

Sociology 0003-301
First-year Seminar: Sociology of Race and Ethnicity
University of Pennsylvania, 2023C (Fall)

Class Information

When: Mondays & Wednesdays
Time: 1:45 – 3:14pm
Where: McNeil 367

Instructor Information

Instructor: Prof. Wendy D. Roth
Pronouns: she/her/hers
E-mail: wroth3@sas.upenn.edu
Office: McNeil 252
Phone: 215-573-9388

Student hours:

In person (McNeil 252) or by zoom
Wednesdays 3:30-4:30pm
or by appointment
(see below for zoom link)



Photo: Margaret Bourke White

Course Description: This course will provide a foundation on the sociological perspectives of race and ethnicity in the United States. It begins by developing a working definition of race and ethnicity and examining racial categorization in the U.S. The first part of the course examines major themes including racial and ethnic identity, assimilation of immigrants, immigrants' legal status, forms of racism and bias. The second part of the class focuses on race and social stratification, including educational stratification, residential segregation, and mass incarceration. We will also discuss timely issues such as the attack on the U.S. Capitol, and controversies over teaching Critical Race Theory, and the future of ethnic and racial hierarchies. Students will examine policies that have perpetuated racial and ethnic inequality as well as those that attempt to ameliorate it.

Course Objectives: After completing the course, you should be able to:

- 1) Explain different ways that people have understood the concepts of race and ethnicity, and why sociologists define the concepts as they do.
- 2) Describe the different forms of racism and bias, including overt, laissez-faire or colorblind racism, implicit bias, and institutional or systemic racism.
- 3) Evaluate policies and institutional structures for their impact on ethnic and racial inequality.
- 4) Use your critical reading, thinking, and writing skills to explore course concepts, synthesize material from various sources, and formulate effective sociological arguments.

Course Materials: This will be a challenging course. You will read journal articles and book chapters written by leading scholars. This means you may have to go over the materials more than once. I provide weekly questions to help guide your reading and our class discussions.

Please remember that I am available to assist you if you're having difficulty understanding the materials. Some weeks require more reading than others. Please plan accordingly.

There is one required book:

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

This is available at Penn Bookstore and is on reserve at Van Pelt Library. All other readings and videos are available on the Canvas course website.

Courtesy in the Class

We will be dealing with some sensitive issues in this class and many people will be learning new terms, language, or ideas. It's crucial that we avoid an atmosphere where anyone is reluctant to speak up, to say they don't know something, or to voice any opinion. To do this, we have to be respectful of one another, even if we don't agree. Remember: we are all learning. And all ideas expressed in the class are simply that—ideas. When we're critical of an idea, we're not critical of the individual expressing it, we just focus on the idea itself. Please respect and welcome all political and ideological perspectives and give them fair and thoughtful consideration.

OVERVIEW OF ASSIGNMENTS AND EVALUATION:

Class participation (10%) – Your active participation is essential to the success of the class and to your learning. This includes coming to our meetings prepared with readings done in advance, participating meaningfully in class discussions and peer activities, raising questions to the class, being an active and respectful listener, staying focused and engaged, and only using electronic devices for class related activities.

Why? First-year seminars are intended to introduce you to academic life and to provide a direct personal encounter with a faculty member and your peers. A crucial part of that is becoming comfortable discussing academic topics and engaging with your peers and with me. You will learn more from your peers, and they will learn more from you, if you participate actively in our discussions.

Expectations: Highest class participation marks will be given to students who make thoughtful contributions to the seminar each week. Useful contributions draw on, assess, or apply arguments and concepts from the readings, make connections to other course materials and contemporary events, and engage with other students' contributions. Although I encourage everyone to contribute to the class discussion, I realize that people have different learning styles and comfort levels. You may therefore also make these contributions on the Canvas discussion forum. However, links to articles or information without any further discussion will not be counted; please comment on any material you post and try to connect it to the class material. Contributions on the Canvas discussion forum will be added to your participation points for that week.

Class participation is assessed at each class using the following rubric:

Points	Characteristics
3 (Excellent)	<ul style="list-style-type: none"> - You made thoughtful contributions to our class meeting OR you made thoughtful contributions to the Canvas discussion forum. - You were in class and were an active and respectful listener. - You did not text, browse, or otherwise use electronic devices for purposes other than class activities. - You actively participated in any small group discussions we had.
2 (Good)	<ul style="list-style-type: none"> - You were in class and were an active and respectful listener. - You may have made a very brief or less thoughtful comment in class OR on the Canvas discussion forum - You occasionally used electronic devices for purposes other than note-taking or enhancing discussion. - You actively participated in any small group discussions we had.
1 (Poor)	<ul style="list-style-type: none"> - You were in class but did not seem fully engaged. - You were not always focused or actively listening. - You did not contribute to discuss OR to the Canvas discussion forum. - You were using electronic devices for purposes other than note-taking or enhancing discussion. - You weren't very engaged in any small group discussions we had.
0	<ul style="list-style-type: none"> - You were not in class and did not contact Prof. Roth ahead of time (or as soon as possible) with a legitimate reason for your absence.

Reading and Discussion Questions (15%) – Starting in week 2, you should submit the following on Canvas before each class:

- 1) **A brief answer to the day's reading question(s) in the syllabus.** In a few sentences, use the reading or assigned materials to answer these questions in your own words, accompanied by page numbers in parentheses that point to the parts of the reading from which you're drawing your answers (for videos, you can use a time stamp).
- 2) **Further question(s) for our class discussion.** Include one or two questions for discussion in class that will help us unpack or understand the material more deeply.

To receive credit, this must be posted by 9:00pm the evening before class.

Why? This assignment is designed to help you to keep up with the readings, to think critically about them, and to guide our discussion around the aspects of the course material that are of most interest to you.

Expectations: Discussion questions for each class are worth 3 points. They will be graded using the following rubric:

Points	Characteristics
3 (Excellent)	<ul style="list-style-type: none"> - You addressed all the reading questions for the day. - You referenced page numbers from the reading and mostly summarized the material in your own words (with any short direct quotes in quotation marks). - You provided at least one thoughtful question for class discussion that will help us explore the topic further.
2 (Good)	<ul style="list-style-type: none"> - You missed part of the reading question(s) or omitted discussion question(s). - There are no references to pages from the readings. - You rely heavily on direct quotes or didn't use quotation marks for direct quotes.
1 (Poor)	<ul style="list-style-type: none"> - You didn't make a serious attempt to complete both sections. - You wrote very little or it's not clear that you did the reading.
0	<ul style="list-style-type: none"> - You did not submit the assignment.

You may skip submitting discussion questions four times without penalty during the term.

Collective Quizzes (10%)

This assignment is designed to promote a sense of community by having you work together to answer questions about the reading material. There will be short collective quizzes at the beginning of class approximately every two weeks, on dates indicated in the syllabus. The quiz covers the readings and videos assigned during that (approximately) 2-week period. The quizzes are not cumulative. There will be a total of seven quizzes.

Each quiz consists of four questions which are worth one point each. You will have to decide the right answer to the first three questions together with the rest of the members of your small group. This means you must come to a consensus regarding the right answer and cannot select an answer on your own.

These first three questions will be multiple-choice. The only question you must answer individually is the fourth and final question of each quiz, which will ask you to assess your participation throughout the quiz.

At the beginning of the term, you will be assigned to student pods (~3-4 students). Please exchange contact information and assign a pod leader. This is the group you'll take your collective quizzes with.

I will provide further instructions about the quiz mechanics in class just before you take the first quiz. The collective nature of the quizzes requires your attendance and participation in the quiz. As a result, no make-up quizzes will be available. But if you happen to miss a quiz for any reason, you can do the extra-credit assignment described below to make up the lost points.

Why? This assignment is meant to create a culture of collaboration. Grades don't have to be competitive. We often say we want diverse, inclusive classrooms, but to make meaningful connections we also need to foster a sense of community and working together.

Short Essay (20%)

This short writing assignment will ask you to respond to an essay question in approximately 3-4 pages (double spaced, Times New Roman 12pt font, one-inch margins on all sides). The essay question will be made available at the end of class on Wed. Sept. 13. Your short essay should be submitted on Canvas by Sunday, Oct. 1 at 11:59pm. To allow for anonymous grading, do not include your name anywhere in the exam or the document title; include your student ID only on the first page of your essay. Please take a screen shot of the Canvas page showing you have submitted it by the due date and keep this until the assignment is returned.

Why? The goals of this assignment are to make sure you're on track with your understanding of key concepts, and to allow you to develop your analytical and writing skills. It will give you feedback on your writing to help you on the final paper/proposal.

In-class Group Presentation on Policy (20%)

Early in the term, you will be asked to sign up in groups of 3 students and to a class when your group will make a presentation on a specific U.S. policy and its connection to the class topic(s) for that week. You can choose either to analyze a policy that (intentionally or unintentionally) institutionalized racial or ethnic inequality, or to present and evaluate a policy or proposed policy that attempts to ameliorate it. I will provide you with a list of potential policies and further details about the assignment when groups are assigned. The presentation should be a maximum of 15 minutes, and it should be interactive and engaging. Afterwards, your whole group should be prepared to address questions about the presentation and the policy from the class. A member of your presentation group should email me the policy you're thinking of selecting at least 2 weeks before your group presents so I ensure groups do not overlap. One member of your group should upload to Canvas or email me any PowerPoints, videos, or other materials you will use in your presentation before the class in which you present.

Group members will independently write up a self and team assessment of the group process. The assessment is due one day after the group's presentation, and should be submitted by uploading it to Canvas. This assessment of group process will inform 20% of the assignment grade, based on your reflexivity and active participation evident in self and group assessment. The remaining 80% of the assignment grade will be based on your presentation: its clarity of organization, subject knowledge, usefulness of visual aids, presentation skills, and timing.

Additional information about the assignment and a rubric for evaluating the presentation, as well as the Self & Team Assessment Form, are available on Canvas in the 'Additional Materials' module.

Why: This assignment is intended to develop deeper understanding of the benefits and harms of policy approaches, as well as communication and public speaking skills. It will build on your critical analysis skills, and help you think about strategies for addressing institutionalized racism. It is also intended to foster working in teams, listening to and learning from your peers, and giving constructive feedback to team members. For most of your assignments in college classes, you're only responsible for your own work, but in almost every kind of job, you have to work with other people to make sure the entire team, unit, or company does a great job, not just you

personally. If you feel that your team members' efforts need more work, you should communicate this to them and help to make all aspects of the project as good as they can be.

Final Paper or Proposal (25% -- 5% for Paper/Proposal Topic and Bibliography; 5% for Paper/Proposal Thesis and Detailed Outline; 15% for Final Assignment)

You have two options for the final assignment, to write a sociology research paper or to write a proposal for a sociologically-grounded project that will address some aspect of ethnic or racial inequality.

Option 1: A final research paper for this class asks you to critically examine a societal issue using various concepts or theories covered in class. This should be an argumentative, empirical sociology paper (see below), using secondary data sources (published academic research that you find) as your evidence. It can be on any topic of interest related to race, ethnicity, or immigration.

Why? The objectives of this assignment are to take what you have learned in class and apply it to a societal issue, and to use the skills of critical thinking and sociological writing.

What do I mean by an argumentative, empirical sociology paper? Sociological writing makes an argument and uses evidence to support the argument and to dispute other possible positions or interpretations. The evidence it uses could be citations to other literature or primary data that you collect or analyze yourself. Sociology tends to focus on what evidence can show or support (an empirical argument), rather than what *should* be (a normative argument). Instead of saying what policy Americans should adopt, a sociologist might argue that the evidence shows that policy A is likely to be more effective in achieving goal X than policy B.

The paper must be typed in Times New Roman 12-pt font, double-spaced (no extra spaces between paragraphs), with 1-inch margins, and should be 8-10 pages in length, including a bibliography which should include at least 8 academic sources from outside class. We will discuss what does and does not count as an academic source. During the term, I will distribute sample research paper questions.

Option 2: You may write a proposal for a sociologically-grounded project that will address some aspect of ethnic or racial inequality at Penn, in your home communities, or elsewhere in the United States. It should start by identifying and discussing a problem, then use sociological theories and evidence to justify the particular activities your project will undertake and why you expect them to address the problem. You do not need to solve racial inequality, but your project should try to make a difference for the people it involves. A few examples are proposing to: develop a series of workshops for Penn pre-med students to help them understand how racial differences in health are not biological; developing a tutoring program for first-generation minority students to help them develop some of the cultural capital many other students bring to an elite university; or developing an app or social media platform to allow more ethnic or racial minority voices and experiences to be heard on a particular issue.

Why? Sociological ideas not only help us understand problems, they can guide our interventions. There are small grants offered at Penn and elsewhere for racial justice initiatives and conversations (see, for examples, <https://provost.upenn.edu/campaign-community/grants>). This

proposal is intended to help you use the knowledge you've learned in this class to develop the idea for a project that you could potentially go on and actually implement after the class ends. The proposal will also use your critical thinking and writing skills to justify your project.

The proposal must be typed in Times New Roman 12-pt font, double-spaced (no extra spaces between paragraphs), with 1-inch margins, and should be 8-10 pages in length, including a bibliography which should include at least 8 academic sources, at least 4 of which should be from outside class. A suggested structure for this proposal is available on Canvas in the 'Additional Materials' module.

Description of Paper/Proposal Assignments:

	Paper	Proposal
Paper/Proposal Topic and Bibliography (5%)	Hand in a topic and tentative bibliography of 8 academic sources from outside class	Hand in a brief description of your project idea and a tentative bibliography of 8 academic sources, at least 4 of which are from outside class
Paper/Proposal Thesis and Outline (5%)	Hand in your thesis argument and a detailed outline for the research paper	Hand in a statement of the project's goals and an outline for the proposal
Final Assignment (15%)	Hand in final paper	Hand in final proposal

Grading rubrics for the paper and proposal options are posted on the Canvas Modules page under 'Additional Materials'.

Extra Credit Assignment (2 points)

Watch the film "Do the Right Thing" (Spike Lee, 1989).

After watching the film, write a commentary (500-word limit) answering the following questions:

1. Start with a summary of the film. What is it about? What are the general themes it portrays?
2. What do you think the "right thing" is in Spike Lee's opinion? Do you agree with Lee?
3. Describe one important insight about race or ethnicity that you took away from the film.
4. What criticisms do you have of the film? These could include issues you believe are important but that the film didn't cover sufficiently, arguments the film presents that you found ambiguous, mistaken, or biased, or any other aspect of the film that you found problematic.

GRADING SCALE

At the end of the term, you will receive a letter grade, based on the scale below.

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	60-66
A-	90-92	B-	80-82	C-	70-72	F	BELOW 60

COURSE POLICIES

Student Hours: Please drop by my Student Hours in McNeil 252 or, if you prefer, talk to me by zoom using the link below. On zoom, a waiting room will be set up if I'm meeting with another student.

<https://upenn.zoom.us/j/91609347570?pwd=M3dvNCtiUHJZSmpuckpmcytNN2c5UT09>

Student Pods: In addition to creating a stronger sense of community within the class, student pods are also there for you to support one another and to help me support you. A few times a term, I will reach out to the pod leaders to ask if anyone in your pod might need more support or attention. It's my hope that these pods will help me make sure that no one falls through the cracks if they're having any trouble – whether it's personal, financial, academic, or whatever.

Emailing me: I will do my best to respond to emails within 24 hours on weekdays. Please put 'SOC1 0003' in the subject line. If you have not heard back from me in more than 48 hours during the work week, you are welcome to send me a polite reminder email as I do receive a lot of email and occasionally things get lost in my inbox. I generally do not check email on weekends.

Please check the syllabus or assignment instructions before you send your question.

I am happy to use email to respond to simple queries, but I prefer to discuss paper/proposal topics and grades in person. Please make an appointment to meet with me for these more involved discussions.

Submitting Assignments: For assignments that are required to be uploaded to Canvas, it is your responsibility to make sure they have uploaded properly. Please take a screen shot showing that they were uploaded and showing the computer's date and time. You do not need to send this to me but keep it until the end of term in case of need.

Missed Class: Attending and participating in class is an important part of the learning process in this seminar. However, since we are meeting in person during an ongoing pandemic, it is also important that you not attend if you are feeling sick and are concerned you might test positive for COVID. Please email me before missing class to let me know if you are ill. If you miss class due to an emergency, please email me within one week of the missed class to discuss a make-up assignment. I also recommend that you get notes on the missed class from a fellow student.

Late assignments: Short Essays and Final Papers/Proposals that are late will be penalized 5 points per day (out of 100), including weekends. The first day's penalty will be incurred by papers that come in on the right day but after the time at which they are due.

Reading & Discussion Questions that are posted after 9pm will only be graded if I see them before class; however, you can skip posting discussion questions 4 times during the term with no penalty.

If there is any reason why your Policy Presentation cannot occur on the scheduled date, you must discuss this with me as soon as possible.

Accommodations: University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the Office of Student Disabilities Services (SDS). If you have not yet contacted SDS and would like to request accommodations or have questions, you can make an appointment by calling SDS at 215-573-9235. The office is located in the Weingarten Learning Resources Center at Stouffer Commons 3702 Spruce Street, Suite 300. All services are confidential.

Aside from the university's official accommodations policies, it's important to me that everyone has the resources and ability to participate in this class. Please let me know if you need any special accommodations in the curriculum, required materials, instruction or assessments of this course to enable you to participate fully. I will make every effort to maintain the confidentiality of the information you share with me.

Extensions: Students who need additional time for an assignment for a physical or mental health or serious personal reason should contact me before the due date and as soon as the problem arises. Requests for accommodation made after an assignment's due date are harder to consider. I will likely need to see some documentation, such as a doctor's note, to make accommodation. Please note that I do not make extensions for foreseeable circumstances, such as having multiple papers due in the same week. Extensions are reserved for unforeseeable events that are outside a student's control (e.g., illness, a death in the family).

Along these lines, extensions will usually not be granted for work lost due to computer crashes or the loss of a computer file. The reason for this is that there are simple and free ways of regularly and automatically backing up your work. I recommend that all students subscribe to a free, automatic online backup service (e.g., Dropbox, etc.). These services will ensure that your files are backed up to a remote server at least once a day. Thus, even if your computer dies, there is no reason you should not be able to retrieve a fairly current copy of your work.

IMPORTANT: All accommodations (extensions, etc.) must be recorded in writing via email. Even if we have had a conversation about an extension, you must send me an email confirming the accommodation. This ensures that we have a record of any individualized arrangements that have been made. Students should retain a copy of all submitted assignments (in case of loss).

Graded Assignments: Aside from computational or other minor errors on my part, all grades assigned are final. I will not discuss assignments in the first 24 hours after they are returned so that students can spend that time reflecting on the comments.

Academic Integrity: Intellectual development requires honesty, responsibility, and doing your own work. Taking ideas or words from others – plagiarizing – is dishonest and will result in a failing grade on the assignment and possibly other disciplinary actions. This course uses the TurnItIn features of Canvas to check for plagiarism in assignments. Plagiarism of any form, even unintentional, will not be tolerated. All University of Pennsylvania students have the responsibility to know and observe the University's Code of Academic Integrity. If you are unsure about what constitutes plagiarism or academic dishonesty, ask me or consult Penn's Code of Academic Integrity: <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>

Use of Generative AI in the class: Sociologists often consider and assess the promise and pitfalls of new technologies - for ourselves, for our institutions, and for our societies. I recognize that generative AIs (e.g. ChatGPT) are becoming a part of our lives. That includes as part of our work here at Penn and I realize that you may use generative AI as part of your study practice in my class and many others.

It is important to remember that generative AI is a tool. Its efficacy and productive value depend directly on how it is used. It will not give you the best paper. (Many new iterations of these generative AIs will completely fabricate information to complete the task given.) It cannot think for you. Ultimately, you are responsible for the work you produce, including any inaccuracies that come from generative AIs.

- You are allowed (though not required) to use generative AI in this course. No assignments will require generative AI and no member of our class should feel obligated to use it; the use or non-use of the tool will not affect the grading rubric (as long as the requirements below are met).
- You are responsible for fact checking statements composed by generative AI.
- If you are using generative AI, you must indicate as much in your assignments.
- You must cite the AI as you would any other source. The general practice of citation is that you cite anything that comes from somewhere else; anything that isn't your original thought, isn't common knowledge, and/or is a place where you pulled information from. You must reference all the content from AI tools that you include in your assignment. Failure to reference externally sourced, non-original work can result in scholastic dishonesty. References should provide clear and accurate information for each source and should identify where they have been used in your work.
- You are responsible for fact checking statements composed by generative AI.
- Up to 200 words of any assignment can and should be devoted to how you applied the tool to your work, and your own assessment of how useful generative AI was in that application. This counts as an addition to the assignment's other word or page limits. You can include your prompts with the output. Attaching screenshots to assignments is also fine.

Please feel free to talk to me about any aspect of this! I am very interested in how students are using generative AI - as an instructor I like to keep up with what my students are doing and I am very interested in how this tool is being used.

SCHEDULE OF READINGS & ASSIGNMENTS

	<u>DATE</u>	<u>WEEKLY TOPICS & READING ASSIGNMENTS</u>	<u>READING QUESTIONS AND OTHER NOTES</u>
Week 1		Intro to the Course	
Wed.	Aug. 30	Introduction to Class – No reading	
Week 2		Defining Race and Ethnicity	
Mon.	Sept. 4	No class – Labor Day	
Wed.	Sept. 6	Taylor, Whit. 2017. “What Is Race?” <i>The Nib</i> . https://thenib.com/what-is-race/ Watch Episode 1 of <i>Race: The Power of an Illusion - The Difference Between Us</i> (55 min)	Q: What do we mean by saying race is an illusion but its consequences are real?
Week 3		History and Social Construction of Race	
Mon.	Sept. 11	Omi & Winant. 1994. “Racial Formation,” in <i>Racial Formation in the United States: From the 1960s to the 1990s</i> . NY: Routledge. Pp. 53-76.	Q: What is racial formation? What are some ways that races get formed or transformed?
Wed.	Sept. 13	Davis, F. James. 2019. “Defining Race: Comparative Perspectives.” Pp. 59-71 in <i>Rethinking the Color Line: Readings in Race and Ethnicity</i> , 6 th ed., edited by Charles A. Gallagher. Thousand Oaks, CA: Sage Publications.	Q: How do the video and Davis chapter relate to Omi & Winant’s ideas? Collective Quiz 1 <i>Short essay question available at the end of class</i>
Week 4		Concepts of Race, Ethnicity and Indigeneity	
Mon.	Sept. 18	Excerpts from Cornell, Stephen and Douglas Hartmann. 1998. <i>Ethnicity and Race: Making Identities in a Changing World</i> . Thousand Oaks, CA: Pine Forge Press. “Fixed or Fluid? Alternative Views of Ethnicity and Race,” pp. 41-44, 51-63, 75-83.	Q: What are some different ways of understanding what race and ethnicity mean? How do people use their identities today?

Wed.	Sept. 20	TallBear, Kimberly. 2003. "DNA, Blood, and Racializing the Tribe." <i>Wicazo Sa Review</i> 18(1):81–107. Hitt, Jack. 2005. "The Newest Indians." <i>The New York Times</i> , August 21.	<i>Q: What are different ways of understanding what it means to be Indigenous? How should we count Native Americans?</i>
Week 5		<u>Dimensions of Race and Fluidity</u>	
Mon.	Sept. 25	Roth, Wendy D. 2016. "The Multiple Dimensions of Race." <i>Ethnic and Racial Studies</i> 39(8): 1310-1338.	<i>Q: What are some reasons why identities and classifications by others might not match up?</i>
Wed.	Sept. 27	Harris, David R. and Jeremiah Joseph Sim. 2002. "Who is Multiracial?: Assessing the Complexity of Lived Race." <i>American Sociological Review</i> 67(4): 614-627. Roth, Wendy D. 2018. "Genetic Ancestry Tests Don't Change Your Identity, but You Might." <i>The Conversation</i> . (http://theconversation.com/genetic-ancestry-tests-dont-change-your-identity-but-you-might-98663).	<i>Q: What are different reasons ethnic or racial identity might change over time? How should we measure race?</i> Collective Quiz 2
		Short Essay due on Sunday, Oct. 1 at 11:59pm	
Week 6		<u>Immigration and Assimilation</u>	
Mon.	Oct. 2	Watch the first half of Episode 3 of <i>Race: The Power of an Illusion - The House We Live In</i> (24 min)	<i>Q: How does immigrant assimilation relate to how we think about racial and ethnic hierarchies?</i>
Wed.	Oct. 4	Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and Its Variants." <i>The Annals of the American Academy of Political and Social Science</i> 530:74-96.	<i>Q: What is segmented assimilation? What critiques can you offer of the author's argument?</i>
			Penn Fall Break: Oct 6-9

Week 7		<u>Assimilation, Inclusion, and Legal Status</u>	
Mon.	Oct. 9	<p>Tuan, Mia. 1998. <i>Forever Foreigners or Honorary Whites? The Asian Ethnic Experience Today</i>. New Brunswick, NJ: Rutgers University Press. Introduction.</p> <p>Wu, Cary. 2022. "How Anti-Asian Racism is Experienced." <i>Contexts</i> 21(3): 48-51.</p>	<i>Q: For immigrants to become fully American, is it necessary for them to become White?</i>
Wed.	Oct. 11	<p>Gonzales, Roberto. 2011. "Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." <i>American Sociological Review</i> 76(4) 602–619.</p>	<p><i>Q: How does the U.S. socially construct the concept of illegality?</i></p> <p>Collective Quiz 3</p>
Week 8		<u>Old and New Racism</u>	
Mon.	Oct. 16	<p>Bobo, Lawrence D. and Ryan A. Smith. 1998. "From Jim Crow Racism to Laissez-Faire Racism: The Transformation of Racial Attitudes." in <i>Beyond Pluralism: The Conception of Groups and Group Identities in America</i>, edited by Wendy F. Katkin, Ned Landsman, and Andrea Tyree. Urbana, IL University of Illinois Press.</p> <p>Go to https://implicit.harvard.edu/implicit/ Click on 'Take a Test' at the bottom, read the information, and conduct at least one of these IAT demo tests: Race, Skin-tone, Arab-Muslim, Asian, or Native.</p>	<i>Q: How and why has racism changed over time in the U.S.?</i>
Wed.	Oct. 18	<p>Blumer. 1958. "Race Prejudice as a Sense of Group Position." <i>The Pacific Sociological Review</i>, 1(1): 3-7.</p> <p>Darby, Seyward. 2020. "Opinion White Supremacy Was Her World. And Then She Left." <i>The New York Times</i>, July 17. https://www.nytimes.com/2020/07/17/opinion/white-supremacy-hate-movements.html?action=click&module=Opinion&pgtype=Homepage</p>	<i>Q: How does Blumer's theory about racial prejudice differ from earlier theories? How might racial attitudes and White supremacy relate to group position?</i>

Week 9		<u>White privilege and Intersectionality</u>	
Mon.	Oct. 23	<p>McIntosh, Peggy. 2003. "White Privilege: Unpacking the Invisible Knapsack." Pp.191-196 in <i>Understanding prejudice and discrimination</i>, edited by Scott Plous. New York: McGraw-Hill.</p> <p>DiAngelo, Robin. 2011. "White Fragility." <i>International Journal of Critical Pedagogy</i> 3(3): 54-70.</p>	<i>Q: How do discussions of White privilege and fragility shift conversations about race in the U.S.?</i>
Wed.	Oct. 25	<p>Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." <i>Stanford Law Review</i> 43(6) [Read pp.1241-1265 & p.1299; skip footnotes]</p>	<p><i>Q: How does intersectionality theory complicate our discussions of race and racism?</i></p> <p>Collective Quiz 4</p>
Week 10		<u>Race and Stratification – Workplace Discrimination and Wealth</u>	
Mon.	Oct. 30	<p>Kirschenman, Joleen and Kathryn M. Neckerman. 1991. "'We'd Love to Hire Them, But...': The Meaning of Race for Employers." Pp.203-232 in <i>The Urban Underclass</i>, edited by Christopher Jencks and Paul E. Peterson. Washington, DC: Brookings Institution.</p> <p>Chin, Margaret M. 2016. "Asian Americans, Bamboo Ceilings, and Affirmative Action." <i>Contexts</i> 15(1): 70-73.</p>	<i>Q: How do different racial minority groups experience workplace discrimination?</i>
Wed.	Nov. 1	<p>Oliver, Melvin L. and Thomas M. Shapiro. 2006. <i>Black Wealth, White Wealth</i>. 2nd ed. New York: Routledge. Introduction & Chapter 2</p> <p><i>Group presentation on policy</i></p>	<i>Q: What are the impacts of income and wealth gaps on racial inequality?</i>

Week 11		<u>Race and Stratification – Segregation</u>	
Mon.	Nov. 6	Massey, Douglas S. and Nancy A. Denton. 1993. <i>American Apartheid: Segregation and the Making of the Underclass</i> . Cambridge, MA: Harvard University Press. Chapters 1-2 <i>Group presentation on policy</i>	<i>Q: How does residential segregation perpetuate racial inequality?</i> Nov. 7 - Last Day to withdraw from a course
Wed.	Nov. 8	Massey, Douglas S. 2020. “Still the Linchpin: Segregation and Stratification in the USA.” <i>Race and Social Problems</i> 12:1-12. <u>** Paper/Proposal Topic & Bibliography due Wed. Nov. 8 at 11:59pm</u>	<i>Q: How does residential segregation relate to other forms of racial stratification we cover in the second half of this class?</i> Collective Quiz 5
Week 12		<u>Race and Stratification – Education</u>	
Mon.	Nov. 13	Farkas, George. 2004. “Black/White Test Score Gap.” <i>Contexts</i> 3(2): 12-19. Watch “The Pygmalion Effect and the Power of Positive Expectations” (6 min), https://www.youtube.com/watch?v=hTghEXKNj7g	<i>Q: What are some explanations of how racial gaps in educational outcomes occur? What is missing from Farkas’s explanation?</i>
Wed.	Nov. 15	Jack, Anthony Abraham. 2016. “(No) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University.” <i>Sociology of Education</i> 89(1): 1-19. <i>Group presentation on policy</i>	<i>Q: What is cultural capital and how does it create inequality? Does it matter outside of elite universities?</i>
Week 13		<u>Understanding Racial Differences in Health</u>	
Mon.	Nov. 20	Gravlee, Clarence C. 2009. “How Race Becomes Biology: Embodiment of Social Inequality.” <i>American Journal of Physical Anthropology</i> 139(1):47–57. <i>Group presentation on policy</i> <u>** Paper/Proposal Thesis & Outline due Mon. Nov. 20 at 11:59pm</u>	<i>Q: If race is not determined by biology, why are there racial differences in disease rates? What are some ways to understand racial differences in Covid rates?</i>

Wed.	Nov. 22	No class - Friday course schedule	Thanksgiving Break: Nov. 24-27
Week 14		<u>Race and Stratification – the Criminal Justice System</u>	
Mon.	Nov. 27	<p>Alexander, Michelle. 2012. <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>. New York: The New Press. Introduction (pp.1-23) and pp. 121-144.</p> <p><i>Group presentation on policy</i></p>	<i>Q: According to Alexander, how does the criminal justice system create structures that resemble Jim Crow racism?</i>
Wed.	Nov. 29	<p>Alexander, Michelle. 2012. <i>The New Jim Crow</i>. Pp. 144-174.</p> <p>Watch “13th”: https://www.youtube.com/watch?v=krfcq5pF8u8 </p>	<p><i>Q: What roles do labor and the political system play in mass incarceration?</i></p> <p>Collective Quiz 6</p>
Week 15		<u>Public Battles over Race and Reparations</u>	
Mon.	Dec. 4	<p>Delgado, Richard, Jean Stefancic, and Angela Harris. 2017. <i>Critical Race Theory</i>. 3rd edition. New York: NYU Press. Pp.1-13</p> <p>Gabriel, Trip, and Dana Goldstein. 2021. “Disputing Racism’s Reach, Republicans Rattle American Schools.” <i>The New York Times</i>, June 1. https://www.nytimes.com/2021/06/01/us/politics/critical-race-theory.html </p> <p>Evans, Sara Z. 2021. “The Removal of Confederate Monuments: Reflections on Power and Privilege in Shared Spaces.” <i>Social Science Quarterly</i> 102(3): 1044-1055.</p>	<i>Q: What is CRT? Why are people banning it from education curricula? What are the arguments for and against the removal of Confederate monuments?</i>

Wed.	Dec. 6	<p>Coates, Ta-Nehisi. 2014. "The Case for Reparations." <i>The Atlantic</i> (June). Sections IX and X [I recommend the whole article if you have time] Read or listen here (from 1:10:33): https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</p> <p>Ludden, Jennifer. 2023. "Cities may be debating reparations, but here's why most Americans oppose the idea." <i>NPR</i> https://www.npr.org/2023/03/27/1164869576/cities-reparations-white-black-slavery-oppose</p>	<p><i>Q: What are the arguments for and against reparations for slavery? What other initiatives do you advocate to address racial inequalities?</i></p>
		<i>Optional: Extra credit assignment due on Sunday, Dec. 10 at 11:59pm</i>	
Week 16		<u>The Future of Racial Hierarchy</u>	
Mon.	Dec. 11	<p>Bonilla-Silva, Eduardo. 2004. "From bi-racial to tri-racial: Towards a New System of Racial Stratification in the USA." <i>Ethnic and Racial Studies</i> 27(6): 931-950.</p> <p>Alba, Richard. 2016. "The Likely Persistence of a White Majority." <i>The American Prospect</i> 27(1): 67-71.</p>	<p><i>Q: What is the future of race relations according to these authors? Where will Asian, Latino, Black, Multiracial, and White people fall in the future racial/ethnic divide?</i></p> <p>Collective Quiz 7</p>
		<u>Final paper/proposal due on Canvas by Thursday, Dec. 14 at 11:59pm</u>	