* Overview of the Course

Race in the contemporary United States is a complex, dynamic, “moving target” so to speak. In this seminar, we will explore the changing dimensions of the contemporary construct of race through a sociological framework.

Topics to be discussed in the class this term include: race, globalization and Asian Americans, multiracial identity and the color line, mass incarceration and racial caste, race and beauty work, transnational adoption, race and sports, whiteness and social class, black immigrants & black identity, environmental racism, and the future of race in the U.S. Participation from students from a variety of disciplines is welcomed.

To explore these issues, we will read a book or collection of articles a week. Students will do weekly response papers on the readings (~ 2 pages), lead discussions, and complete a major term paper on a topic of their choice by the end of the term.

In addition to covering the material in the readings, we will also begin each class with a 20-30 minute discussion of racial issues and controversies currently in the news (this term we’ll probably end up discussing the 2016 election quite a bit). We’ll then weave our discussion of these issues into our exploration of the readings for the week.

The questions we will ask in this class include-

- How do we adequately capture the complexity of race in the 21st century U.S.?

- How does racism most often manifest itself in the U.S. today? What fundamental differences are there in how whites and non-whites understand race?

- To what extent are race and gender parallel constructs, and in what ways do they differ?

- Is the black/white binary still the primary axis around which race relations in this country revolve? Or, has the racial map been fundamentally altered by the mass influx of immigrants from Latin America and Asia in the last several decades?

- Does it make sense to speak of “a” black community, or “the” black experience? Or have differences in socioeconomic status among African Americans led to markedly divergent worldviews, experiences and identities?
Will the “browning of America” result in a peaceable redefinition and expansion of national identity? Or will it provoke a culture war over what it really means to be an American?

Is the U.S. moving significantly towards overcoming its legacy of racial exclusion? Or will racism in the 21st century simply become more covert, insidious, and entrenched?

*Readings*

There are 11 exciting, well-written books and several articles assigned for the course this term. Books may be purchased online or via the Coffman bookstore. Required articles will be distributed to you via Moodle.

The following books are required for this class:


* Evaluation

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Reading response papers (10)</td>
<td>30%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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* Participation includes attending class and active engagement with peers and with me on the materials we are discussing for the week. Each student will be required to lead (or co-lead) 2 discussion sessions; which will count significantly towards the participation grade. We will determine the schedule on the first day of class.

* Reading response papers are ~ 1.5 page, single-spaced critical reactions to the readings for each week, due at the beginning of class. The critique should include a very brief (2-3-sentence) summary of the readings, and a critical analysis and evaluation. Make sure to make linkages between the issues raised in the week’s readings and previous ones. There are 12 weeks of readings this term, and you are asked to turn in reading response papers for 10; thus you may skip 2 weeks.

* Final Papers are lengthier treatments of the course topics that allow you to explore and flesh out ideas, apply conceptual/theoretical and methodological insights from the class to a particular topic of interest. The elements of the paper include: a) discussion of preliminary ideas, b) annotated bibliography and topic description c) verbal presentation of work in progress, d) rough draft, and e) final version. You will be provided with more detail on the format and content of the paper in the weeks that follow. The final draft of the major paper will be due on Wednesday May 11.

* Leading Discussion

All participants in the class are asked to lead discussion of the readings for 1-2 weeks of the class. In leading discussion you should do the following:

**Present the Readings** - You should begin with a presentation of the readings (~ 10-12 minutes). Discuss central arguments, methods, and forms of evidence. Links to previous units. Paint the larger context — within race relations theory, sociology or other disciplines (to the best of your knowledge). Also draw links to any recent events, debates, stories in the news, or forms of popular ideology.

**Present Discussion Questions** - The questions you present to the class should be focused upon the core arguments in the readings. You are encouraged to point students to particular quotes or chapters.
Prepare a Discussion Guide- Discussion guides (including reading summaries and discussion questions) should be submitted to me, via email, by Sunday night at 6 pm. I’ll then redistribute them to the class.

Each week we will also consider the following questions: How do the issues raised in this reading relate to the themes discussed in previous weeks? What did the author(s) do well? What did they leave out? What new insights did the readings bring to you? What questions did they raise for you? How do the readings tie into any present-day issues or debates?

I will also offer a brief, overview lecture to place the reading in context of the wider literature and debates in the field.

* Semester Schedule

**WEEK 1- JANUARY 20**
**INTRODUCTION**

* Overview of class, syllabus, readings, assignments, introductions, sign up to present readings

**WEEK 2- JANUARY 27**
**THEORETICAL FOUNDATIONS**

*Collection of Articles*

WEEK 3- FEBRUARY 3
RACIAL IDEOLOGY

Eduardo Bonilla-Silva- Racism Without Racists
⇒ BRING TO CLASS BRIEF DESCRIPTION (~ 1 PARAGRAPH EACH) OF 2-3 POSSIBLE TOPICS

WEEK 4- FEBRUARY 10
AFRICAN AMERICANS & EMPLOYMENT DISCRIMINATION

Deidre Royster- Race and the Invisible Hand
⇒ FEEDBACK ON TOPICS RETURNED

WEEK 5- FEBRUARY 17
WHITENESS & SOCIAL CLASS

Matt Wray- Not Quite White
⇒ 1 PARAGRAPH DESCRIPTION OF TOPIC & ANNOTATED BIBLIOGRAPHY OF SOURCES

WEEK 6- FEBRUARY 24
ASIAN AMERICANS & THE GLOBALIZATION OF RACE

Nadia Kim- Imperial Citizens
⇒ 1 PARAGRAPH DESCRIPTION OF TOPIC & ANNOTATED BIBLIOGRAPHY OF SOURCES

WEEK 7- MARCH 2
LATINO IMMIGRANTS & THE ENVIRONMENT

Lisa Park & David Pellow- The Slums of Aspen
⇒ PRESENTATIONS- IDEAS/ WORK IN PROGRESS WITH FEEDBACK (PART I)

WEEK 8- MARCH 9
⇒ PRESENTATIONS- IDEAS/ WORK IN PROGRESS WITH FEEDBACK (PART II)

MARCH 16- SPRING BREAK

WEEK 9- MARCH 23
MASS INCARCERATION

Michelle Alexander- The New Jim Crow
⇒ FEEDBACK ON WORK IN PROGRESS RETURNED

working syllabus (soc 8211) spring 2016- p. 5
WEEK 10- MARCH 30
POLITICS & DIMENSIONS OF MULTIRACIAL IDENTITY

David Brunsma (ed.)- Mixed Messages
Chapter 1. “Mixed Messages: Doing Race in the Color-Blind Era,” by Brunsma
Chapter 9. “Race, Multiraciality & the Neocon Agenda,” Daniel & Castañeda-Liles
Chapter 10. “White Supremacists in the Color-Blind Era,” by Ferber
Chapter 12. “Selling Mixedness: Marketing with Multiracial Identities,” by DaCosta
Chapter 14. “Racial Logics and (Trans) Racial Identities: View from Britain,” by Twine

WEEK 11- APRIL 6
BLACK IMMIGRANTS & RACIAL IDENTITIES
Mary Waters- Black Identities
⇒ FIRST DRAFTS DUE

WEEK 12- APRIL 13
RACE, BODIES, & INTERSECTIONALITY
Milian Kang- The Managed Hand
⇒ DRAFTS RETURNED

WEEK 13- APRIL 20
TRANSRACIAL & INTERNATIONAL ADOPTION
Sara Dorow- Transnational Adoption: A Cultural Economy of Race, Gender & Kinship

WEEK 14- APRIL 27
RACE & SPORTS
Ben Carrington- Race, Sport and Politics: The Sporting Black Diaspora

WEEK 15- MAY 4
COURSE CONCLUSIONS: THE FUTURE OF RACE/ RACISM

⇒ FINAL PAPERS DUE- WEDNESDAY MAY 11
COLLEGE OF LIBERAL ARTS POLICY

GRADES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
A- 3.67 grade points
B+ 3.33 grade points
B  Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
B- 2.67 grade points
C+ 2.33 grade points
C  Achievement that meets the basic course requirements in every respect (2.00 grade points)
C- 1.67 grade points
D+ 1.33 grade points
D  Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
F  Performance that fails to meet the basic course requirements (0 grade points)
S  Represents achievement that is satisfactory, which is equivalent to a C- or better.
N  No credit. Its use is now restricted to students not earning an S on the S-N grade base
I  Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
W  Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.
FINAL EXAMINATIONS (see schedule on the Calendar web site at http://onestop.umn.edu/onestop/Calendars/FinalExams.html): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE: As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (http://advisingtools.class.umn.edu/cgep/).

COURSE PERFORMANCE AND GRADING: Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures on-line at http://advisingtools.class.umn.edu/cgep/).

ELECTRONIC DEVICES: University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. For the complete policy, visit: http://policy.umn.edu/education/studentresp
SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows: Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop"). For the complete policy, visit: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via http://www.mentalhealth.umn.edu/.

A REMINDER OF RELEVANT POLICIES AND PROCEDURES
* SOCIOLOGY DEPARTMENT POLICIES *

GRADE INFORMATION: Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions on the One Stop web site at http://onestop.umn.edu/.

INCOMPLETES: It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an “I” grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

MAKE-UP EXAMINATIONS: Arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.
GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or teaching assistant.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department Director of Undergraduate Studies or the Coordinator of Undergraduate Advising (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

DISABILITY SERVICES: Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disability Resource Center in 180 McNamara.

SEXUAL HARASSMENT: University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office in 419 Morrill Hall.

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should view the online-information session about the major. Further information can be obtained from the following persons and offices or online at http://cla.umn.edu/sociology

General information, Sociology Department, 909 Social Sciences - 624-4300
Coordinator of Undergraduate Advising, Bobby Bryant, 923 Social Sciences – 624-4300
Director of Undergraduate Studies, Professor Kathy Hull, 1131 Social Sciences - 624-4339
Sociology Honors Advisor, Professor Joachim Savelsberg, 1144 Social Sciences - 624-0773
Director of Graduate Studies, Professor Ann Meier, 1074 Social Sciences – 624-9828
Graduate Program Associate, Becky Drasin, 927 Social Sciences - 624-2093

Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - http://z.umn.edu/socugrad