COURSE DESCRIPTION
This course focuses on the study of race and ethnicity in Sociology. A vast field at the very foundations of US Sociology, in this course we will cover some of the central theoretical and thematic debates that have characterized the study of race and ethnicity in the discipline. The course will provide an introduction to some of the foundational scholarship on race in sociology and moves to examine what the study of race in sociology should look like in the 21st Century. We will become familiarized with the central threads in the study of sociology and identify gaps, particularly as they are relevant for the academic and social sphere of today. The course also makes a nod towards public sociology, aiming to consider how the study of race is related to its experience; that is, how is the study of race in sociology and by sociologists connected to and relevant to what is happening “outside” the halls of academia. Questions of epistemology, methods, value, and activism(s) in the study of race in Sociology will be underscored throughout.

LEARNING GOALS
- To gain a general understanding of how race has been studied in Sociology
- To identify some of the major debates that have dominated the study of race and ethnicity in U.S. Sociology
- To critically examine some of theoretical and empirical approaches taken to study race and ethnicity, and its relationship to social inequality
- To note some of the gaps in the study of race and ethnicity in U.S. sociology
- To consider how the study of race and ethnicity is connected to social policy and activism

CRITERIA FOR EVALUATION
- Participating in in-depth weekly discussions of assigned readings
- Leading the discussion for a seminar
- Writing synthetic critical reports on assigned readings
- Writing a final research paper or research proposal

DIVERSITY STATEMENT
The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also
celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

COURSE REQUIREMENTS & GRADING

I expect you to attend class and to come prepared and ready (may I dare say excited!) to engage in conversation about the week’s readings.

1. Weekly Discussion Questions (15%)
Each week, each student will post one discussion question. The discussion questions should be based on the readings and should reflect engagement with, and careful thought about, the readings. You are to post your questions on Sakai the Monday PRIOR to class, by 5pm.

2. 5 Discussion Memos (25%):
You are to write a total of five 1-2 page critical memo on the week’s readings. Please try to highlight the major themes of the readings and to critically engage the major points. You may choose to discuss all or some readings, or choose one of your weekly discussion questions to go about preliminarily answering the question, from your perspective, or offering ideas as to what directions would be worth pursuing in getting closer to developing an answer to the question.

3. 1 Discussion Facilitator (20%):
You will lead one class session to be determined on the first day of class. Each facilitator will be the resident “expert” on the readings, develop questions and themes, and also introduce a current event or current debate article/posting/blog that thinks about how the readings are connected to social experience or policy. The facilitator should post their current debate materials to Sakai by Monday at noon, and all students are responsible for consulting these materials.

4. Final Paper (40%): DUE in SAKAI drobox before Midnight on MAY 3

You will complete a final paper of 18-20 pages. The paper can take different forms, based on what would be most useful to you. You can decide to do a research proposal, an analytic literature review, a theoretical essay examining and combining literatures or identifying new directions or perspectives for racial and ethnic research or policy, or revise an ongoing article or piece with the topics, perspectives, and literatures of the course. Be sure to discuss your intent with regards to the topic and format of your paper by March 1. A one-page description of the paper topic with five references is due on March 22. On the last day of class, you will have the opportunity to briefly present your paper and get feedback and questions that might help completing last-minute revisions to the paper.
COURSE READINGS
Most course readings will be available via Sakai. However, this is a great time to build your personal library, since many of the texts we will be reading are considered classics in the field. You may obtain most of these texts online.

COURSE SCHEDULE

Week 1: 1/19  Introduction; Between Experience, Study, and Activism
- http://www.understandingrace.org/history/index.html

Week 2: 1/26  Race and Sociology

  {Recommended}:
  - Joe Feagin and Clairece Booher Feagin, “Theoretical Perspectives in Race and Ethnic Relations” in Charles A. Ghallagher (ed) Rethinking the Color Line: Readings in Race and Ethnicity. (p. 18-33)

Week 3: 2/2  The Social Construction of Race and Ethnicity I

  [Current Event Focus: /BioSocial/]

Week 4: 2/9  The Social Construction of Race and Ethnicity II

**Week 5: 2/16 The Social Construction of Race and Ethnicity III (Race, Ethnicity, Nation)**
Week 6: 2/23  Culture / Structure


Film: Herkovits at the Heart of Blackness (see before class, available at the Media Library Call No.

Week 7: 3/1  Urban Inequality, Family, and Community


{Recommended}

**Week 8: 3/8 Segregation/Integration: The Worlds we Desire and Live In**

- David Harris. 1999. “‘Property Values Drop When Blacks Move In, Because…’: Racial and Socioeconomic Determinants of Neighborhood Desirability.” American Sociological Review 64, 461-479.

**Videos on Segregation:**

Film: Race, the Power of an Illusion – Episode 3 “The House We Live In”

**Week 9: 3/15 Spring Break!**

**Week 10: 3/22 Prejudice, Racism, Racial Attitudes**


Week 11: 3/29 Whiteness

(Recommended)

**Week 12: 4/5  Racial Epistemologies & Methods**
  [http://berkeleyjournal.org/2016/01/the-case-for-scholarly-reparations/](http://berkeleyjournal.org/2016/01/the-case-for-scholarly-reparations/)

**Week 13: 4/12  Critical Race Theory: Intersectionality**

**Week 14: 4/19  Race, Scholarship, Policy and Moving Forward**
- Tanehis Coates, “The Case for Reparations,” *The Atlantic*