SOC 113B
SOCIOLOGY OF RACE & RACISM

FALL, 2018
Meeting Times: Mondays and Wednesdays, 2:00 pm-3:20 pm
Lecture Hall: Shiffman 219

Professor D. Wallace
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Office Hours: Wednesdays 10am-12pm, and by appointment

Teaching Assistant
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Office Hours: TBD

“Race is the child of racism, not the father.”
Ta-Nehisi Coates
2016 Recipient of the American Sociological Association’s Award for Outstanding Reporting on Social Issues
COURSE DESCRIPTION

This course examines the social, cultural and political significance of race and racism as consequential modern constructs. Informed by a range of theoretical approaches, this course introduces students to critical race analyses as central features of the sociological imagination. The course also highlights the urgent need for racial justice across social institutions throughout US society. Sociology of Race and Racism considers questions as diverse as: To what extent are race and racism products of the middle passage? What is the relationship between Donald Trump’s Muslim ban and the racialization of citizenship? Why is whiteness a precarious category of belonging for Ashkenazi Jews? How does racism limit LGBTQ equality? Why does Rachel Dolezal’s claim that she is black continue to inspire controversy and confusion? Who can laugh at racist jokes? What is the relationship between race and power in the city of Boston? Can students transform historically white universities and sustain them as anti-racist institutions? Beyond the removal of confederate statues from college campuses, what does meaningful activism in pursuit of racial justice entail? Of what function are the histories of settler colonialism, enslavement, economic exploitation, segregation and imprisonment in the contemporary social order? These and related questions are explored through readings, course discussions, campus events, guest lectures, student-led research and reflexive analyses. This course is geared towards students interested in the issues of justice, power, equity and social change in social institutions and the wider society.

COURSE OBJECTIVES

By the end of the course, students will be able to:
• Understand and critique theoretical and conceptual approaches used by sociologists to explore race, racisms and racial inequality in US society;
• Apply close reading skills to scholarly research and media debates;
• Identify and explain the relationship between history and the contemporary racialization of structural inequalities;
• Demonstrate an awareness of the policies and practices in need of reform at predominantly white colleges and universities;
• Explore anti-racist approaches to social justice and social change;
• Improve writing, analytical and presentation skills through intensive assignments.

COURSE REQUIREMENTS

The following are core requirements for all students enrolled in the course:

I. ATTENDANCE
Class attendance is mandatory. It is important that all students attend class sessions in order for all of us to discuss and decipher the course materials and lectures as a collegial community of learners. Attendance will be taken during each class period and students will be required to attend the entire class session to receive full credit. In case of illness or other legitimate reasons for absence, it is the student’s responsibility to inform Prof. Wallace in advance. Every absence after two instructor-excused absences will result in the reduction of your overall grade letter grade (e.g. an A becomes an A-, a B+ becomes a B, etc.). To earn full attendance credit, students must come to class prepared to discuss the readings assigned for that session and with the necessary materials, required books, articles, paper, and notes. Close reading of assigned texts is first and foremost the hallmark of students’ intellectual citizenship in the course.
II. PARTICIPATION
Active class participation is expected of all students. The dynamics of the class are contingent upon all those in the room. Active participation includes voicing critical questions about course materials, engaging in class discussions, working with peers in small-group discussions, and recording notes to be shared with the entire class.

Consider this an advanced warning: the content and order of the course may change. This is to ensure that class discussions and course content remains relevant to and reflective of contemporary debates on race and racism in the US. This also ensures that changes can be made that reflect students’ research interests. Students will be notified of changes weeks in advance to ensure that engaged class participation remains consistent.

Please be advised that texting, e-mailing and commenting on online media platforms of any sort (Facebook, Twitter, Snap Chat, Yik Yak, and the like) will not be condoned during class. Students found doing this will be asked to leave and will lose 10% on their mid-term or final assignment. Students are also encouraged to silence all cellphones before class begins.

III. INTEGRITY
Because Brandeis University is a collegial community deeply committed to the free exchange of ideas, academic integrity is expected of all its members. Plagiarism is not at all acceptable. Students who enroll in this class hereby agree to conduct themselves responsibly and are expected to participate in the creation of a brave, welcoming space in which all students can discuss race, racism, sexism, poverty, identities, inequalities and related matters. To maintain a ‘brave space’ in the class, students are expected to challenge ideas and not attack individuals; respectful disagreement is always welcome. This is a professional courtesy all are required to maintain. For more details on academic integrity, please refer to the Brandeis Rights and Responsibilities Handbook.

GRADED REQUIREMENTS

- Class Participation: 10% of grade
- Précis: 20% of grade
- Response Paper: 5%
- Racial Reflexivity: 10% of grade
- Midterm: 20% of grade
- Final Portfolio: 10% of grade
- Final Exam: 25% of grade

Paper Format
All written assignments should use the following formatting guidelines:
- Name, assignment, and date in the top right-hand corner
- Page numbers on every page
- Double-spaced paragraphs
- One-inch margins on all sides for assignments, including the précis.
- Times New Roman, 11pt
- Use the following file name format to save and submit your paper: FirstName_R&R.doc
GRADING NOTES

In this class, work will be evaluated on the basis of: depth of analysis (40%), clarity in the presentation of ideas (30%), creativity/originality (20%) and grammar/punctuation/spelling (10%).

RELATED COURSE POLICIES

Assignments:
All assignments should be professional in appearance. Research papers, précis and response papers should be typed, double-spaced and carefully proofread. Please keep a copy of all written work before submitting. Do not use any decorative covers or binders for any assignment. Assignments received in this fashion will be returned ungraded. With the exception of précis, all papers should be emailed to Prof. Wallace at dwallace@brandeis.edu. Hard copies of précis will be collected at the beginning of each class session.

Deadlines:
All deadlines are firm. Extensions will only be granted under exceptional circumstances. Assignments not turned in by the due date and time listed on the course schedule will be considered late; students will be penalized for this. Assignments submitted within an hour after the outlined deadline will lose 30% of the final grade; ones submitted more than an hour after the deadline will lose 50% of the final grade; papers submitted after 24 hours will not be accepted. It is the responsibility of the student to turn in assignments on time.

Extra Credit:
Students will be afforded one extra credit opportunity throughout the course of the semester. The extra credit assignment will be announced a week before it is due. It may come in the form of current affairs analyses or participation in select on-campus events hosted by the Departments of Sociology, Education, African & Afro-American Studies and/or the Social Justice & Social Policy program.

Computer Usage:
Laptops, i-Pads or other relevant electronic devices are allowed, but only for accessing the assigned course readings on LATTE. Use of electronic devices for any other purpose is strictly prohibited; violations will not be excused. Any violation of this policy will result in the prohibition of your electronic device for future use in the classroom during the course.

Disability Services:
"If you are a student who needs academic accommodations because of a documented disability, please contact me and present your letter of accommodation as soon as possible. If you have questions about documenting a disability or requesting academic accommodations, you should contact Beth Rodgers-Kay in Academic Services (x6-3470 or brodgers@brandeis.edu.) Letters of accommodation should be presented at the start of the semester to ensure provision of accommodations, and absolutely before the day of an exam or test. Accommodations cannot be granted retroactively."
COURSE SCHEDULE

August 29:  Overview & Introductions

September 3: Labor Day | NO UNIVERSITY EXERCISES

PART I: RACIAL INTROSPECTION

September 5: Critiques of Power & Privilege


September 6: Racism in American Sociology | BRANDEIS MONDAY


Supplement

September 10: Rosh Hashanah | NO UNIVERSITY EXERCISES

PART II: RACIAL IDEOLOGIES

September 12: Theoretical Perspectives on Scientific Racisms


**Supplement**


**September 17: Racial Formation Theory**


**September 19: Yom Kippur | NO UNIVERSITY EXERCISES**

**September 24: Sukkot | NO UNIVERSITY EXERCISES**

**September 25: Critical Race Theory | BRANDEIS MONDAY**


**September 26: Critical Theories of Race**


—PREVIS #1 DUE—

**October 1: Shmini Atzeret | NO UNIVERSITY EXERCISES**

**PART III: RACIAL IDENTITIES**

**October 3: Racial Identities and The Affirmative Action Battle on College Campuses**


**Gittler Prize Lecture to follow by Beverly Daniel Tatum, President Emerita of Spelman College**

October 8: *Indigenous Identities: Racism as a Gendered Process | INDIGENOUS PEOPLES’ DAY*


**Supplement**


October 10: *Identities Beyond the Black-White Binary*


October 15: *The Racial Politics of Jewish, Irish and Polish Identities*


—PRECIS #2 DUE—

**PART IV: RACE & RACISM IN SOCIAL INSTITUTIONS**

October 17: *The Impact of Racism on Public Health*


October 22: *The Racialization of Wealth*


**October 24: Race, Sports & Activism: The Case of the NFL**


*Supplement*


**October 29: Race and Racism in Old and New Media**


**October 31: Racial Humor versus Racist Humor**


—PRECIS #3 DUE—

**November 5: Unequal Protection: The Racialization of Schooling and Criminal Justice**


**November 7: Muslim Exclusions & Immigration Control**


**November 12: Environmental Racism: The Case of Flint and New Orleans**


**November 14: Racism in LGBTQ Communities in Chicago & Beyond**


**November 19: Racism in the Progressive City: The Case of Boston**


**November 21-23: THANKSGIVING | NO UNIVERSITY EXERCISES**

**PART V: BUILDING THE ANTI-RACIST UNIVERSITY?**

**November 26: Reshaping Historically White Elite Universities**


——— PRECIS #4 DUE ———
**November 28: (Anti-)Race at Brandeis?**


**December 3: Anti-Racist Activism in the Brandeis Archives | ALUMNI WEEK**

Keigan, A. 2018. Race, Class, Gender and Intimacy: An Autobiographical Engagement with Feminist Theory through the Lens of Care Work, Pp. 4-29.


**December 5: Anti-Racism: A Lifelong Practice | ALUMNI WEEK**


**December 10: Recapitulation**

**FINAL EXAM TBD**

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>TASK</th>
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<tbody>
<tr>
<td>Précis #1</td>
<td>September 26, 2018 @ 2:00pm</td>
<td>Provide a critical synthesis of the two readings assigned for September 26, 2018</td>
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<tr>
<td>Précis #2</td>
<td>October 15, 2018 @ 2:00pm</td>
<td>Provide a critical synthesis of the two readings assigned for October 15, 2018</td>
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<tr>
<td>Midterm</td>
<td>TBD</td>
<td>Wouldn’t you like to know now… ☺ You’ll have to wait until October 3 to find out what the essay assignment will be about</td>
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<tr>
<td>Précis #3</td>
<td>October 31, 2018 @ 2:00pm</td>
<td>Provide a critical synthesis of the two readings assigned for October 31, 2018</td>
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<tr>
<td>Précis #4</td>
<td>November 26, 2018 @ 2:00pm</td>
<td>Provide a critical synthesis of the two readings assigned for November 26, 2018</td>
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<tr>
<td>Racial Reflexivity</td>
<td>December 3, 2018 @ 2:00pm</td>
<td>Provide a critical three-page analysis of how the history of race in the US and Brandeis inform their current educational trajectories. Works that make a strong connection between personal experiences and public politics or policies will be considered favorably.</td>
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<tr>
<td>Portfolio</td>
<td>December 15, 2018 @ 6:00pm</td>
<td>Prepare an electronic folder with all graded and corrected assignments. Students should also include a statement of personal and intellectual growth.</td>
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<tr>
<td>Final</td>
<td>TBD</td>
<td>3-hour written exam</td>
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FREQUENTLY ASKED QUESTIONS

1. WHAT IS A PRECIS?
A précis is a critical synthesis of a pair of articles that demonstrates the reader’s critical thinking and analytical skills.

A strong précis includes:
• ASA citation of articles throughout the piece;
• Summation of main argument(s)/theme(s) in introductory paragraph;
• An introduction that shows consideration of how the articles intersect, whether by theme, mode of analysis, methodology, evidence, etc.
• A thesis statement outlining the main critique or finding in the first paragraph;
• A paragraph devoted to each article summarizing its core arguments;
• References to and examples of specifics in each article/book chapter in the body of the précis;
• Core analytical questions italicized in the conclusion.

2. WHAT IS EXPECTED FOR THE EXTRA-CREDIT ASSIGNMENT?
Extra credit assignments are opportunities for students to infuse personal reflections into a critical appraisal of a campus event. Like a précis, these assignments should be one-page, typed, single-spaced papers that use American Sociological Association citation style throughout. Extra credit assignments must address three core areas: (1) argument—outlining the lecturer’s core arguments and how did they justify them; (2) introspection—detailing what you appreciated most about the lecture, and what concepts, theories, evidence you found most compelling; and (3) praxis—highlighting the plans of action you are inspired to pursue as a result of the lecture. Students are encouraged to have a clear thesis statement, and to devote a paragraph to each of the core areas mentioned above.

3. WHAT IS EXPECTED FOR THE RESPONSE PAPER?
The response paper is a two-page, typed, double-spaced piece that draws on American Sociological Association citation style to address the following questions: how, and to what extent, does race shape inequality in the US educational and political systems? Your response should be based both on Dr. Beverly Daniel Tatum’s presentation. Critical response papers should be as focused and substantive as first-rate précis.

4. WHAT IS EXPECTED FOR THE RACIAL REFLEXIVITY PAPER?
This assignment is a three-page critical analysis of how the history of race in the US and Brandeis inform their current educational trajectories. Students should consider the relationship between structure and the self, history and biography, institutions and their racial identities. High-quality reflexive analyses will also be attentive to the significance of the students’ race in shaping their educational experiences (of privilege, power, achievement and disadvantage). Works that make a strong connection between personal experiences and public politics or policies will be considered favorably.

5. WHAT IS EXPECTED FOR THE PORTFOLIO?
The portfolio is an opportunity for students to document and demonstrate growth over the course of the semester. The portfolio should include all submitted précis, midterm essay, response paper corrected by the Teaching Assistant(s), score sheets and revised précis. Students should also include a Statement of Personal and Intellectual Growth; this one-page, double-spaced document is generally and generously open-ended. Students should carefully and convincingly highlight how they have developed throughout the course.