

Sociology 424
Sociology of Race Relations
Spring 2009, Section 0101
Tuesday & Thursday 8:00am-9:15am
Art-Sociology Building, Room 3203

Instructor: Anthony Hatch
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COURSE DESCRIPTION

This course examines the emergence, dynamics, and consequences of race and racism in contemporary American society. We will explore questions about race and racism in three distinct, but interconnected contexts of social life: a) colorblind racial ideology, b) science and genetics, and c) wealth inequality and economic privilege. Through our readings, interpretations, and conversations about these contexts, we will investigate the diverse ways that race and racism continue to shape the lives, experiences, and conditions of individuals and groups.

This course will also highlight approaches to race that grapple with the central questions facing groups of people differently situated in particular political, social, and historical contexts characterized by conditions of injustice. The intent of these critical race theories is not only to understand how different groups interact in social life but also to advance an understanding of social life that challenges and undermines the social arrangements that create conditions of injustice for racially categorized groups.

COURSE MATERIALS

Bonilla-Silva, Edwardo. 2003. Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States. Lanham, MD: Roman & Littlefield.

Reardon, Jennifer. 2005. Race to the Finish: Identity and Governance in an Age of Genomics. Princeton, NJ: Princeton University Press.

Shapiro, Thomas M. 2004. The Hidden Costs of Being African American: How Wealth Perpetuates Inequality. New York, NY: Oxford University Press.

Selected PDF Documents (available on Blackboard).

COURSE REQUIREMENTS AND GRADING

This course uses a student directed format where we learn from and teach each other. We will focus on bringing our ideas into dialogue with each other and our authors. Based on this approach, your final grade will consist of the following elements:

A. Reading Journals	40 percent	200 points	Twenty entries @ 10 pts each
B. Midterm	20 percent	100 points	One exam @ 100 pts
C. Final Essay	20 percent	100 points	One essay @ 100 pts
D. Group Presentation	10 percent	50 points	One presentation @ 50 pts
E. Attendance/Participation	10 percent	50 points	One class = 1.667 points

<u>Grade</u>	<u>Total Points</u>
A =	450 – 500
B =	400 – 450
C =	350 – 400
D =	300 – 350
F =	less than 300

***Plus (+) and minus (-) cut points fall at 1/3 of the distance between each grade interval.

A. Reading Journal (40 percent of your final grade; twenty entries @ 10 points each)

Over the course of the semester, you are to complete **twenty** reading journal entries that each provides a brief, but substantive, analysis of your course readings. The purpose of the reading journal is to encourage you to read and reflect critically on your course readings in preparation for class. *You must submit one copy of your completed entry to Blackboard AND bring one copy of your entry to class with you on the day for which your readings are indicated.*

***MANDATORY ENTRIES: You must complete journal entries for January 29th, February 3th, and February 5th AND at least four entries for each of our three course books.

B. Midterm (20 percent of your final grade; one exam @ 100 pts)

We will have a take-home midterm that covers all of the readings and lectures in the first half of the class. The midterm will consist of several short answer questions and one short essay question. *You will receive your midterms in class on March 26th and they are due via Blackboard on April 2nd.*

C. Final Essay (20 percent of your final grade, one exam @ 100 pts)

We will have a take home final essay that will consist of one extended essay question. You will be able to draw upon your reading journals in the completion of you final essay assignment. I will distribute this assignment when I return your graded midterms and *your final essays are due Tuesday, May 19, 2009 at 11:59PM via Blackboard.*

D. Group Presentations (20 percent of your final grade; one presentation @ 100 pts)

You will form in groups of five to prepare and give a 15-minute group presentation that consists of a collective analysis of some aspect of racism and the upcoming presidential election. The purpose of these presentations is to investigate the multiple ways in which the realities of race and racism, especially colorblind racism, shape our national political discourse and practice. *Each member of the group will receive the same grade for the presentation—it is your responsibility to ensure an equitable distribution of labor and performance within your groups.*

While there is no standardized way to present, each presentation must include the following elements:

1. A clearly marked introduction, body, and conclusion.
2. A clear rendition of racism and an explanation of the core ideas from our readings that shaped your understanding;
3. The selection and presentation of three online and/or print news sources that bear upon the themes you choose to present;
4. A clear interpretation of the implications of racism for the presidential election and national politics.

How you present your ideas is up to you. You are encouraged to use any additional materials/technologies that will aid in our understanding of the material (e.g. a brief PowerPoint presentation, creative use of YouTube video, playing music in class, creating a group game, or presenting a little primary research). These are all merely suggestions—your collective creativity here is strongly encouraged. Interesting, creative, and/or respectfully humorous presentations are especially welcome.

E. Attendance and Participation (10 percent of your final grade; one class= 1.667 points)

Your attendance and meaningful participation in this class is considered an integral component of this course. University approved absences (e.g. sports, family/personal emergencies, illness, etc.) must be documented with formal written excuses.

OTHER IMPORTANT COURSE INFORMATION & POLICIES

Blackboard Policy

This course makes extensive use of Blackboard (www.elms.umd.edu) for the submission and grading of your class assignments. Your reading logs, midterms, extra credit assignments, and final exams are to be submitted on Blackboard. I will also send you course-related messages via Blackboard. If you have any trouble accessing documents or grades on Blackboard, please contact me via email. *It is your responsibility to monitor Blackboard periodically for possible changes to course assignments!.*

Late Work Policy

All written work and examinations must be turned in on time as indicated on the course calendar. **Without PRIOR notification to me, late work will not be accepted, and you will automatically receive zero points on the assignment.**

Use of Laptops and Personal Electronic Devices

You are not permitted to use laptops or other personal electronic devices (cell phones, text messaging devices, etc.) during class sessions. I will “call you out” on the spot if you violate this prohibition. Exceptions will be made for students with documented disabilities.

Academic Integrity

As young scholars, you are required to represent *your own ideas* in your academic assignments. The following practices constitute violations of the UMCP Code of Academic Integrity (University of Maryland, College Park Code of Academic Integrity, approved by the Campus Senate February 13, 1989). Please know that such violations will be taken seriously. This means that if I suspect that you have violated one or more of these prohibitions, I will recommend that your case be put before the University Honor Council.

- (1) CHEATING: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- (2) FABRICATION: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise (including “signing in” for other students).
- (3) FACILITATING ACADEMIC DISHONESTY: Intentionally or knowingly helping or attempting to help another to violate any provision of the Code.
- (4) PLAGARISM: Intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise. (This includes using pieces from texts where you change only a couple of words here or there and do not cite the source.)

Accommodations for Students with Disabilities

Students with disabilities should contact the Disability Support Service (314-7682) to help you determine and implement any appropriate academic accommodations that you might need to be successful in this or any course. Please notify me if you have made accommodations through this service.

Campus Writing Resources

This is writing intensive course. The Writing Center (0125 Taliaferro Hall, 301-405-3875) is an excellent and free resource for students who are completing any undergraduate writing assignment. I also encourage you to contact me directly for additional help with your class writing assignments. I am more than willing to read and respond to anything you send me in advance (this is called a draft).

Online Course Evaluations

CourseEvalUM will be open for students to complete their evaluations for Spring 2009. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations. You will be sent reminders about these dates via your official University e-mail account.

COURSE CALENDAR

1. January 27. Syllabus & Course Overview

2. January 29. Sociology of Race

Winant, Howard. 2007. "The Dark Side of the Force: One Hundred Years of the Sociology of Race" in Craig Calhoun (ed) *Sociology in America: A History*. Chicago: University of Chicago Press, pp. 535-571. (PDF)

3. February 3. Defining Colorblind Racism I

Brown, Michael K., Martin Carnoy, Elliott Currie, Troy Duster, David B. Oppenheimer, Majorie M. Shultz, and David Wellman. 2003. "Of Fish and Water: Perspectives on Racism and Privilege" in *Whitewashing Race: The Myth of a Colorblind Society*. Berkeley, CA: University of California Press, (pp. 34-66). (PDF)

4. February 5. Defining Colorblind Racism II

Guiner, Lani and Gerald Torres. 2002. "A Critique of Colorblindness" in *The Miner's Canary: Enlisting Race, Resisting Power, Transforming Democracy*. Cambridge: Harvard University Press, (pp. 32-67). (PDF)

5. February 10.

Racism Without Racists, Chapter 1 (pp. 1-24)

6. February 12.

Racism Without Racists, Chapter 2 (pp. 25-52)

7. February 17.

Racism Without Racists, Chapter 3 (pp. 53-74)

8. February 19.

Racism Without Racists, Chapter 4 (pp. 75-102)

9. February 24.

Racism Without Racists, Chapter 5 (pp. 103-130)

10. February 26.

Racism Without Racists, Chapter 6 (pp. 131-150)

11. March 3.

Racism Without Racists, Chapter 7 (pp. 151-176)

12. March 5.

Racism Without Racists, Chapter 9 and Postscript (pp. 207-218) AND (pp. 229-242)

13. March 10.

Race to the Finish, Chapter 1 (pp. 1-16)

14. March 12.

Race to the Finish, Chapter 2 (pp. 17-44)

Spring Break: March 16-20

15. March 24.

Race to the Finish, Chapter 3 (pp. 45-73)

16. March 26.

Race to the Finish, Chapter 4 (pp. 74-97)

******Take-home midterm distributed in class******

17. March 31.

Race to the Finish, Chapter 5 (pp. 98-125)

18. April 2.

Race to the Finish, Chapter 6 (pp. 126-156)

******Take-home midterm DUE via Blackboard BEFORE class******

19. April 7.

Race to the Finish, Chapter 7 (pp. 157-167)

20. April 9.

The Hidden Costs of Being African American, Introduction (pp. 1-20)

21. April 14.

The Hidden Costs of Being African American, Chapter 1 (pp. 21-41)

22. April 16.

The Hidden Costs of Being African American, Chapter 2 (pp. 42-59)

23. April 21.

The Hidden Costs of Being African American, Chapter 3 (pp. 60-86)

24. April 23.

The Hidden Costs of Being African American, Chapter 4 (pp. 87-104)

25. April 28.

The Hidden Costs of Being African American, Chapter 5 (pp. 105-128)

***In-class Group Presentation Meetings

26. April 30.

The Hidden Costs of Being African American, Chapter 6 (pp. 129-154)

27. May 5.

The Hidden Costs of Being African American, Conclusion (pp. 183-204)

28. May 7. Group Presentations #1

29. May 12. Group Presentations #2

*****Final Exams Due: Tuesday, May 19, 2009 at 11:59PM via Blackboard*****