consider what you’re trying to say in that paragraph and how it could be further developed. Could you support your claim with a quote or reference to some of the course readings? Can you offer an example? Are you using terms that need definition? Is it explicitly clear how what you’ve described elaborates on and explains your thesis sentence?

DON’T: Use statements like “I think,” “I believe,” “In my opinion,” or other terms that use the first person. This weakens declarative statements.

   Example: A statement like, “Gendered racism is clearly present in media coverage of Michael Vick as someone prone to criminal behavior,” is stronger and more effective than, “In my opinion, I think gendered racism is clearly present in media coverage of Trayvon Martin as someone who was inherently criminal.”
Midterm Study Guide

Pay particular attention to and be familiar with these concepts:
Colorblind ideology (frames, rhetoric, etc)
Systemic racism (definition, use, examples)
Racial projects
White racial framing (definition, use, examples)
Examples of everyday racism
Examples of racial imagery
Black lesbians’ attempts to navigate community
Challenges facing Asian American/white couples
Black college men’s relationship practices
Examples and impact of racial stereotypes on different groups
White messiah
Identity development of various racial groups
Final Exam Study Guide

Pay particular attention to and be familiar with these concepts:
Transformative assets
Wealth inequality
Controlling images of different race/gender groups
Ways race affects public space for Asian Americans and blacks
White space
How race affects different groups at work
Race neutral policies