

# Sociology 134: How Race and Ethnicity Shape American Social Life

Spring 2011; Lecture 66

9:30-10:45 TR, Van Hise 104

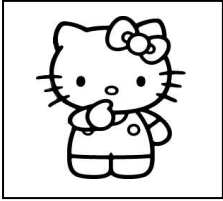
**Instructor:** Mya Fisher

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**Class Mail List:** *soc134-66-s11@lists.wisc.edu*



“A child born to a Black mother in a state like Mississippi has exactly the same rights as a white baby born to the wealthiest person in the United States. It's not true, but I challenge anyone to say it is not a goal worth working for.”

- Thurgood Marshall

## **COURSE DESCRIPTION/OVERVIEW**

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This course is an introduction to the sociological study of the major racial and ethnic minority groups in the U.S., including African-Americans, Asian Americans, Hispanics and American Indians. A sociological approach includes considering race and ethnicity as social constructs that permeate all social life, are entrenched in social structures and institutions, and shift and mutate over time and place, often in ways that reproduce existing patterns of power relations. More concretely, we will attempt to understand the ways in which race and ethnicity continually shape public life and our experience of the world and ourselves.

The first unit of the course introduces and examines key concepts in the study of race and ethnicity, focusing on the social construction of race and ethnicity, prejudice and discrimination. In the second unit, we will examine the relationship between historical events and contemporary racial classifications. The third unit will examine the politics and negotiations involved in the representation of ethnic minorities in various forms of media (television, movies, advertisements, music, etc). The fourth and final unit will address contemporary issues such as residential segregation, economic and employment inequality, educational outcomes, and criminal justice. We will approach these issues by topic rather than by group in order to understand how they intersect across groups.

## **COURSE GOALS**

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In this course students will learn the historical context, origins, and development of American understandings of racial/ethnic categorizations and distinctions. Students will learn the implications and meanings of racial and ethnic labels in various spheres of social life. Students will acquire a sociological imagination that will permit them to reflexively and critically question their knowledge of race and racial identities, in addition to the relevance of race in 21<sup>st</sup> century American society. Although this is a lecture course with no discussion, I have integrated various opportunities for discussion throughout the course. A goal of this course is for you as individuals to cultivate and articulate your thoughts on these topics in an intellectual and coherent manner.

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## **COURSE READINGS**

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All readings and related links will be available on the course web page via Learn@UW. You can access Learn@UW via the learning tab in your MyUW account. Follow the links listed under the information for this course. (Soc 134). Under “2011-Spring,” click on the link to the course. At the top of the page, click on the menu labeled “Content.” Links to the readings will be found there according to the appropriate week of the semester.

I recognize that this is an introductory sociology course, and I have made an effort to include a combination of academic readings, mainstream articles, video and audio clips, and other items in order to facilitate thinking about the

various topics in multiple dimensions. The average reading amount per week is 75-100 pages. Please plan your schedule accordingly in order to keep up with the assigned readings. **EXAM questions will test the content from assigned readings, podcasts, videos, etc. so make sure that you not only read it but understand them.**

The schedule of readings can be found at the end of the syllabus. **Make sure to check the syllabus to see if there are assignments other than readings (e.g. listening to podcasts or watching YouTube videos).**

## **OFFICE HOURS**

Many students are intimidated about going to an instructor's office hours; I know I was in undergrad. Don't be afraid to stop by my office hours or make an appointment to meet with me during the semester, I often have candy!! You do not have to be having difficulty in the course or even have any profound questions to come to office hours. I am willing to answer questions stemming from lecture, the assigned readings, or simply talk about the random news, tv show, or youtube video you saw that made you think about something related to this course.

If you are unable to make it to regular office hours, and would like to make a separate appointment, send me an email with three times you are available to meet. I will select one of those times that work with my schedule. So don't be a stranger, my door is always open!!

## **EMAIL ETIQUETTE**

Email is a great resource, but it can easily become unmanageable without simple guidelines. All email communication should follow these guidelines.

- Email should be composed in formal, professional language, and with attention to the propriety accorded to the position of the writer, and the addressee. I will not respond to emails that do not meet this standard.
- **Before sending me an email about logistics or information related to the course, reread your syllabus, check Learn@UW, the UW-Madison website, and check emails you've received related to this course.** 9 times out of 10 the answer is there. I will not respond to questions whose answers can be found in any of these places. If you do not hear from me within 24hours, the answer is in one of these locations.
- If your question requires a lengthy and complicated response, I really prefer we talk in person. I can usually talk for a few minutes before or after lecture, but the best time would be during office hours or you can make an appointment to meet with me. A good rule of thumb: if your questions cannot be answered in two sentences or less, or if it is a question that you should solve on your own through the course of your reading, then it is not appropriate for email.
- Lastly, though you can expect a 24 hour turn-around to your email, you cannot expect responses to emails outside of business hours (Monday-Friday, 9am-5pm).

## **COURSE REQUIREMENTS**

- **INTRODUCTORY INTERVIEW/CARD (2%):** I like getting to know students in my class. I like to put names with faces. So to that end, you will need to complete and submit the index card distributed during the first class with a picture attached. For this you will earn points that will go toward your final grade. It's an opportunity to be creative. **Due: Tuesday, January 25<sup>th</sup> before the start of lecture.**
- **PURPLE CARD QUESTIONS (3%):** With a subject as controversial, emotionally charged and stereotype laden as race, it is important to have questions answered. On the purple card distributed during the first lecture, you are to write down 3 questions you have always wanted to ask about race, race relations, stereotypes, etc. that you have never asked because you: (a) thought it was *politically incorrect*, (b) were scared to offend someone, or (3) never had anyone willing to answer the question. Now's your chance! Trust me, I have heard it all. There is nothing you could write down that could offend me. I will use these questions as departure points for lectures and discussion. I will answer the questions both as an individual and a sociologist. **Due: Tuesday January 25<sup>th</sup> before the start of lecture.**

➤ **EXAMS (45%):** There are three exams in this course. The tests increase in their proportion of your final grade over the course of the semester to account for learning how to take exams for this course. Exams mainly consist of multiple choice and short answer items. Students have a tendency to think this means that the exams are easy. **THIS IS NOT THE CASE!!** Exam material will cover lecture content and readings. Occasionally they may also include a short essay. **YOU HAVE BEEN WARNED!!**

➤ **WEEKLY RESPONSE PAPERS (18%):** In order to give you a chance to connect course material to the real world AND to give you practice writing in a sociological context, I will distribute questions for you to ponder and respond to. The responses will be 1-page, single-spaced, and demonstrate a critical and reflexive engagement of the material. The format is 12 pt, Times New Roman font, and standard margins. Do not waste space with headers, titles, rewriting the questions, or other conventions to waste space. Use the space and words that you have to write a good response. **You are required (and only permitted) to submit 5 out of 10 responses over the course of the semester.** Prompts will be posted before lecture on Thursdays. The written response is then due the following Thursday in hard copy before the beginning of lecture.

These responses are designed to promote and reward you for your engagement with the class material. I encourage you to draw upon your own experiences, BUT not as evidence. Rather use them as departure points for understanding how you interpret and make sense of the topic at hand. You must use information from course materials to support your discussion. As writing assignments they must adhere to formal organization and structure. You must use appropriate and correct citation format [either American Psychological Association (APA) or American Sociological Association (ASA)] when applicable.

Response Papers will be graded on a 10-point scale. **10-point responses** will not only be insightful, but original, clearly communicated, organized/structured, impeccably written with no mistakes and demonstrate direct application and integration of course material to the discussion. **8-point responses** are good, solid responses, but may have lapses in development of discussion/ideas, lack insight, creativity, or originality. **6-point responses** are adequate, but weaker and less effective than 8 or 10-point responses. They may rely on personal feelings, clichés, or platitudes. “Reviews” or “basic summaries” of the course material will earn at most 6 points. **4-point responses** don’t have a clear central idea or don’t respond appropriately to the prompt. Main ideas or theses of the responses may be too vague or obvious to be developed effectively. They may misunderstand the sources or misapply concepts. **2-point responses** are completed, but they don’t respond to any material, or lack a central point. They may be disorganized, or be excessively short. *If it is not apparent in the response that you have done the course work, thought about the issues in the course, or have taken the material seriously, you will receive a zero for that response.*

➤ **CONNECTION EXERCISES (7%):** There will be 2 short projects assigned to relate course material and your personal experiences. Instructions sheets for each exercise will be handed out two (2) weeks before the due date. Each of these exercises is worth 3.5% of your final grade. Although the exercises must be completed working together with your group members, you will be evaluated on the write-up you submit individually. Groups will be posted Thursday Feb. 8<sup>th</sup>.

➤ **ATTENDANCE & IN-CLASS ACTIVITIES (5%):** Your attendance in lecture is required and expected. I will distribute attendance sheets occasionally throughout the semester for you to sign. If you are here, you will get the points, if you are not, you will get a zero. There will also be occasional activities in class for which you will receive points for participation.

➤ **FINAL PROJECT ON STRUCTURAL RACISM (20%):** This assignment will test whether you understand the material covered in class well enough to explain it to others. For this project, you must devise a way to teach others about structural racism. You should have a specific audience in mind (e.g. peers, elementary school kids, sports team, work colleagues, legislators, etc.), as well as a specific type of structural racism (e.g. in housing, education, labor market, health care, media, legal or political sphere). In additions, you should have an objective for your project. What is your project supposed to teach your audience? Your project may take on many forms, including a newsletter, a video for YouTube, a speech, a radio podcast, webpage, a board game, a letter to a senator, etc. You will be required to submit a plan for how you will complete this project on March 24<sup>th</sup>, which should included discussion of your audience, objective, and a to-do list with self-imposed deadlines. This plan is part of your grade for the project. The final project will be due on the last day of class, Thursday May 5<sup>th</sup>. (Note:

I admire humor and think that it can be a very convincing teaching tool. However, please be careful and respectful if you choose to use humor. Remember that there are boundaries to what is appropriate (e.g. blackface is never appropriate. Come talk to me if you are not sure if the humor in your project is offensive or inappropriate.)

**Plan for Project Due Date:** March 24<sup>th</sup>

**Final Project Due Date:** May 5<sup>th</sup>

Your grade in this course is comprised of the following:

Activity	Percentage of Grade	Point Total
Introduction Card	2%	6
Purple Card	3%	9
Exam #1	10%	30
Exam #2	15%	45
Exam #3	20%	60
Weekly Responses	18%	50
Connection Exercises	7%	25
Final Project	20%	60
Other Activities**/ Attendance	5%	15
<b>Total</b>	<b>100%</b>	<b>300</b>

SEMESTER GRADE SCALE		
A	93-100%	279+
AB	88-92%	264 - 278.5
B	83-87%	249 - 263.5
BC	78-82%	234 - 248.5
C	70-77%	210 - 233.5
D	60-69%	180 - 209.5
F	49% or below	≤ 179.5

\*\* There will also be one or two in-class or homework assignments distributed throughout the semester that will contribute to your final grade. (For me: ex. Black. White. TV Show Exercise).

Yes, I reserve the right to shift the distribution, but I promise it won't be to lower anyone's grade. Yep, I really promise. ☺

**EXTRA CREDIT OPPORTUNITIES**

There *may* be one or two opportunities to earn extra credit during the semester.

**COURSE EXPECTATIONS**

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**LAPTOP POLICY**

Due to rampant abuse of the internet during prior classes, **use of laptops is prohibited during lecture.** I realize that you may prefer to take notes on the computer, but taking notes using a pen and paper never hurt anyone. (If you have a MacBook Vesa that states your need of a laptop during class that it is a different matter. Come see me.)

**BEING SUCCESSFUL IN THIS CLASS**

This course has a tendency to attract a widely diverse groups of students. Also, and this pertains largely but not exclusively to those who are not Sociology majors, there is typically a wide array of reasons why students enroll in it (including motives that are personal, social, academic, ideological, professional, therapeutic, attitude-reconfirming, truth seeking, humanitarian, and/or those of social relevance, etc.). Therefore, it seems reasonable to lay down a few ground rules, and in a sense, an encouragement:

- ❖ **Be here and on time.** Being here entails not only showing your face in class, but attending the entirety of class, listening, and participating as could be reasonably expected. If you have to be late, the least you can do is be sweaty and out of breath when you get here. Once you are here, please don't disrupt class. I expect that you will

not in any way make class less pleasant for anyone else by making it harder for her/him to hear or to concentrate. This includes stuff such as talking to others, loudly slurping a Jamba Juice, doing Sudoku, or refusing to participate in group activities. Being on time, means that you should be here and settled a few minutes before the start of lecture. It is very annoying and distracting when people arrive late, especially when they have to climb over three people to get a seat.

- ❖ **Be prepared.** The readings for lecture should be completed before the corresponding lecture date. In most cases, lecture material, activities or questions will incorporate the readings. Thus, it is important that you come to class prepared.
- ❖ **Pay attention:** This is a basic issue of respect. You can't easily earn respect if you show up and sleep, read the paper, text on your phone, or do other reading. Please turn off your cell phone or blackberry device when you enter the room. *Please do not let your cell phone ring during class. I can tell when you are texting, even when you hold the phone under your desk. It is obvious when you are distracted and it makes a really poor impression.* I will give you respect and do my best; all that I ask, is that you do the same.
- ❖ There will be times when you disagree with another student or me. That's fine. Speak up! **Your grade does not depend upon your agreement with presented material. Your grade depends upon your ability to engage seriously and critically with the material.**
- ❖ This is a college course, as part of your learning process, I expect you to remember not only the general points or information, but the specifics as well. So it is important that you take good clear notes in lecture (not just copying the powerpoint, but filling it in with the content of the lecture) and on the readings. Take notes on the videos shown in lecture, and listen carefully when the instructor expands on points in lecture. Everything is fair game for the exam!!

**A NOTE ABOUT CLASS DISCUSSIONS:** We will be discussing some controversial, potentially upsetting topics. I expect you to respect each other during our discussions. We should all remember that everyone is living with a race and ethnicity (as well as a sex, gender, sexual orientation, class, size, belief system, nationality, etc), that each individual has a relevant and vital perspective, and that a well-rounded understanding of the world cannot be achieved without the participation of all perspectives. It is possible to voice your point of view without offending and alienating your peers. I want to stress that this is not a class where we all need to agree at the end of the day. In fact, disagreement is the best way to learn because it is a sign of critical thinking and disagreement pushes people to think further about their position. I believe that the classroom should be a comfortable environment that encourages the participation of everyone. However, I will not tolerate personal attacks or blatant sexist, racist, homophobic, or antagonistic language in the classroom. While I expect your "opinions" will be part of the discussion, your challenge will be to consider the data and think critically using a sociological framework. That involves, in part, understanding how our everyday interactions and our positions as people of a certain race/ethnicity, religion, class, gender, sexual orientation, size, etc., affect our outcomes in life and our opinions.

### **ACADEMIC HONESTY**

Academic dishonesty will not be tolerated. All forms of cheating or plagiarism are taken very seriously. All work that you submit must be your own and must have been done for this class. This means no recycling of old papers (yours or anyone else's) and **ABSOLUTELY** no plagiarism. Plagiarism includes more than just buying entire papers online, it also includes such things as cutting and pasting chunks of text from other sources and presenting it as your own writing, and incorrect citation format. Students will be asked to submit work in electronic form so that all work can be checked against plagiarism detection software. All incidences of plagiarism will be reported to your Dean and will result in a failing grade for this course.

Ignorance of the university's policy is not a justifiable excuse if you are caught engaging in academic misconduct. I expect that by the end of the first week of class, you will be acquainted with the University's policy on academic misconduct, found here: <http://students.wisc.edu/saja/misconduct/UWS14.html>. If you have questions as to what constitutes plagiarism, the Writing Center has numerous resources and tutorials online on their website: <http://www.wisc.edu/writing/Handbook/Documentation.html>.

**IF YOU NEED HELP**

Do not hesitate to contact me if you need assistance. The key to success is to head off problems before they turn into emergencies. I'm here to help.

**ACCOMMODATIONS**

Please submit your McBurney Vest to me **within the first two weeks of class** if you have needs that may require special accommodations for lecture, exams, or any other dimensions of the course. Also, if you feel there is anything I should be made aware of, please feel free to talk to me.

**RELIGIOUS OBSERVANCES AND ATHLETICS**

If you anticipate missing any class components this semester because of a religious observance, please inform me **within the first two weeks of class**. Athletes, please submit your letters **within the first two weeks of class** if you anticipate missing lecture, exams, or assignment due dates this semester. There is no guarantee of accommodation if I receive notification beyond the first two weeks of the semester.

**CLASSMATE CONTACT INFORMATION**

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Use this space below to exchange contact information with at least two people in the class with whom you can ask about material you miss if/when you are absent. **DO NOT** email the classlist asking for notes, if you do I will deduct points from participation, because doing so is an indication of your inability to follow instructions.

Name:	Name:
Email:	Email:
Phone:	Phone:

**Any questions  
Let's have a great semester!!!**

## SEMESTER SCHEDULE

### UNIT 1: Sociology and Theories of Race and Ethnicity

#### WEEK 1: Laying the Groundwork

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**Tuesday, January 18<sup>th</sup>:** To drop, or not to drop, Course introduction

**Thursday, January 20<sup>th</sup>:** The Social Construction of Race: The Myth of a Biological Basis for Race

**Read:** *“Is race real? Two questions about Race,”* by Goodman  
*“The American Sociological Association Statement on Race”*  
*“Introduction: The Problem, Simply Stated,”* and *“Chapter 1: How Biology Refutes our Racial Myths,”* from *The Race Myth*, by Graves

#### WEEK 2: Social Construction of Race: Fluid and Flexible Across Time and Space

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**Tuesday, January 25<sup>th</sup>: Who was what, when?**

**Read:** *“How Jews Became White Folks,”* by Brodtkin  
*“Racial Formations,”* by Omi & Winant  
*“Beyond Black & White: Rethinking Race in America,”* Lee & Bean

**Thursday, January 27<sup>th</sup>: Whiteness, Colorblindness, and Post-Racial America?**

**Read:** *“Color Blind Privilege: The Social and Political Functions of Erasing The Color Line In Post-Race America,”* by Gallagher  
*“Unpacking the Invisible Knapsack,”* by McIntosh  
*“White Privilege Shapes the U.S.,”* by Jensen  
*“Membership has its Privileges,”* Wise  
*“The Possessive Investment in Whiteness: Racialized Social Democracy,”* by George Lipsitz

#### WEEK 3: Attitude and Action: The Dilemma of Prejudice & Discrimination

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**Tuesday, February 1<sup>st</sup>: Power and Prejudice**

**Read:** *“Race Prejudice as a Sense of Group Position,”* Blumer  
*“Discrimination and the American Creed,”* Merton

**Thursday, February 3<sup>rd</sup>: Discrimination: Thoughts in Action**

**Read:** *“Using racial and ethnic concepts: The critical case of very young children,”*  
by Van Ausdale and Feagin  
*“Racialized Social System Approach to Racism,”* by Bonilla-Silva  
*“Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in the United States,”* by Bonilla-Silva (excerpts)

**UNIT 2: Racial Domination in the United States: Conquest, Slavery and Immigration and their enduring impact on the contemporary racial landscape**

Week 4: Eurocentric Notions of Discovering America & Manifest Destiny

**Tuesday, February 8<sup>th</sup>:** Colonization and Conquest of Indigenous peoples

**Read:** *“Gone with the Wind,” from Lies my Teacher Told Me, by Loewen*  
*“American Indian Boarding Schools Haunt Many,” by Bear (NPR) and listen to accompanying interview (~8 mins)*  
*“American Indian School a Far Cry from the Past,” by Bear (NPR) and listen to accompanying interview (~8 mins)*

**Thursday, February 10<sup>th</sup> : Slavery: The Middle Passage and the Plantation South**

**Read:** *“Ten Reasons Why Reparations for Blacks is a Bad Idea for Blacks – and Racist too,” by Horowitz*  
*“SPECIAL REPORT: ‘Reparations for Slavery’ Debate,” by Carnegie Council*  
*“The case for Slavery Reparations,” by Williams and listen to accompanying audio (~12mins)*

WEEK 5: Freedom and the Melting Pot: Challenges of Increasing Diversity

**Tuesday, February 15<sup>th</sup>:** Resistance - The Jim Crow South and Civil Rights

**LISTEN:** *“Strange Fruit: Anniversary of a lynching by Radio Diaries (NPR), Broadcast on All Things Considered August 6, 2010 (~12 mins)*  
*“American Radio Works Documentary: Remembering Jim Crow (~50 mins)*  
*“Could Obama’s Election Mean the End of the Black Civil Rights Agenda?” by Keyes & Jackson*

**Thursday, February 17<sup>th</sup>:** Immigration and the Melting Pot: Tensions with New Others

**Read:** *“Root Causes of Immigration,” Boyle*  
*“The New Know-Nothingism: Five Myths about Immigration,” by Cole*  
*“Asian American Women and Men,” by Espiritu (excerpts)*

WEEK 6: Immigration and the Melting Pot (cont’d)

**Tuesday, February 22<sup>nd</sup>:** Immigration & the Melting Pot: Contemporary Tensions with New Others

**Read:** *“Precarious Prosperity,” from American Radio Works presents Pueblo, USA, by Farrell*  
*“Latino Immigrants and the U.S. Racial Order: How and where do they fit in?” by Frank et al.*  
*“What does Arizona’s immigration law do?” by CNN Politics*

**Thursday, February 24<sup>th</sup>:**

**EXAM #1 TODAY**

### UNIT 3: Politics of Representation: Race in the Media

#### WEEK 7: Politics of Representation: The intersectionality of Race, Class & Gender in the Media

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**Tuesday, March 1<sup>st</sup>:** Race in the Media: An introduction

**Read:** *“Winnebagos, Cherokees, Apaches, and Dakotas: The persistence of Stereotyping of American Indians in American Advertising and Brands,”* by Merskin  
*“Asian Americans and the Media: Perpetuating the Model Minority  
“Minority Media Representations,”* by Rockler-Gladen  
*“Television and the Politics of representation,”* by Lewis & Jhally

**Thursday, March 3<sup>rd</sup>:** Representations of the Body

**Read:** *“Hair Story: Untangling the roots of Black Hair in America,”* by Byrd & Tharps (excerpts)  
**View:** *“I love my hair,”* Sesame Street (~3min)

#### WEEK 8: Politics of Representation (cont'd)

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**Tuesday, March 8<sup>th</sup>:** REALITY TV:

**Read:** *“Black. White. and a Survivor of The Real World: Constructions of Race on Reality TV,”*  
by Bell Jordan  
**Listen:** *“‘Black. White.’ Race Reality TV Series Debuts,”* NPR (~9mins):  
**Watch:** *“‘Black. White.’ Episode 1 (~1 hr):*

**Thursday, March 10<sup>th</sup>:**

**THERE IS NO READING...BUT...You MUST prepare questions for the in-class panel**

#### WEEK 9

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**March 12<sup>th</sup>-20<sup>th</sup>                      SPRING BREAK!!! HAVE FUN & BE SAFE!!**

#### WEEK 10: Politics of Representation (cont'd)

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**Tuesday, March 22<sup>nd</sup>:** Representations of Interpersonal Relationships

**Read:** *“Guess who’s been coming to dinner? Trends in Interracial Marriage over the 20<sup>th</sup> century,”*  
by Fryer Jr.  
*“Discovering Racial Borders,”* by Dalmage  
*“Friends for Better or for Worse: Interracial Friendship in the United States as seen through  
wedding party photos,”* by Berry  
*“Performing race in Flavor of Love and The Bachelor,”* by Dubrofsky & Hardy

**Thursday, March 24<sup>th</sup>:** Representations of Minority Families

**Read:** *“The Politics of Representation in Network Television,”* by Gray  
*“Television and the American Family,”* by Bryant (excerpts)  
*“Black Fatherhood: A critical Analysis of Run’s House and Snoop Dogg’s Father Hood,”*

by Smith

WEEK 11: Hypersexualization and Commodification of Ethnic Minority Sexuality

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**Tuesday, March 29<sup>th</sup>:** Masculinity, Femininity and Sexuality

- Read:** *"The Yellow Fever Pages,"* by Eng  
*"Double lives on the Down Low,"* by Denizet-Lewis  
*"Why RuPaul Worked: queer cross-identifying the mythic black (drag queen) mother,"* by Silverman  
*"Cool Pose: Expression and Survival,"* by Majors & Janet

**Thursday, March 31<sup>st</sup>:**

**EXAM #2 TODAY**

**UNIT 4: Structural Racism: Intersectionality and Consequence**

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WEEK 12: Consequences of Structural Racism

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**Tuesday, April 5<sup>th</sup>:** Racism, an Introduction: The case of Hurricane Katrina

- Read:** *"Hurricane Katrina, The Race and Class Debate,"* by Lavelle & Feagin  
**Watch:** *"Elon James White, Post-Racial Comedy Tour: Racism is Over"*  
*"America is NOT post-racial because of Obama presidency,"* C-SPAN interview with Tavis Smiley."

**Thursday, April 7<sup>th</sup>:** Environmental Racism – Residential Segregation and Poverty

- Read:** *"American Apartheid,"* by Massey & Denton (excerpts)  
*"Why are there no supermarkets in my neighborhood?,"* by Zenk et al.  
*"Environmental Justice in the 21<sup>st</sup> century,"* by Bullard

WEEK 13: Consequences of Structural Racism (cont'd)

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**Tuesday, April 12<sup>th</sup>:** Poverty, Economic inequality/health care

- Read:** *"Gaming and displacement: winners and losers in American Indian casino development,"* by Gonzales  
*"Black Wealth/White Wealth: A New Perspective on Racial Inequality,"* by Oliver Shapiro (excerpts)  
*"Being Black, Living in the Red: Race, Wealth, and Social Policy in America,"* by Conley (excerpts)

**Thursday, April 14<sup>th</sup>:** Employment Inequality

- Read:** *"Are Emily and Greg more employable than Lakisha and Jamal?"* by Bertrand and Mullainathan  
*"Reservation Wages: An analysis of the effects of reservations on employment of American Indian men,"* by Gitter & Reagan  
*"Walking the Talk? What Employers say versus what they do,"* by Pager & Quinlin

WEEK 14: Consequences of Structural Racism (cont'd)

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**Tuesday, April 19<sup>th</sup>:** Obstacles to Educational Success: Barriers of Access

**Read:** *"Hitting Them Hardest When They're Small," from The Shame of the Nation: The Restoration of Apartheid Schooling in America,* by Kozol  
*"The Resurgence of school segregation,"* by Orfield et. al  
*"Unequal opportunity: Race and education,"* by Darling-Hammond

**Thursday, April 21<sup>st</sup>:** Obstacles to Educational Success: Standardized Testing and Identity

**Read:** *"Conflicting Images? Being Black and a Model High School Student,"* by Hemmings  
*"Stereotype Threat and the Intellectual Test Performance of African Americans,"* by Steele & Aronson  
*"The Black-White test score gap: Why it persists and what can be done,"* by Jencks & Phillips

WEEK 15: Consequences of Structural Racism (cont'd)

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**Tuesday, April 26<sup>th</sup>:** Obstacles of Higher Education Access: The case of Affirmative Action

**Read:** *"Admissions Preferences for Minority Students, Athletes, and Legacies at Elite Universities,"* by Espenshade et. al.  
*"Reflections of an Affirmative Action Baby,"* Carter  
*"Getting In: The social logic of Ivy League Admissions,"* by Gladwell  
*"A Dream Denied Leads Woman to Center of Suit; Gratz's Rejection by U-Mich. Led Her to Fight Against Race Conscious Admissions,"* by Hull

**Thursday, April 28<sup>th</sup>:** Crime and Victimization

**Read:** *"How National Media Framed Coverage of Missing Black and White Women,"* by Moody et al.  
*"The Intersection of Race and Crime in Television News Stories: An experimental study,"* by Peffley, et al.  
*"The Mark of a Criminal Record,"* by Pager

WEEK 16: Criminal Justice for Minorities

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**Tuesday, May 3<sup>rd</sup>:**

**Read:** *"...and the poor get prison,"* by Reiman  
*"Black and Blue: Everyday Racism on the Police Force,"* by Bolton & Feagin

**Thursday, May 5<sup>th</sup>:** Moving Forward – What do we do now?

**Read:** TBA

**Tuesday, MAY 10<sup>th</sup>: FINAL EXAM 12:25-2:25pm**