

Race and Society

Sociology 208

Spring 2018

Professor Stewart

Teaching Assistant

Erica Banks

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COURSE DESCRIPTION

For years we have understood that race is, biologically speaking, an exceedingly complex matter and that preconceived biases much more than biology govern the way people think about race. Students in this course will critically review both the biological myth and social reality of race. In particular, students will assess the social significance of race by examining the reality of racial stratification, the reality of the experience of race, and the rationality of those who study racial dynamics and processes.

During this course students will review the origins of the concept race, the historical science and statistics used to justify racial thinking, and review several empirical works on race in Sociology. The first portion of the course is aimed at disentangling the social construction of race. The readings, lectures and classroom discussions for this part of the course are largely based on historical figures and events that played a role in the social genesis of the racial construct. Our discussions will center on the reality of race prior to the 16th century, the early science that validated the racial construct and the associated social hierarchy, the eugenics movement, and the current scientific perspective on the relationship between race and intelligence. In the second portion of the course, students will review and critically examine a number of theoretical and empirical readings on the Sociology of race. Taken together, these latter readings are an introduction to the theories and empirical research on race in Sociology. At the end of the course, students will have an in-depth understanding of the origins of race, the structure of racial hierarchy in the United States, and a fundamental understanding of many sociological theories of race and racial stratification in America.

The class meets on Tuesdays and Thursdays between 11:00 a.m. and 12:20 p.m. in Harris Hall, Room L07. My office is located on the third floor of 1810 Chicago Ave in Room 322. I will be available on Mondays between 1:00 p.m. and 2:30 p.m. via Skype, or by appointment. **I prefer that you make an appointment before my office hours. If we meet in my office, please DO NOT wear perfume or cologne.** *I will have to ask you to reschedule our meeting if you wear perfume or cologne to an office meeting.* My office phone number is 847-491-7044. My email

address is q-stewart@northwestern.edu. I will be available for talking via email during my office hours.

COURSE REQUIREMENTS

Course requirements include: **Regular reading assignments, class attendance and participation, quizzes, and exams**. Students should do the reading prior to the class meeting. **Class participation and in-class projects** constitute 5% of your final grade. Participation will be graded through contribution to class discussions, and in-class group assignments which generally require cooperation among members to answer a question or complete a task related to the reading/lecture. Students who fail to actively participate in group assignments or miss more than 1 in-class assignment will be penalized (a minimum of 0.5 percentage points per assignment over one). There will be three in-class **quizzes** to test your comprehension of the readings and class discussions. The quizzes will constitute 30% of the grade for the course (10% each). The quizzes will be announced one class prior to the class meeting they will be administered. The quizzes will draw from the readings, lectures, and class discussions. There is **no make-up quiz** for a quiz missed due to an unexcused absence. There will be a **midterm examination (May 1st, 2018)**. The midterm will constitute 25% of the final grade. The **final exam (June 15th, 2018, 12:00pm-2:00pm)** will constitute 40% of the grade for the course.

The quizzes and exams will all be short answer. They will draw directly from the information in the readings and covered in class. To score well on the quizzes and exams it is imperative that you know the respective material and sufficiently understand the concepts so that you may *define, explain, describe, compare and contrast, provide examples, highlight counter-examples, and fulfill other tasks* as they pertain to the concepts and subject matter of the course. The first quiz will take place approximately two weeks prior to the midterm. It will cover all the material up to that point. The remaining quizzes will take place after the midterm. The midterm will cover all of the information covered up to that point. The final exam is also cumulative. Questions will cover the entire scope of the course and require you to be very familiar with the material. As in all of my courses, I want students to perform well. I encourage you to do your part in actively participating and asking questions to clarify any confusion so that you may earn your desired grade.

Grading - As in all courses, sometimes we make a few mistakes in grading quizzes and exams. Sometimes these mistakes are in favor of the student, and other times they may penalize the student. If you have a concern about a grade on a quiz or an exam, you must type a request to have the grade reviewed. Your request should include: 1) identification of the question(s) you would like us to review, 2) clear and concise reason for reviewing the answer, and 3) statement of evidence as to why the grade should be adjusted. This type written request must be given *in person* to Melike Arslan with your quiz/exam no more than one week after the quiz/exam is handed back. We will not accept electronic requests, requests without quizzes, or requests with altered quizzes. If a quiz is altered and a request is made for a review, the student will receive a grade of 0 for the quiz. While we review a particular quiz, we will also review other questions to make sure there are no other mistakes. If we find another mistake (that may benefit or penalize the grade) we will

make the necessary adjustment to your grade. As a consequence, a review of a quiz/exam may either increase or decrease one's initial grade.

Attendance for this course is required and we will take attendance at the beginning of each class period (*please be prompt; we will count excessive tardiness [i.e., >3] as an unexcused absence*). Students are penalized 3% per unexcused absence during the course of the quarter. I will excuse absences for sickness (with documentation provided by campus clinic), religious holidays, in-patient hospital admissions, participation in mandated university-related business (e.g., participant in athletic competition) and military service. Please do not bring me documentation for any other reason. I urge you to take attendance seriously to avoid any dissatisfaction associated with a lower final grade.

Your final grade will be calculated from the respective attendance, participation, quizzes, and exams based on the percentages above. Furthermore, there is **no** extra credit for this course. I encourage you to work hard to avoid encountering any dissatisfaction with the grading process. The tabular breakdown of your final grade is:

Requirement	Date	Percentage
Participation/In-Class Projects	n/a	5%
Quizzes	3 (announced)	30% (10% each)
Midterm	5/1/18	25%
Final	6/15/18	40%
Attendance	n/a	-3% per unexcused absence

Note regarding Syllabus Changes - I reserve the right to make changes to the schedule of readings and/or lectures during the course of the quarter. I will announce any such changes in class. You are responsible for noting the changes and preparing for class appropriately.

Note regarding Cheating/Honor Code - Any student that presents the work of another student (except for his/her partner in in-class assignments) as his/her own or who is caught copying the work of another student during a quiz/exam or allowing another student to copy from him/her will receive a grade of F on that project or exam, to be counted as zero in computing the final grade. As per university policy, I will refer students violating the honor code to the Assistant Dean for Academic Integrity in the Weinberg College of Arts & Sciences. No exceptions will be made. Also, any student that forges (i.e., signs) another students name on the attendance roster will be penalized 5 points on their final grade—falsifying information related to a course grade is a violation of the honor code.

TEXTBOOKS

(Available at the Norris Bookstore):

Bonilla-Silva, Eduardo. 2003. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. New York: Rowman & Littlefield.

Graves, Jr., Joseph L. 2001. *The Emperor's New Clothes: Biological Theories of Race at the Millennium*. New Brunswick, NJ: Rutgers University Press.

READINGS

(Available on Canvas; *online through library)

Baron, Andrew Scott and Mahzarin R. Banaji. 2006. "The development of implicit attitudes: Evidence of race evaluations from ages 6 and 10 and adulthood," *Psychological Science* 17(1): 53-58.

Bernstein, Michael J., Steven G. Young and Heather M. Claypool. 2010. "Is Obama's win a gain for blacks? Changes in implicit racial prejudice following the 2008 election." *Social Psychology* 41(3): 147-151.

Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination," *The American Economic Review* 94(4): 991-1013.

Blumer, Herbert. 1958. "Race Prejudice as a sense of group position," in *Pacific Sociological Review* 1, no. 1: 3-7.

Bonacich, Edna. 1972. "A Theory of Ethnic Antagonism: The Split Labor Market," *American Sociological Review* 37(5): 547-559.

Bonilla-Silva, Eduardo. 1996. "Rethinking Racism: Toward a Structural Interpretation," *American Sociological Review* 62(3): 465-480.

Charles, Camille Zubrinsky. 2000. "Neighborhood Racial-Composition Preferences: Evidence from a Multiethnic Metropolis," *Social Problems* 47(3): 379-407.

DuBois, W.E.B. 1898. "The Study of Negro Problems," *Annals of the American Academy of Political and Social Science*, January: p. 1-21.

Drake, St. Clair (1991) [1987]. *Black Folks Here and There: An Essay in history and anthropology*. Los Angeles: Center for Afro-American Studies, UCLA. Volumes 1.

Chapter 1.

Galton, Francis. 1892 (1972). *Hereditary Genius: An Inquiry into it's Laws and Consequences*.

Comparison of the Two Classifications

The Comparative Worth of Different Races

Gonsalkorale, Karen, Thomas J. Allen, Jeffrey W. Sherman, and Karl Christoph Klauer. 2010. "Mechanisms of group membership and exemplar exposure effects on implicit attitudes," *Social Psychology* 41(3): 158-168.

Hayward, Mark D. And Melonie Heron. 1999. "Racial inequality in active life among adult Americans," *Demography* 36(1): 77-92.

Krysan, Maria, Mick Couper, Reynolds Farley and Tyrone Forman. 2009. "Does race matter in neighborhood preferences? Results of a video experiment," *American Journal of Sociology* 115(2): 527-559.

Lyman, Stanford M. 1968. "The Race Relations Cycle of Robert E. Park," *Pacific Sociological Review* 11: 71-80.

Oliver, Melvin & Thomas Shapiro. 1989. "Race and Wealth," *Review of Black Political Economy* 17(4): 5-25.

Pager, Devah. 2003. "The mark of a criminal record," *American Journal of Sociology* 108(5): 937-975.

Pager, Devah, Bruce Western and Bart Bonikowski. 2009. "Discrimination in a low-wage labor market: A field experiment," *American Sociological Review* 74: 777-799.

Richeson, Jennifer A. and J. Nicole Shelton. 2003. "When prejudice does not pay: Effects of interracial contact on executive function," *Psychological Science* 14(3): 287-290.

*Roberts, Dorothy. 2011. *Fatal Invention: How Science, Politics and Big Business Re-Create Race in the Twenty-First Century*. New York: The New Press.

Tamayo-Sarver, J.H., S.W. Hinze, R.K. Cydulka and D.W. Baker. 2003. "Racial and Ethnic disparities in emergency department analgesic prescription," *American Journal of Public Health* 93(12): 2067-2073.

Todd, KH, C Deaton, A.P. D'Adamo and L. Goe. 2000. "Ethnicity and analgesic practice," *Annals of Emergency Medicine* 35: 11-16.

Todd, K.H., N. Samaroo and J.R. Hoffman. 1993. "Ethnicity as a risk factor for inadequate emergency department analgesia," *Journal of the American Medical Association* 269-1537-1539.

SCHEDULE

Part 1: What is Race?

4/5 *Introduction*

Reading: DuBois, W.E.B. 1898. "The Study of Negro Problems," *Annals of the American Academy of Political and Social Science*

4/10 *Historical Race*

Reading: Graves, Introduction, and Chaps. 1 & 2

Reading: Drake, St. Clair. 1987. *Black Folk Here and There*. Chap. 1

Film Clip: The Matrix

- 4/12 *Early Science of Race*
Reading: Graves, Chaps. 3
Reading: Roberts, Dorothy. 2011. *Fatal Invention*. Chap. 1 (The Invention of Race) (This title is available online through library.)
 Film Clip: The Power of Illusion - Part 2 (we may watch this another day.)
- 4/17 *Early Science of Race, cont.*
Reading: Graves, Chaps. 4
- 4/19 *Social Darwinism & Galton's Genius*
Reading: Graves, Chap. 5
Reading: Galton, Francis. 1892 (1972). *Hereditary Genius*.
Comparison of the two Classifications
The Comparative Worth of Different Races
 Film Clip: The Jerk and/or Trading Places
- 4/24 *Early Eugenics*
Reading: Graves, Chap. 6
Reading: Roberts, Dorothy. 2011. *Fatal Invention*. Chap. 2 (Separating Racial Science from Racism) (This title is available online through library.)
- 4/26 Watch: The Power of Illusion - Part 1
- 5/1 *Race and IQ in the new Millennium*
Reading: Graves, Chap. 10 & Conclusion
- 5/1 **Midterm Examination!!!!**

Part 2: Theory and Empirical Research on Race

- 5/3 *The Race Relations Cycle and Protecting Privilege*
Reading: Lyman, Stanford M. 1968. "The Race Relations Cycle of Robert E. Park," *Pacific Sociological Review*
Reading: Blumer. 1958. "Race Prejudice as a sense of group position"
Reading: Bonacich. 1972. "A Theory of Ethnic Antagonism."
 Film Clip: A Class Divided
- 5/8 *Race as Structure: Wealth as an Example*
Reading: Bonilla-Silva. 1996. "Rethinking Racism: Toward a Structural Interpretation"
Reading: Oliver, Melvin & Thomas Shapiro. 1989. "Race and Wealth," *Review of Black Political Economy*.
Reading: Bonilla-Silva, Eduardo. *Racism Without Racists*. Chapter 2.
 Film Clip: Eddie Murphy, SNL.
- 5/10 *Color Blind Racism*
Reading: Bonilla-Silva, Eduardo. *Racism Without Racists*. Chapter 1 & 3.

- 5/15 *Segregation: The House of Colorblindness*
Reading: Bonilla-Silva, Eduardo. *Racism Without Racists*. Chapter 6.
 Film Clip: Dateline - White Flight
- 5/17 *Racial Bias in Neighborhood Preferences*
Reading: Charles, Camille Zubrinsky. 2000. "Neighborhood Racial-Composition Preferences: Evidence from a Multiethnic Metropolis," *Social Problems* 47(3): 379-407.
Reading: Krysan, Maria, Mick Couper, Reynolds Farley and Tyrone Forman. 2009. "Does race matter in neighborhood preferences? Results of a video experiment," *American Journal of Sociology* 115(2): 527-559.
- 5/22 *Racial Stories*
Reading: Bonilla-Silva, Eduardo. *Racism Without Racists*. Chapters 5 & 11.
- 5/24 *Labor Market Discrimination*
Reading: Pager, Devah. 2003. "The mark of a criminal record," *American Journal of Sociology* 108(5): 937-975.
Reading: Pager, Western and Bonikowski. 2009. "Discrimination in a low-wage labor market: A field experiment," *American Sociological Review* 74: 777-799.
Reading: Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination," *The American Economic Review* 94(4): 991-1013.
- 5/29 *Discriminatory Medicine?*
Reading: Hayward, Mark D. And Melonie Heron. 1999. "Racial inequality in active life among adult Americans," *Demography* 36(1): 77-92.
Reading: Tamayo-Sarver, J.H., S.W. Hinze, R.K. Cydulka and D.W. Baker. 2003. "Racial and Ethnic disparities in emergency department analgesic prescription," *American Journal of Public Health* 93(12): 2067-2073.
Reading: Todd, KH, C Deaton, A.P. D'Adamo and L. Goe. 2000. "Ethnicity and analgesic practice," *Annals of Emergency Medicine* 35: 11-16.
Reading: Todd, K.H., N. Samaroo and J.R. Hoffman. 1993. "Ethnicity as a risk factor for inadequate emergency department analgesia," *Journal of the American Medical Association* 269-1537-1539.
- 5/31 *Implicit Racial Bias*
Reading: Baron, Andrew Scott and Mahzarin R. Banaji. 2006. "The development of implicit attitudes: Evidence of race evaluations from ages 6 and 10 and adulthood," *Psychological Science* 17(1): 53-58.
Reading: Bernstein, Michael J., Steven G. Young and Heather M. Claypool. 2010. "Is Obama's win a gain for blacks? Changes in implicit racial prejudice following the 2008 election." *Social Psychology* 41(3): 147-151.
Reading: Gonsalkorale, Karen, Thomas J. Allen, Jeffrey W. Sherman, nd Karl Christoph Klauer. 2010. "Mechanisms of group membership and exemplar exposure effects on implicit attitudes," *Social Psychology* 41(3): 158-168.

Reading: Richeson, Jennifer A. and J. Nicole Shelton. 2003. "When prejudice does not pay: Effects of interracial contact on executive function," *Psychological Science* 14(3): 287-290.

Film Clip: Implicit Attitudes

6/5 **Open** (make-up material or added material)

6/7 Reading Week: *Short Overview and Exam Review* (attendance required)

6/15 **Final Examination**
12:00-2:00pm
Harris Hall, Room L07