

BLSTU 4303
Race, Class, Gender and U.S. Social Policy

Fall 2015
MW 9:30 am-10:45 am
Middlebush 304

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This course examines the causes and effects of the vast social and economic inequalities that exist between blacks and whites in US society. Specifically, the course examines the complex role that federal, state and local government plays in *creating* as well as *addressing* high rates of poverty, unemployment, violent crime, residential segregation, and underperforming schools found in African American communities. Students will examine critically whether class-based policies such as Social Security, Medicaid, and unemployment insurance are more effective than race-based affirmative action policies in reducing the racial disparities between blacks and whites. Further, in discussions, the course will emphasize general concepts that recur in the readings and in other classes. The goal is to assist students in mastering the key concepts in Black Studies and to form the basis for future original research.

Requirements

Student evaluations will be based on the following:

- 15%--Reaction Paper #1
- 25%--Midterm Examination (In-Class)
- 15%--Reaction Paper #2
- 35%--Final Examination (Take Home)
- 10%--Class Attendance and Participation

Grading Scale. Final grades are based on the university's plus-minus grading system (<http://registrar.missouri.edu/policies/plus-minus.php>). All assignments are based on a 0 to 100 straight scale. For example, an "A⁺ = 97-100; A = 94-96; A⁻ = 90-93.

Class attendance is required. I expect students to be prepared for class sessions, to have completed the assigned readings, and to participate in class discussions. Some portion of each class will allow for student discussion and interpretation of the readings. During each discussion students should come prepared to answer the following questions related to the readings. What is the problem or issue being addressed by the readings? How does the author/s study provide additional insight that other studies did not? The quality of the class ultimately depends upon each student's preparation before the class meetings. In evaluating each student's performance at the conclusion of the semester, I will consider the student's class attendance and participation,

reserving the right to penalize students who do not attend and participate on a regular basis. Students who miss more than **three** lectures will be administratively dropped from the course.

Reaction Papers and Group Presentation You are required to write **two** reaction papers and do **one** in class group presentation based on course readings. Students are responsible for guiding the class discussion on the day of their presentation. The reaction papers that should be typed, double-spaced and 2-3 pages in length. The first paper (whether you are presenting or not) must be completed **before** the midterm exam or **October 14th** and the second paper by the last day of class or **December 9th**. A sign-up sheet will be passed around for you to choose which day you want to write a reaction paper **and** lead the class. Because of the size of the class, there will be approximately two to three students submitting papers and leading the discussion per session. Your reaction paper must be turned in at the **BEGINNING OF CLASS**. You cannot turn in a reaction paper after we have discussed the material in class. Students must work **independently** in writing their reaction papers. However, students should work together to decide how to lead the discussion. **Presentations** will occur on **Wednesdays**, unless notified otherwise.

Paper grades will be based on substance and style (i.e. spelling and grammar). I recommend that you obtain a copy of Strunk and White's **Elements of Style**. This book is an excellent guide for simple but effective writing.

These are not summaries. I am familiar with the material. Thus, it is not necessary to reiterate the subject of the readings. After a brief overview (e.g. one paragraph) of the readings there should be substantial analysis and critique. Because of the length of the paper, you should write clearly and efficiently.

The group presentation is approximately 20 minutes. Five minutes should be devoted to outlining the major points of the assigned readings. Since you have only 5 minutes you should go over one or maybe two points. I want to hear from each presenter, so you should work together and decide what to present. The last 15 minutes of the presentation should be devoted to a question and answer session with your classmates. Your group should develop about three to four discussion questions to pose to the class. The goal is to get everyone actively engaged and talking about the readings. The group is **required** to do a PowerPoint presentation.

Academic Dishonesty

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Students with Disabilities

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or at my office.

To request academic accommodations (for example, a notetaker or extended time on exams), students must also register with the Office of Disability Services, (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 882-4696. This office is responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Departmental Chair or Divisional Director; the Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>); or the MU Equity Office (<http://equity.missouri.edu/>), or by email at equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Late Assignments and Missed Exams. Late assignments are penalized one grade for each late day including weekends. *Assignments more than a week late are not accepted.* Failure to take exams at the scheduled time will result in a grade of zero.

Academic Inquiry, Course Discussion and Privacy

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, **students may NOT make audio or video recordings of course activity, except students permitted to record as an accommodation under Section 240.040 of the Collected Rules.** All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters. Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Procedures for Dealing with Grade/Evaluation Concerns

Grade/evaluation concerns will be only considered if the following procedure is followed: All grade complaints must be **TYPED** and must clearly express your specific concerns. These written statements must be accompanied by citations of support from course materials, i.e. readings, textbooks, and/or lecture notes, in order to ensure accuracy.

Written statements will not be considered until one class session **AFTER** the assignment is returned to students. Grievances will not be considered once two class sessions have passed. Since class time is limited, I will only deal with questions and concerns during scheduled office hours. Finally, submitting a grade grievance will result in a complete re-grade of the assignment. If students are not satisfied that their concern has been adequately addressed, they may appeal further to the department or program chair (<http://registrar.missouri.edu/policies/grade-appeals.php>).

Required Books

Alexander, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Brown, Michael K. 1999. *Race, Money, and the American Welfare State*. Ithaca: Cornell University Press. Introduction.

Gottschalk, Marie. 2006. *The Prison and the Gallows: The Politics of Mass Incarceration in America*. New York: Cambridge University Press.

All other required reading materials will be available on Blackboard.

Course Schedule and Readings

Week 1 (8/24-8/26) Introduction and Historical Overview of Social Welfare

Brown, Michael K. 1999. *Race, Money, and the American Welfare State*. Ithaca: Cornell University Press. Introduction.

Week 2 (8/31-9/2) The New Deal and Social Welfare

Brown, Michael K. 1999. *Race, Money, and the American Welfare State*. Ithaca: Cornell University Press. Chapter 2—"The Origins of a Racially Stratified Welfare State."

Week 3 (9/7-9/9) The Legacy of the War on Poverty and Contemporary Social Welfare Policies

Brown, Michael K. 1999. *Race, Money, and the American Welfare State*. Ithaca: Cornell University Press. Chapter 6—“The Political and Economic Origins of the Great Society.”

Selected video clips from *Eyes on the Prize* addressing to the Lyndon Johnson’s War on Poverty, the Kerner Commission Report, and Moynihan Report

September 7th Labor Day—No Class

Week 4 (9/14-9/16) Declining Significance of Race? Rise of Class

Wilson, William Julius. 1987. *The Declining Significance of Race. The Inner City, the Underclass, and Public Policy*. Chicago: University of Chicago Press. Chapters 1(pp. 19 - 22); 5(pp. 92 – 109); Chapters 6 (pp. 134 - 139); and 7

Massey, Douglas S. and Nancy A. Denton. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press. Chapter 5

Week 5 (9/21-9/23) Residential Segregation and Housing Policy

Massey, Douglas S. and Nancy A. Denton. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press. Chapters 1 and 2

Video: *Race: The Power of an Illusion—The House We Live In*

Week 6 (9/28-9/30) Poverty and Inequality

Massey, Douglas S. and Nancy A. Denton. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press. Chapter 5

Brown, Michael, Martin Carnoy, Elliott Currie, Troy Duster, David Oppenheimer, Majorie Shultz, and David Wellman. 2003. *Whitewashing Race: The Myth of a Color-blind Society*. Berkeley: University of California Press. Chapter 2—“The Bankruptcy of Virtuous Markets: Racial Inequality, Poverty, and Individual Failure.”

Week 7 (10/5-10/7) Disparities in Public School Education

Lewis-McCoy, R. L'Heureux. 2014. *Inequality in the Promised Land: Race, Resources, and Suburban Schooling*. Stanford: Stanford University Press. Chapter 1

Lewis, Amanda E. and John B. Diamond. 2015. *Despite the Best Intentions: Why Racial Inequality Thrives in Good Schools*. New York: Oxford University Press.

Video: *A National Disgrace: Documentary on Detroit Public Schools*.
<http://www.youtube.com/watch?v=4xypiZ-hqdY>

Week 8 (10/12-10/14) Cont'd---Video: A National Disgrace: Documentary on Detroit Public Schools. <http://www.youtube.com/watch?v=4xypiZ-hqdY>

October 14 Midterm Exam—In Class (bring blue books)

Week 9 (10/19-10/21) Affirmative Action in Higher Education

Bowen, William G. and Derek Bok. *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions*. Princeton: Princeton University Press. Chapters 1,2,9 &10

Sanders, Richard and Stuart Taylor Jr. 2012. *Mismatch: How Affirmative Action Hurts Students It's Intended to Help, and Why Universities Won't Admit It*. New York: Basic Books.

Week 10 (10/26-10/28) Intersection of Race, Class, and Gender

Giddings, Paula, *When and Where I Enter: The Impact of Black Women on Race and Sex in America*, Chapter 17: "The Women's Movement and Black Discontent."

Crenshaw, Kimberle, "Whose Story Is It, Anyway? Feminist and Antiracist Appropriations of Anita Hill" in Morrison, Toni (ed.), *Race-ing Justice, En-gendering Power*, p. 402 - 436

Week 11 (11/2-11/4) Race, Class, Gender and HIV/AIDS

Cohen, Cathy J. 1999. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. Chicago: University of Chicago Press. Ch. 1, 2 & 8 (pg. 1-77; 250-292).

Week 12 (11/9-11/11) End Game—AIDS in Black America—Frontline Video
<http://www.pbs.org/wgbh/pages/frontline/endgame-aids-in-black-america/>

Week 13 (11/16-11/18) Race and the Criminal Justice System

Alexander, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press. Introduction and Chapter 3-“Drug Sentencing.”

Week 14 (11/23-11/25) Thanksgiving—NO CLASS

Week 15 (11/30-12/2) Gottschalk, Marie. 2006. *The Prison and the Gallows: The Politics of Mass Incarceration in America*. New York: Cambridge University Press.

Week 16 (12/7-12/9) Post-Racial Society or Racially Stratified Society

Brown et al, *Whitewashing Race*, Conclusion.

Take Home Final Exam DUE: Wednesday, December 16th, 5:00pm

Upload a pdf version of your final exam to Blackboard or email a copy to mintam@missouri.edu