

**Race Relations (920:306:04)**  
**Department of Sociology**  
**Rutgers University**  
**Spring 2018**

Instructor: Eunkyung Song

Lecture location: LSH-A142, Mondays and Wednesday, 3:20-4:40 p.m.

Office: Davison Hall, room 043, Douglass Campus

Office Hours: Wednesday, 1-2 pm and by appointment @ Kilmer Library (on the 1<sup>st</sup> floor)

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This course examines the key concepts, empirical studies, and historical contexts of race relations in the United States through a sociological lens. To begin, we will investigate cultural and political landscapes that shape race socially. Guiding questions include the following: How have race and ethnicity been used as tools to categorize populations? How have the definitions of race changed over time? How does the invention of whiteness and blackness contribute to the formation of self-identity and social identity as well as that of institutions? What does it mean that race is fluid and flexible rather than being fixed? What are the processes through which invented racial categories create and distribute privileges unequally? The second part of the course will examine institutional sectors (e.g. labor market, housing, politics, education, immigration, and citizenship) that both forge and reinforce patterns of race relations, which are politically and historically embedded in the distribution of wealth and privilege. We will draw on the ways in which institutions refer to the existing social categorization, and vice versa. The third section of this course will examine the impacts race relations have on durable inequalities by exploring relational aspects (i.e. interactive, associational, and communicative) in social movements. In particular, it will pay attention to collective and aggregate actions, which resulted in the Civil Rights Movement of the 1950s and 60s, and its backlash, as well as the recent rise of online groups that promote racial discourses for good or for ill.

### **Learning Goals**

- To obtain an understanding of political, symbolic, and social implications of the shifts that have taken place in the discourses of grouping and categorization of human populations
- To consider the terrain of race relations, which are linked through immigration and assimilation in terms of citizenship
- To develop an understanding of racism at multiple levels (i.e. individual, interpersonal, and institutional) and their interactions
- To enhance an understanding of the relationship between race relations and inequalities
- To cultivate cultural 'toolkits' to address race relations towards 'racial democracy' by conducting a team project

### **Grading and Class Format**

Your success in the class will be based on the following elements: Two exams (25% each), team research project (40%), participation (5%); and attendance (5%). The exams will mainly consist of multiple choice questions, and may also have two or three short essay questions. These two exams will be administered in class (e.g. 80 minutes). Attendance will be taken randomly. Participation is conceptually differentiated from attendance. In other words, high attendance does not automatically guarantee high scores in participation. You will be asked to write a self-report on your participation twice on the two exam days, which will be worthy 1.5 point each. The instructor can grant up to 2 additional points at her discretion.

### **Team Research Paper**

This semester you will conduct a research project on an issue of race relations based on the themes covered in the course or relevant themes of your choice. Each team will have 5 to 6 members (a group of three is the minimum) on the basis of shared research questions. Each team will have a choice of carrying out (1) a qualitative interview study,

or (2) a content analysis research paper. The expected final product is a 6 -7 paged paper. Each team will need to develop a research proposal outlining its proposed project. This proposal should contain a clear research question, and the goal of the proposed project, as well as a timeline in accordance with the course schedule. All teams will turn in the following materials as a progress report (1) transcriptions (for interview study) or (2) an annotated bibliography of your sources (for content analysis). The final paper will be due on the final exam date, **May 9, by 11 pm on Sakai.**

Grading	DUE <sup>1</sup>	Task
5%	11 pm, February 15	2-page proposal This proposal should contain (1) a clearly addressed research question, (2) a working hypothesis, (3) methods of data collection, and (4) a timeline that indicates data collection and literature review on the basis of the covered material as well as the choice of students.
5%	11 pm, March 9	2-page preparation report Data sample (e.g. interview transcripts, survey data of your choice, etc.) or annotated bibliography
10%	11 pm, April 9	5-page double-spaced rough draft This rough draft will be shared in class and the instructor will offer feedback as well.
15%	11 pm, May 9	Completion of a 6-7 page research paper
5%	11 pm, May 10	A one-page self-reflection report on the team project ( <b>INDIVIDUAL SUBMISSION!</b> )

*Note:* All submissions should be made via the course site on Sakai. Also, NO EMAIL SUBMISSION is allowed.

### Late Work

Late work will have a negative impact on your grade. Each day that the assignment is late will result in a deduction of 1 point. I will only accept late assignments up to 3 calendar days past the due date. No assignment is accepted via email.

### Letter Grade Distribution

A	90-100	B+	85-89	B	80-84	C+	75-79
C	70-74	D	60-69	F	<60		

### Books and Other Readings

Desmond, Matthew and Mustafa Emirbayer, 2015. *Race in America* [ISBN: 978-0-393-93765-7]

All other readings are available via the course site on Sakai.

### Students with Disabilities:

Students with disabilities requesting accommodations follow the procedures available at <https://ods.rutgers.edu/students/applying-for-services>.

### Classroom Policy:

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. **Behavior that distracts students and faculty is NOT acceptable. Such behavior includes cell phone use, surfing the Internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, and discourteous remarks.** Courteous and lawful expression of disagreement with the ideas of the instructor or fellow students is of course permitted. If a student engages in disruptive behavior, then your instructor, in compliance with the University Code of Student Conduct, is entitled to direct that student to leave class for the remainder of the class period. Serious verbal assaults, harassment, or defamation of the instructor or other students can lead to university disciplinary proceedings. Please familiarize yourself with the University of Code of Student Conduct at <http://studentconduct.rutgers.edu/university-code-of-student-conduct/>

Students are furthermore expected to comply with the University's policies on academic integrity, a statement of which may be found at the following url:  
<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Lastly, students are expected to attend all classes. If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. More prolonged absences must be discussed with the instructor.

## Lecture Schedule and Weekly Reading Schedule<sup>1</sup>

### Week 1

January 17: Beginning to Understand Race Relations Sociologically

Readings No reading

### Week 2

January 22: Social construction of Race (I): Biological vs. Social Approaches

Readings Desmond and Emirbayer, chapter 1, p. 2-24, 32-37  
 Dorothy Roberts, *Fatal Invention*, p. 3-26  
 Letters: 'A Troublesome Inheritance':  
[https://www.nytimes.com/2014/08/10/books/review/letters-a-troublesome-inheritance.html?\\_r=0](https://www.nytimes.com/2014/08/10/books/review/letters-a-troublesome-inheritance.html?_r=0)

January 24 – Social construction of Race (II): Race and Ethnicity  
 January 29:

Readings Desmond and Emirbayer, chapter 1, p. 37-42, and chapter 2  
 Brodikin, *How Jews Became White*, p. 25-52.

### Week 3

January 31: Social Construction of Race (III): Symbolic ethnicity

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<sup>1</sup> This schedule can be adjusted as the class unfolds.

- Readings Gans, 1979. "Symbolic Ethnicity: The Future of Ethnic Groups and Cultures in America." *Ethnic and Racial Studies* 2(1): 1-20.  
 Jimenez, Tomas, R. 2004. "Negotiating Ethnic Boundaries: Multiethnic Mexican Americans and Ethnic Identity in the United States." *Ethnicities* 4(1): 74-97.  
 Mary Waters, "Optional Ethnicities: For Whites Only?"

#### Week 4

February 5: Social Construction of Race (IV): Social Formation of Race

- Readings Omi and Winant, *Racial Formation in the United States: From the 1960s to the 1990s*. p. 53-76.  
 Eduardo Bonilla-Silva, Rethinking Racism: Toward a Structural Interpretation. *American Sociological Review*. 62(3): 465-480

February 7: Class Discussion (I)

- Readings No reading assignment. Come prepared for writing a research proposal.

#### Week 5

February 12: Interpersonal and Institutional Racism: Prejudice, Discrimination, and Structural Racism

- Readings Allan Johnson, *Privilege, Power, and Difference*, chapter 2, p.12-40  
 Embrick, David G. and Kasey Henricks. 2013. "Discursive Colorlines at Work: How Epithets and Stereotypes Are Racially Unequal." *Symbolic Interaction* 36(2): 197-215.  
 Bayoumi, Moustafa. 2012. "How Does It Feel to Be a Problem? Being Young and Arab in America."

February 14: Racism (II)

- Readings Herbert Blumer, Race Prejudice as a Sense of Group Position  
 Joe R. Reagin, The Continuing Significance of Race: Antiracist Discrimination  
 Susan M. Akram and Kevin Johnson. Race and Civil Rights Pre-September 11, 2001: The Targeting of Arabs and Muslims

#### Week 6

February 19: **FIRST EXAMINATION**  
**Bring a number 2 pencil**

February 21: Racial Segregation: Housing

- Readings Desmond and Emirbayer, chapter 5.  
 Loewen, *Sundown Towns*, 3-44. 358-376.

#### Week 7

February 26: Economic Inequality (I): Income and Wealth

- Readings Desmond and Emirbayer, chapter 4, p. 128-152

Melvin Oliver and Thomas Shapiro, *Black Wealth/ White Wealth: A New Perspective on Racial Inequality*, chapters 5 and 6, p. 91-170

February 28: Economic Inequality (II): Welfare

Readings Desmond and Emirbayer, chapter 4, p. 152-160  
W. Wilson on *The Truly Disadvantaged*, chapters 5-7, p. 109-164  
Cybelle Fox. *Three Worlds of Relief: Race, Immigration, and the American Welfare State From the Progressive Era to the New Deal*, chapter 1. [optional]

Week 8

March 5: Class Discussion (II)

March 7: Political and Social Inequality (I): Affirmative Action

Readings Desmond and Emirbayer, chapter 4, p. 160-167  
Richard Rothstein, *The Color of Law*, [TBA]

### **Spring Recess (March 10 – March 18)**

Week 9

March 19: Political and Social Inequality (II): Citizenship and Assimilation

Readings Desmond and Emirbayer, chapter 3

March 21: Mass Incarceration

Readings Desmond and Emirbayer, chapter 6  
Alexander, Michelle *The New Jim Crow*, chapter 5

Week 10

March 26: Education

Readings Desmond and Emirbayer, chapter 7

March 28: **SECOND EXAMINATION**  
**Bring a number 2 pencil.**

Week 11

April 2: The Family

Readings Desmond and Emirbayer, chapter 10, p. 354-377  
Maria Root, Ten Truths of Interracial Marriage

April 4: Friendship and social networks

Readings Desmond and Emirbayer, chapter 10, p. 377-390

James Moody, "Race, School Integration, and Friendship Segregation in America" *American Journal of Sociology*. 107(3): 679-716.  
 Andreas Wimmer and Kevin Lewis. "Beyond and Below Racial Homophily: ERG Models of a Friendship Network Documented on Facebook." *American Journal of Sociology*. 116(2): 583-642. [optional]

## Week 12

April 9: Civil Rights Movement (I):

Readings Desmond and Emirbayer, chapter 3, p. 88-108 & chapter 9, pp. 325-336

April 11: Civil Rights Movement (II):

Readings Doug McAdam, Political Process and the Development of Black Insurgency, 1930-1970. Chapters 5 - 8

## Week 13

April 16: The Rise of the KKK and Hate Groups

Readings Desmond and Emirbayer, chapter 9, p. 336-344  
 Roy McVeigh, *The Rise of the Ku Klux Klan: Right-Wing Movements and National Politics*, chapters 1, 7, and conclusion

April 18: Solutions?: Past and Present

Readings Desmond and Emirbayer, chapter 11  
 Allan Johnson, "What can we do?: Becoming Part of the Solution"

## Week 14

April 23: Paper Presentation (I)

April 25: Paper Presentation (II)

## Week 15

April 30: Paper Presentation (III)

**FINAL PAPER: Wednesday, May 9, 11 pm on Sakai**