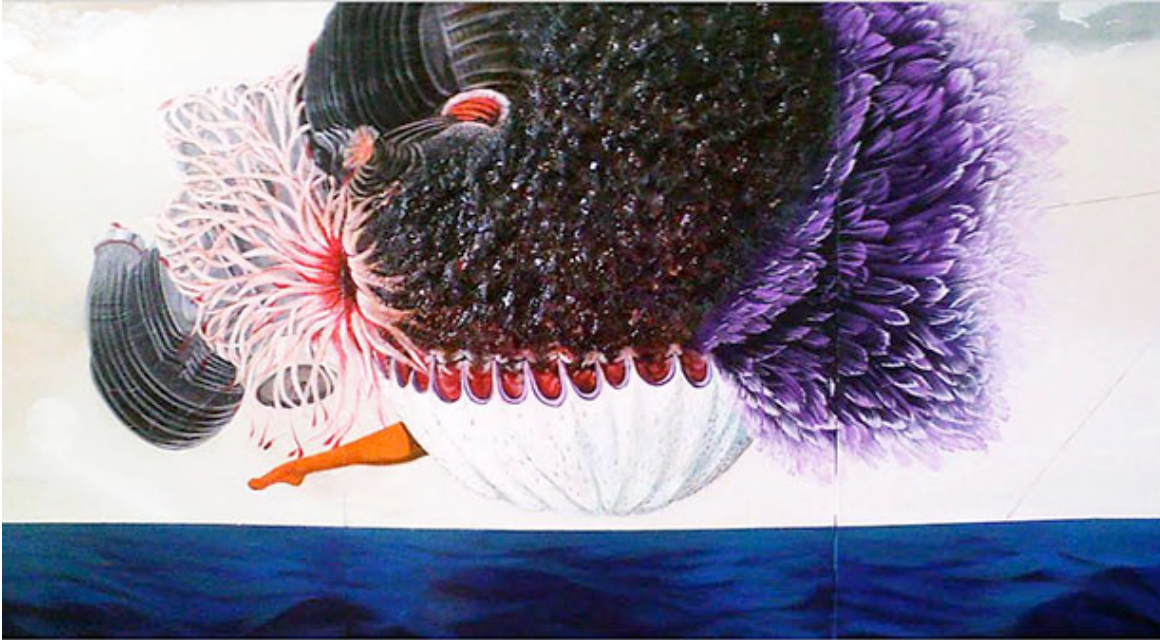


**SYLLABUS: 920:303:\*\***  
**RACE RELATIONS**  
**SPRING 2018**

## Course Overview



“In order to explain people’s perceptions of racial patterns one would have to look outside the narrow frame of race relations.” – Emilia Viotti da Costa<sup>1</sup>

## Instructor

Instructor: Alex Demshock

Email address: [ald166@scarletmail.rutgers.edu](mailto:ald166@scarletmail.rutgers.edu)


Phone number: (267) 449-4790

Office hours: Video Conferencing, By Appointment.

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<sup>1</sup> Image: Asser Saint-Val ;Quote: Emilia Viottie da Costa, *The Brazilian Empire: Mythos and Histories* (Chicago: University Press, 1985), 238. Quoted In Michael George Hanchard, *Orpheus and Power: The Movimento Negro of Rio de Janeiro and São Paulo* (Princeton, Princeton University Press, 1994), 13.

## Course Delivery

This course is fully online. To access the course, please visit [sakai.rutgers.edu](https://sakai.rutgers.edu) . For more information about course access or support, contact the Sakai Help Desk via email at [sakai@rutgers.edu](mailto:sakai@rutgers.edu) or call 848-445-8721.

## Course Description

The course explores the history and context of race in contemporary U.S. society. In doing so, we will strive to see past race relations in terms of something exclusively evident in words and attitudes. Instead we explore race politics—where race represents status, agency, and access to resources and economic and social power. From this starting point, we will examine how race and racialization processes are entangled with other social structures including gender, class, and nationality.

We focus on contemporary theories including the social construction of race, color-blind racism, critical race theory, post-colonial theory, intersectionality, and media theory. We will then apply these theories to case studies presented in articles and documentaries.

We will seek to uncover how racial hierarchies are rearticulated over time, utilizing different rationales, justifications, and politics. We will also explore lessons in anti-racism, activism, and social movements. **Please note:** The online format of this course will require you to stay organized and diligent in completing all of the assigned readings and assignments and to . If you have any trouble keeping up with the work, please let me know as soon as possible! Do not wait until the end of the term when there's little I can do for you.

## Prerequisites

- 01:920:101 Intro to Sociology

## Important Dates

The course begins on 1/16/2018 and ends on 5/\*\*/2018, and the last day to drop the course without a “W” grade is 1/21/2018.

## Classroom Conduct and Learning Environment

1. This class explores issues that might invoke strong emotions. Therefore, you are expected to think openly and critically.
2. You do not have to agree with the readings or others in the class. However, you need to approach them with a critical and an open mind. That is, it is important to remember that one should react to *ideas* and not *individuals*.
3. You will find that not everyone will agree with you on principles that are important to you,

and thus, listening to and engaging with others' points of view will be a valuable learning experience. Interesting and valuable discussions are best in an environment where everyone is comfortable to openly discuss and question their ideas and thoughts.

4. You are expected to read the assigned material before class in order to meaningfully participate in class discussions, group work and debates.
5. This is a class for students who are committed to learning and apply sociological imagination to their daily lives and the texts and are willing to challenge themselves. I understand that some people might be hesitant to openly discuss issues of race and racism in society; however, in this class we are all responsible for creating a safe environment for intellectual discussion and learning. It is required that you are respectful to others and that you **use sociological analyses in your discussions**.
6. Disrespect for others and their points of view or ideas **will not be tolerated**.

## Course Learning Objectives

By the end of this course, students should successfully be able to:

- Understand the implications of race as a social construct with material consequences
- Develop a broad understanding of the institutionalization of race and the ways in which it is both explicitly and implicitly coded
- Explore the historical formations of racial and ethnic groups
- Distinguish the concepts of race and ethnicity from one another
- Develop an understanding of how institutions shape social identities
- Apply a sociological imagination to contemporary issues involving race
- Evaluate possible solutions to problems associated with race and ethnicity

## Course Materials

### Required Text(s)

Savoy, Lauret. *Trace: Memory, History, Race, and the American Landscape*. ISBN#: 978-1-61902-825-8

Additional required materials will be posted to Sakai.

## Technology Requirements

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Sakai

## Technology skills necessary for this specific course

- Live web/video conferencing using WhatsApp and/or Skype
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

## Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7 or newer) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- WhatsApp [Skype optional]: I taught this course this past summer in Haiti and had to rely on WhatsApp to communicate. Somewhat by accident, I realized it was a fairly easy and accessible tool that allowed the class to feel somewhat connected, despite the fact that we were thousands of miles apart and had never met in person. Through WhatsApp, we can have real-time conversations, videoconference, and group chat. If you have any issues using the application, simply let me know and we will figure out an alternative way to communicate!

## Required Software

- Microsoft Word
- Microsoft PowerPoint

## Assessment

### Assignment Summary

Below are the assignments required for this course and the value of each assignment to the course grade as a whole. Please refer to the course calendar (on Sakai) and/or the course schedule (below) for specific due dates.

Assignment	Points
<b>Student Pages: Partner Discussions, Dialogues, and Lessons (2 assignments—4.2 and 5.2—5 points each)</b>	<b>10</b>
<b>Film Reviews (4 assignments, 5 points each)</b>	<b>20</b>
<b>Audio/Video (AV) Journals (2 assignments, 2.5 each) – 1 Extra Credit opportunity (Lessons 3.1, 5.3, or 6.1) worth 2.5 points</b>	<b>5</b>
<b>Midterm: Race, Privilege, Anger</b>	<b>16</b>

<b>Module Lessons (5 assignments, 5 points each)</b>	<b>25</b>
<b>Final Paper: Racial Landscapes</b>	<b>24</b>
<b>Total</b>	<b>100</b>
<b>Bonus Participation Points (For 100% Completion of Student Pages, Film Reviews, and AV Journals)</b>	<b>(5)</b>

*See course schedule, below, for due dates.*

## Assignment Overview

### Audio Journals

Throughout the course, I will ask you to record an Audio Journal entry, beginning with your Student Introduction video for Lesson 1.1 (you are welcome to record videos if you prefer!). Your first and last posts will be public for your classmate to watch through VoiceThread; the Audio Journals will be private submissions that only I will see, either through WhatsApp or submitted as an attachment via email to [ald166@scarletmail.rutgers.edu](mailto:ald166@scarletmail.rutgers.edu).

### Film Reviews

For each module (two for Module 2), you will watch a film (feature-length), take detailed notes, and analyze and integrate the film in that week's analysis, just as you would a traditional text. write a one-page (MAX) critical discussion of the film and the readings. I am asking you to make deep connections and use the readings and theories from the course to analyze the content of the film (not evaluate whether or not you enjoyed it for its cinematographic merits). You will be evaluated with a "Check Plus" for exceptional thinking/writing, a "Check" for satisfying the assignment, and a "Check Minus" for a review lacking in one of the major components. See the Assignments page on Sakai for details. Please reach out if you have problems viewing any of the films.

- Module 1.3: "I Am Not Your Negro." Find through Rutgers Libraries media source, Kanopy, by logging into the libraries.rutgers.edu website and visiting <https://rutgers.kanopystreaming.com/video/i-am-not-your-negro>
- Module 2.1: "Ken Burns: The Central Park Five." Available through Kanopy by logging into libraries.rutgers.edu and visiting <https://rutgers.kanopystreaming.com/video/ken-burns-central-park-five>
- Module 2.2: "Skin." Available on YouTube. <https://www.youtube.com/watch?v=hHM19L0cwm4>
- Module 4.1: "The Global Assembly Line": <https://www.youtube.com/watch?v=W6XgtvRN6Nc>

- Module 6.2: “Los Sures.” Available through Kanopy by logging into libraries.rutgers.edu and visiting <https://rutgers.kanopystreaming.com/video/los-sures>

## Partner Discussions, Dialogues, and Lessons

Because I know that most courses operate on the memo model, which often leads to monotonous posts and writing about weekly readings on auto-pilot, I have tried to avoid the standard format for fewer, but hopefully more rich and engaging, assignments.

- At the beginning of the course, during Module 1, I will assign you a partner for the 6 weeks with whom you will collaborate for three Partner Discussions. I will ask you to introduce yourselves to one another via email and serve as a go-to contact for any questions and peer support during the class.
- Throughout the semester, you will be prompted to engage in a dialogue with your partner (one initial post; one response to your partner’s post; one response to your partner’s comments on your original post). Please see the Course Content page and the Assignment Page for more detail.
- **There will be two deadlines for each Partner Discussion, one for your initial post, one for your two responses** Please submit your initial post (according to each dialogue’s prompt found in Course Content) by **Fridays at 11:55 PM** during the weeks in which we have a partner discussion, in order to give your partner the opportunity to respond and for you to respond to them again (and vice-versa). If your partner does not post, you can respond to two other students’ responses [i.e. you will not be penalized if your partner does not do their part; just simply join in another pair’s conversation].

## Module Lessons

The five Module Lessons will prepare you for success in the course and on your final paper. You will be asked to draw on your work in Modules 2-5, as well as our reading in the class, for your “Racial Landscapes” paper.

- **Module 1 Note-Taking:** Using the resources provided on the syllabus and in lecture, you will be asked to take detailed notes using one or more of the methods suggested for the readings and film assigned in Lesson 1.2. Post sample notes from each text (and the film) to the Discussion Forum and to the corresponding Assignment Page.
- **Module 2 Reading Visual Data:** With your final paper in mind, you will select an image (artwork, photograph, meme, advertisement, etc.), present your image in a Student Lesson page with at least one paragraph of analysis and using at least one theory or article we have read during the first two weeks. Peruse the gallery of your peers’ images and comment on at least two.
- **Module 3 Ethnographic Field Notes:** By Week 3, you will need to complete one hour of ethnographic observations and type up your field notes. We will be discussing the assignment in detail during the first two weeks of the course. See Assignments page for further detail. Post to Discussion Forum and Assignment Page.
- **Module 4 Annotated Bibliography:** After reviewing the websites on annotating sources, you will write brief, paragraph-long annotations for (5) sources that you can use in your

paper. At least two should come from the syllabus and at least two should be new additions pertinent to your topic.

- **Module 5 Open-Ended Interview:** You will select someone with whom you will schedule a 30-60 minute interview, prepare 7-10 open-ended questions, and record and transcribe the highlights of the interview. Do not forget to create an informed consent

### Midterm: Race, Privilege, Anger

- Using the readings from Module 3, you will write a 3-page reflective essay for your midterm assignment. Please see the Assignment Page on Sakai for detailed instructions.

### Final: Racial Landscapes

- Through the module assignments, we will work toward a final paper (5-7 pages) that will synthesize both our reading and the module assignments we will have completed over the course of the six weeks. We will discuss the assignment at length each week so that you will be able to use each module assignment to move toward your final paper outline. Please see the Assignments Page for further detail.

## Grading Scale

(Source: Rutgers standard undergraduate grade scale)

Grade	Range
A	90 – 100
B+	85 – 89
B	80 – 84
C+	75 – 79
C	70 – 74
D	60 – 69
F	Below 60

## Student Participation Expectations

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST FIVE TIMES PER WEEK**  
Be sure you are logging in to the course in Sakai each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will



probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Time Commitment**

To be successful in this course, you should plan to dedicate approximately 22.5 hours per week. Remember, this 6-week course covers the same material as a traditional 15-week semester course.

- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**

All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.

- **Participating in discussion forums: AS DIRECTED ON SYLLABUS**

For participation, you will be expected to submit six Audio/Video (AV) Journals—the first two of which will be public, the other four which will be private—participate in three partner discussion dialogues, and peruse your peer's weekly module assignments (notes, visual artifacts, annotations, field notes, interview transcripts).

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Treat your instructor and fellow students with respect at all times, and in all communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Sakai discussion.



## Support and Policies

### Late Work and Make-up Exams

Students are expected to keep up with the fast pace of the course and submit all weekly assignments on time. All assignments will be due by 11:55 PM. I will accept assignments up to 1 day late for a penalty of 10%.

### Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can email [sakai@rutgers.edu](mailto:sakai@rutgers.edu) or call 848-445-8721 if you have a technical problem.)

#### Grading and Feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.


#### E-mail

I will reply to e-mails within **48 hours** during the first three weeks of the course [I will be in Haiti and cannot guarantee 24-hour turnaround] and **24 hours** during the final three weeks.

#### Discussion Board

For Lessons with Student Pages (2.2, 4.2 and 5.2), you will need to post your initial response to the prompt or assignment by **two days before the discussion/responses are due** in order to give your partner the opportunity to respond and for you to respond to them again (and vice-versa). If your partner does not post, you can respond to two other students' responses (i.e. you will not be penalized if your partner does not do their part; just simply join in another pair's conversation).

### Academic Integrity

The consequences of scholastic dishonesty are very serious. Please review the [Rutgers' academic integrity policy](#) .

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.

- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are in doubt about any issue related to plagiarism or scholastic dishonesty, please discuss it with your instructor.

Other sources of information to which you can refer include:

- [Rutgers' Academic Integrity website](#)
- [Code of Student Conduct](#)
- [Eight Cardinal Rules of Academic Integrity](#)

## Academic Support Services

- Rutgers has a variety of resources for academic support. For more information, check the [Academic Support website](#).
- Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check the [Learning Center website](#).
- Rutgers also has a Writing Center where students can obtain help with writing skills and assignments. Learn more at the [Writing Center website](#).
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries website](#).

## Rutgers Health Services

- Rutgers Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff, and delivers services at a number of locations throughout the New Brunswick-Piscataway area. For more information, check the [Rutgers Health Services website](#).



## Counseling, ADAP, and Psychiatric Services



- Undergraduate and graduate students experience a great many stresses in their lives - sorting out one's identity, establishing and maintaining important relationships, coping with anxiety and depression, working on changing relationships with parents and other family members, dealing with losses, handling new academic demands, and dealing with reactions to one's differentness. To help with these tasks, [Counseling, ADAP & Psychiatric Services \(CAPS\)](#) provides a variety of psychological counseling services for all students of Rutgers University in New Brunswick/Piscataway, undergraduate and graduate. Services are free, and confidentiality is guaranteed within legal and ethical guidelines.

- **Note:** I am aware that CAPS tends to be over-subscribed and lacking the capacity necessary to meet the needs of the student body. Summer online courses can further complicate access to campus mental health services. If you are feeling overwhelmed or are struggling to find support and/or counseling, please do not hesitate to reach out to me confidentially for guidance and resources.

## Accommodations for Accessibility

### Requesting accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the [Documentation Guidelines](#)  section of the [Office for Disability Services](#)  website.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration Form](#)  on the [Office for Disability Services](#)  website.

Go to the [Student section of the Office of Disability Services](#)  website for more information.

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## Course Schedule and Deadlines

Lesson	Dates	Module 1: Social Construction of Race Topics, Readings, Assignments, and Deadlines
1.1	1/16 – 1/21	<p><b>Lesson 1.1   Race and/or Ethnicity?: Foundations of Sociological Theories of Race</b></p> <ul style="list-style-type: none"> <li>• Fields and Fields, <i>Racecraft</i>, Chapter 1: “A Tour of Racecraft” (p. 25-74))</li> <li>• Treitler, Vilna Bashi. <i>The Ethnic Project</i>, Chapter 1: “Racism and Ethnic Myths.” Sakai. (p. 1-17).</li> <li>• Review “Effective Note-taking” (Sakai) and this <a href="#">video</a> to familiarize yourself with these methods for the following week (you will submit sample notes for next week’s Lesson 1.2 using one or several of these approaches).</li> <li>• Review “Reflective Journaling” (Sakai) and keep in mind as you record your Introduction (first A/V Journal entry).</li> <li>• <b>Watch:</b> “Race: Power of an Illusion” (Episode 1, “The Difference Between Us,” Run Time:) <a href="http://www.njvid.net/show.php?pid=njcore:17811">http://www.njvid.net/show.php?pid=njcore:17811</a> [RU Media eResource]</li> <li>• <b>*Audio/Video (AV) Journal, Lesson 1.1: Introductions. Due Sunday, January 21.</b> Race Knowledge, Our Racial Selves, and Initial Reactions. See instructions on Student Introductions tab. <b>5 minutes maximum.</b></li> </ul>
1.2	1/22 – 1/28	<p><b>Lesson 1.2   Under the Hood: How Race and Ethnicity Function in the Americas</b></p> <ul style="list-style-type: none"> <li>• Treitler, Vilna Bashi. <i>The Ethnic Project</i> Chapter 2: How Racial Structures Operate.” Sakai. (p. 19-41).</li> <li>• Whitten, Norman. “The <i>Longue Durée</i> of Racial</li> </ul>

1.2	1/22 – 1/28	<p><b>Lesson 1.2   Under the Hood: How Race and Ethnicity Function in the Americas</b></p> <ul style="list-style-type: none"> <li>• Treitler, Vilna Bashi. <i>The Ethnic Project</i> Chapter 2: How Racial Structures Operate.” Sakai. (p. 19-41).</li> <li>• Whitten, Norman. “The <i>Longue Durée</i> of Racial Fixity and the Transformative Conjunctions of Racial Blending.” Sakai. (p. 356-373).</li> <li>• <b>Watch:</b> “Race, the Floating Signifier,” on Kanopy <a href="https://rutgers.kanopystreaming.com/video/race-floating-signifier-stuart-hall">https://rutgers.kanopystreaming.com/video/race-floating-signifier-stuart-hall</a></li> </ul> <p><b>*Module Assignment 1.2: Submit Sample Notes. Due Sunday, January 28.</b> Post a selection of your notes on the readings from lesson 1.2 and the Stuart Hall film (please include a sample from EACH text from this lesson, including the film, “Race, the Floating Signifier”).</p>
1.3	1/29 – 2/4	<p><b>Lesson 1.3   Under the Hood: How Race and Ethnicity Function in the U.S., Part 2</b></p> <ul style="list-style-type: none"> <li>• Baldwin, James. “In Search of a Majority: An Address.” 1960.</li> <li>• <b>Watch:</b> “I Am Not Your Negro.” (2016). Documentary based on James Baldwin’s unpublished manuscript <i>Remember This House</i>.</li> </ul>

Week	Dates	Module 2: Critical Race Theory Topics, Readings, Assignments, and Deadlines
2.1	2/5 – 2/11	<p><b>Lesson 2.1 Critical Race Theory and Institutional Racism</b></p> <ul style="list-style-type: none"> <li>• <b>Watch</b> “Ken Burns: The Central Park Five.” Available for streaming on Kanopy.</li> <li>• Omi and Winant, “Racial Formation,” from <i>Racial Formation in the United States: From the 1960s to the 1990s</i>. Sakai. (p. 36-40).</li> </ul>

Week	Dates	<b>Module 2: Critical Race Theory</b> <b>Topics, Readings, Assignments, and Deadlines</b>
		<ul style="list-style-type: none"> <li>• Delgado, Richard and Stefancic, Jean. Intro/ Main themes from <i>Critical Race Theory: An Introduction</i>. Sakai. (p. 1-34)</li> <li>* Rose, Gillian. Selections from <i>Visual Methodologies</i> (Review Sections 1, 3, and 5 for Module Assignment 2.2).</li> <li>*<b>FILM REVIEW #2 Due Sunday, February 11:</b> “Ken Burns: The Central Park Five.” Utilize concepts and quotes from Omi and Winant, Delgado and Stefancic, and previous lessons to analyze the film. Please use in-text citations for all quotations and paraphrasing (Author, Publication Year, and Page Number if quoting directly).</li> </ul>
2.2	2/12 – 2/18	<p><b>Lesson 2.2: Visibilizing Whiteness</b></p> <ul style="list-style-type: none"> <li>• Lipsitz, George. “The Possessive Investment in Whiteness: Racialized Social Democracy and the “White” Problem in American Studies.” Sakai. (p. 369-387)</li> <li>• Conley, Dalton. “Universal Freckle, Or How I Learned to be White,” from <i>The Making and Unmaking of Whiteness</i>. Sakai. (p. 25-41).</li> <li>• Kobayashi, Audrey and Peake, Linda. “Racism out of Place: Thoughts on Whiteness and an Antiracist Geography in the New Millennium.” Sakai. (p. 392-401)</li> </ul> <p><b>Watch: MTV’s “White People”</b>  <a href="https://www.youtube.com/watch?v=zjj1PmJcRM">https://www.youtube.com/watch?v=zjj1PmJcRM</a></p> <p><b>Watch: <i>Skin</i> (2008)</b>  <a href="https://www.youtube.com/watch?v=hHM19Locwm4">https://www.youtube.com/watch?v=hHM19Locwm4</a></p> <p>*<b>FILM REVIEW #3:</b> Reflect and analyze the film, settler colonialism, and whiteness in South Africa and make connections with the system of race in the United States, particularly post-segregation whiteness explored in the MTV documentary. <b>Due Sunday, February 18<sup>th</sup></b></p> <p>*<b>Reading the Visual Student Lesson:</b> Share the image in a brief, written presentation of your visual artifact (artwork, meme, photograph, advertisement, etc.) in which you try your hand at <b>reading the visual</b>. Integrate at least one of the racial</p>

Week	Dates	Module 2: Critical Race Theory Topics, Readings, Assignments, and Deadlines
		theories and concepts we have covered thus far. Then peruse the gallery of artifacts (student lessons) created by you and your peers. You will be evaluated on your presentation and your review of your classmates' materials. <b>Student lesson page due FRIDAY, February 16 and comments on any two presentations by Sunday, February 18<sup>th</sup></b>

Lesson	Dates	Module 3: Color-Blind Racism, Power, & Privilege Topics, Readings, Assignments, and Deadlines
3.1	2/19 – 2/25	<p><b>Lesson 3.1   “I’m not racist, but...”</b></p> <ul style="list-style-type: none"> <li>• Desmond, Matthew and Emirbayer, Mustafa. “American Racism in the Twenty-first Century: Racial Domination.” Sakai. (p. 50-57)</li> <li>• Gallagher, Charles. “Color Blind Privilege.” Sakai. (p. 57-61)</li> <li>• Bonilla-Silva, Eduardo. Racism without Racists. Chapter 1: “The Strange Enigma of Race in Contemporary America” Sakai. (p. 1-11, 15-16)</li> </ul> <p><b>*Module Assignment 3 Ethnographic Field Notes:</b> Upon completion of your observations, you will submit your raw notes (typed or legibly handwritten) and a paragraph of analysis. See Assignment page for details. Please discuss your site/topic with me beforehand, as you’ll be asked to integrate the data from your observations in your final paper. <b>Due Sunday, February 25<sup>th</sup></b></p>
3.2	2/26 – 3/4	<p><b>Lesson 3.2   Reactions to Racism</b></p> <ul style="list-style-type: none"> <li>• McIntosh, Peggy. “White and Male Privilege: Unpacking the Invisible Knapsack.” Sakai. (p. 1-6)</li> <li>• Tatum, Beverley. “Defining Racism.” Sakai. (pp. 3-17)</li> <li>• Lorde, Audre. “Uses of Anger.” Sakai, (p. 124-133)</li> </ul>



Lesson	Dates	Module 3: Color-Blind Racism, Power, & Privilege Topics, Readings, Assignments, and Deadlines
		<ul style="list-style-type: none"> <li>• bell hooks. “Killing Rage” and “Beyond Black Rage.” Sakai. (p. 1-30)</li> </ul> <p><b>*MIDTERM PAPER (Race, Privilege and Anger) due Sunday, March 4th.</b> See Assignment page for details.</p>

Lesson	Dates	Module 4: Intersectionality Topics, Readings, Assignments, and Deadlines
4.1	3/5 – 3/11	<p><b>Lesson 4.1   Intersectional Identities</b></p> <ul style="list-style-type: none"> <li>• Collins, Patricia Hill. Towards a New Vision. (p. 216-221)</li> <li>• Espiritu, Yen Le. Theorizing Race, Gender and Class. (p. 223-227)</li> <li>• bell hooks. “Cultural Criticism and Transformation.” (Transcript of Interview, p. 2-20)</li> <li>• <b>Watch:</b> TED Talk, “The Urgency of Intersectionality” by Kimberle Crenshaw  <a href="https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality">https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality</a></li> <li>• <b>Watch</b> the <i>Documentary</i>: “The Global Assembly Line” (1986). Director: Lorraine Gray.  <a href="https://www.youtube.com/watch?v=W6XgtvRN6Nc">https://www.youtube.com/watch?v=W6XgtvRN6Nc</a></li> </ul> <p>*Review materials for mini-workshop on how to conduct a Literature Review:</p> <ol style="list-style-type: none"> <li>1) Pacheco- Vega R. “Finding the most relevant information in a paper when reading: A three-step method.”  <a href="http://www.raulpacheco.org/2017/01/finding-the-most-relevant-information-in-a-paper-when-reading-a-three-step-method/">http://www.raulpacheco.org/2017/01/finding-the-most-relevant-information-in-a-paper-when-reading-a-three-step-method/</a></li> <li>2) Pacheco-Vega, R. “Literature reviews, annotated bibliographies and conceptual synthesis.”  <a href="http://www.raulpacheco.org/2017/01/literature-reviews-annotated-bibliographies-and-conceptual-synthetic-tables/">http://www.raulpacheco.org/2017/01/literature-reviews-annotated-bibliographies-and-conceptual-synthetic-tables/</a></li> </ol>

Lesson	Dates	Module 4: Intersectionality Topics, Readings, Assignments, and Deadlines
		<p>3) Pacheco-Vega, R. "How to do a literature review: Citation tracing, concept saturation and results' mind-mapping." <a href="http://www.raulpacheco.org/2016/06/how-to-do-a-literature-review-citation-tracing-concept-saturation-and-results-mind-mapping/">http://www.raulpacheco.org/2016/06/how-to-do-a-literature-review-citation-tracing-concept-saturation-and-results-mind-mapping/</a></p> <p><b>*FILM REVIEW #4 DUE Sunday, March 11:</b> "The Global Assembly Line"</p>
<b>SPRING BREAK</b>	<b>3/12 - 3/19</b>	<p>Take some time this week to reflect on how you will pull together your ethnographic observations, interview, and other materials to craft your final essay. To get inspired, read (leisurely) from Lauret Savoy's memoir. Feel free to start from the beginning and read as much as you want, or choose from the chapters, many of which could also work as stand-alone pieces.</p> <ul style="list-style-type: none"> <li>• Savoy, Lauret. 2015. <i>Trace: Memory History, Race and the American Landscape</i>.</li> </ul>
<b>4.2</b>	<b>3/19 – 3/25</b>	<p><b>Lesson 4.2   Extending and Feeling Intersectionality</b></p> <ul style="list-style-type: none"> <li>• Anzaldúa, Gloria. <i>Borderlands/La Frontera: The New Mestiza</i>. Introduction (3-13), Editor's Note, Preface, and Chapter 1 "The Homeland, Aztlán" (23-35).</li> <li>• Bonilla-Silva, Eduardo. "Feeling Race: An Invitation to Explore Racialized Emotions." Call for Submissions for the 2018 American Sociological Association Annual Meeting.</li> <li>• Evans, Louwanda and Moore, Wendy Leo. "Impossible Burdens: White Institutions, Emotional Labor, and Micro-Resistance." (p. 439-454).</li> </ul> <p>* Review the following guides to annotated bibliographies:</p> <ol style="list-style-type: none"> <li>1) Purdue OWL Annotated Bibliography Samples <a href="https://owl.english.purdue.edu/owl/resource/614/03/">https://owl.english.purdue.edu/owl/resource/614/03/</a></li> <li>2) University of New South Wales Annotated Bibliography <a href="https://student.unsw.edu.au/annotated-">https://student.unsw.edu.au/annotated-</a></li> </ol>

Lesson	Dates	Module 4: Intersectionality Topics, Readings, Assignments, and Deadlines
		<p><a href="#">bibliography</a></p> <p>3) Skidmore College, “Writing an Annotated Bibliography”  <a href="http://lib.skidmore.edu/library/index.php/li371-annotated-bib">http://lib.skidmore.edu/library/index.php/li371-annotated-bib</a></p> <p><b>*Hashtag Visual Ethnography:</b> Using your preferred social media/digital image resource (Instagram, Tumblr, Facebook, etc.), search for an image/content with one of the following hashtags or a relevant alternative you come up with and share below. Write a paragraph connecting it to this week's readings (you can pull in last week's in ADDITION); but don't belabor it or overthink it (as people often say: everything is intersectional!). Take the time to search around; not everything will be relevant, but you might turn up something enlightening.  #intersectionality #intersectionalfeminism #borderlands #LaFrontera #Aztlán #Anzaldúa #dominicanidad #AfroDominican #AfroLatinx #HaitianDominican etc.</p> <p><b>Due Sunday, March 25<sup>th</sup></b></p> <p><b>*Module 4 Assignment Annotations:</b> Submit your annotations (5 annotations, one paragraph each, at least 2 from syllabus, at least 2 from outside) to the Assignments page and then share them on the Forum page. <b>Due Sunday, March 25<sup>th</sup></b></p>

Lesson	Dates	Module 5: Migration, Segregation, and Inequality Topics, Readings, Assignments, and Deadlines
5.1	3/26 – 4/1	<p><b>Lesson 5.1   Intersectional Inequalities</b></p> <ul style="list-style-type: none"> <li>• Squires, Gregory and Kubrin, Charis. “Privileged Places: Race, Uneven Development, and the Geography of Opportunity in Urban America.” Sakai. (p. 47-63)</li> <li>• Choose one chapter from <i>Invisible in Austin: Life and Labor in an American City</i>, Ed. Javier Auyero. Chapter 4 “Inés: Discipline, Surveillance, and Mothering in the Margins,” Chapter 6 “Raven: The Difference between a Cocktail</li> </ul>

		<p>Waitress and a Stripper? Two Weeks,” and Chapter 7: “Kumar: Driving in the Nighttime.”</p> <ul style="list-style-type: none"> <li>• <b>Watch: “How the Racial Wealth Gap was Created,”</b> Excerpt from “Race: The Power of an Illusion – The House We Live In.” <a href="https://vimeo.com/133506632">https://vimeo.com/133506632</a></li> </ul> <p><b>*AV Journal 5.1:</b> Building on what we learned in Module 4 about intersectionality, this week we focus on the role intersectional oppression plays in producing physical (and specifically geographic) inequalities in the United States. With a focus on migration and segregation (contextualized through the more creative interpretations of migration, race, and the land in <i>Trace</i>), use this week’s reading and film to reflect on a neighborhood or community you think of as privileged and another that you have been socialized to think of as “bad.” Submit directly to me through WhatsApp or via email. <b>Due Sunday, April 1<sup>st</sup></b></p>
5.2	4/2 – 4/8	<p><b>Lesson 5.2   Urban Inequalities: Harlem and New Orleans</b></p> <p><i>Between partners, one will read and watch the Harlem materials and the other, the New Orleans materials.</i></p> <p><b><u>Required for everyone:</u></b></p> <ul style="list-style-type: none"> <li>• Johnson, Paula. “Beyond Displacement: Gentrification of Racialized Spaces as Violence—Harlem, New York, and New Orleans, Louisiana.” (p. 79-97)</li> <li>• “Interactive Redlining Map Zooms in on America’s History of Discrimination.” <a href="https://www.npr.org/sections/thetwo-way/2016/10/19/498536077/interactive-redlining-map-zooms-in-on-americas-history-of-discrimination">https://www.npr.org/sections/thetwo-way/2016/10/19/498536077/interactive-redlining-map-zooms-in-on-americas-history-of-discrimination</a></li> </ul> <p><b><u>Harlem:</u></b></p> <ul style="list-style-type: none"> <li>• <i>The New Negro: Voices of the Harlem Renaissance.</i> Ed. Alain Locke. “Harlem: The Culture Capital” by James Weldon Johnson Sakai. (301-311).</li> <li>• Jackson, John L. Jr. <i>Harlemworld: Doing Race and Class in</i></li> </ul>

		<p><i>Contemporary Black America</i>. Introduction (1-10, 13-15)</p> <ul style="list-style-type: none"> <li>• <b>Watch:</b> “Harlem U.S.A.” <a href="https://vimeo.com/60857533">https://vimeo.com/60857533</a></li> </ul> <p><b><u>New Orleans:</u></b></p> <ul style="list-style-type: none"> <li>• <i>There is No Such Thing as a Natural Disaster</i>. Ed. Chester Hartman and Gregory Squires. Chapter 1: “Pre-Katrina, Post-Katrina” by Hartman and Squires (1-6). Sakai.</li> <li>• Queeley, Andrea. “‘She Jes’ Gits Hold of Us Dataway’: The Greens and Blues of Neighborhood Recovery in Post-Katrina New Orleans.” (21-32).</li> <li>• <b>Watch:</b> “When the Levees Broke: A Requiem in Four Parts.” Part I (Part II strongly suggested!) <a href="http://www.filmsforaction.org/watch/when-the-levees-broke-a-requiem-in-four-parts-2006/">http://www.filmsforaction.org/watch/when-the-levees-broke-a-requiem-in-four-parts-2006/</a></li> </ul> <p><b>*Partner Lesson and Discussion 5.2:</b> Upon completing the films and readings on either New Orleans or Harlem, using the skills we have worked on this semester (note-taking, reflective writing, annotating sources, and using visual data), create a simple student lesson for them to review so that they can develop a strong enough command of the texts and films to annotate them in their own words. As a starting point, you will use the HOLC (redlining map) of your community and a modern real estate search engine (Zillow, Trulia, etc.) to briefly analyze the impacts of an area’s mortgage rating on current values. Then, reflect on the specific historical realities and events that have shaped Harlem and NOLA and led to their new eras of rampant gentrification. <b>Focus not on elaborate writing, but interesting presentation (images, clips, etc.) and big ideas/making connections.</b> Review your partner’s lesson and respond with a set of comments and questions synthesizing the material you have reviewed. Then respond briefly to your partner’s questions. Remember to be encouraging and inquisitive with your dialogues. <b>Student lesson page due Friday, April 6<sup>th</sup> and all comments and replies due Sunday, April 8<sup>th</sup></b></p>

	4/9 – 4/15	<p><b>Lesson 5.3   The Carceral State: The Ultimate Segregator</b></p> <ul style="list-style-type: none"> <li>• Jackson, George. <i>Soledad Brother: The Prison Letters of George Jackson</i>. “April 1970: Letter to Fay Stender.” (17-28). Sakai.</li> <li>• Optional: Wacquant, Loïc. “Deadly symbiosis.” (95-121). Sakai.</li> <li>• <b>Watch:</b> TED Talk, “The Future of Race in America” by Michelle Alexander.  <a href="http://www.filmsforaction.org/watch/the-future-of-race-in-america-michelle-alexander-at-tedx/">http://www.filmsforaction.org/watch/the-future-of-race-in-america-michelle-alexander-at-tedx/</a></li> <li>• <b>Watch:</b> “Fixing the System,” a VICE for HBO documentary  <a href="https://topdocumentaryfilms.com/fixing-system/">https://topdocumentaryfilms.com/fixing-system/</a></li> </ul> <p><b>*Module Assignment 5 Interview:</b> After selecting a participant and scheduling your interview, audio record your interview so that you can accurately transcribe the segments that you want to use for your paper afterward. Submit 1-2 pages of transcriptions for this assignment, which will later serve as data, evidence, and stories in your final paper. See Assignment page for details. <b>Due Sunday, April 15.</b></p>
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Lesson	Dates	Module 6: Race, Landscape, Memory Topics, Readings, Assignments, and Deadlines
6.1	4/16 – 4/22	<b>Lesson 6.1   Place-making and Place-taking</b> <b><u>Choose one of the following:</u></b> <ul style="list-style-type: none"> <li>• Aguilar-San Juan, Karin. “Staying Vietnamese: Community and Place in Orange County and Boston.” (p. 37-61)</li> <li>• Pulido, Laura. “Rethinking Environmental Racism: White Privilege and Urban Development in Southern California.” (p. 12-34)</li> </ul>
		<b>Lesson 6.2   History, Memory, and the Built Environment</b> <ul style="list-style-type: none"> <li>• Harris, Dianne, “Introduction” from <i>Little White Houses:</i></li> </ul>
Lesson	Dates	Module 7: Closings and Openings Topics, Readings, Assignments, and Deadlines
7.1	4/30 – 5/2	<p><b>Watch:</b> <i>Los Sures</i> (1984) - 30 minutes  <a href="https://rutgers.kanopystreaming.com/video/los-sures">https://rutgers.kanopystreaming.com/video/los-sures</a>  bell hooks. <i>Beloved Community: A World Without Racism</i> (p. 263-272) and <i>Where is the Love</i> (p. 215-225).  AND <i>Of Memory &amp; Los Sures</i> (2011) -15 minutes  <a href="https://rutgers.kanopystreaming.com/video/los-sures">https://rutgers.kanopystreaming.com/video/los-sures</a></p> <p><b>*Final Reflection Email: Due TUESDAY, May 2<sup>nd</sup></b>  <b>*Film Review (both films) Due Sunday April 29<sup>th</sup></b>  <b>*FINAL PAPER DUE WEDNESDAY May 9<sup>th</sup></b>***See Assignment Page for details.**</p>
		Assignment Page for details.**