

Race and Society

Sociology 208

Spring 2023

Professor Stewart

Teaching Assistant

Yannick Coenders

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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 2:00p.m. and 3:20p.m. CST in Kresge Centennial Hall, Room 2-415. I will be available during my office hours on **Mondays between 4:00 p.m. and 5:30 p.m. CST via Zoom** or by appointment. **I prefer that you make an appointment before my office hours.** If needed, my office phone number is 847-491-7044 (messages arrive in my email). My email address is q-stewart@northwestern.edu. I will be available via email during my office hours. **Yannick Coenders** is also available to meet via Zoom.

Yannick's regular office hours are Friday between 1:00 and 3:pm CST in Loy Hall, Room 310.

NOTE ON RECORDING

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530). Unauthorized use of classroom recordings — including distributing or posting them — is also prohibited. Under the University's Copyright Policy, faculty own the copyright to instructional materials — including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

This class or portions of this class may be recorded by the instructor for educational purposes. These recordings may be shared only with students enrolled in the course and, if so, will be deleted at the end of the end of the Spring Quarter of 2023.

COURSE REQUIREMENTS

Course requirements include: **Regular reading assignments, class attendance and participation, short quizzes, and exams.** Students should do the reading prior to the class meeting. **Class participation** will be graded through electronic contribution to class discussions, and short pre-class/in-class assignments which “may” require cooperation among members to answer a question or complete a task related to the reading/lecture. Students who fail to actively participate—missing more than 4 pre-/in-class assignments—will receive a 5 percent reduction in their grade for the course. There will be 3-4 **short quizzes** to test your comprehension of the readings, lectures and ongoing class discussions. The short quizzes will consist of two short answer questions and be administered via Canvas before (or during) class meetings. They will begin during the second week of class (or shortly thereafter), be announced the class prior and released at a specified time before the subsequent class—the quizzes must be completed prior to the class lecture, unless we announce otherwise. We administer **short quizzes** to assess one's understanding of the material, drawing heavily from the recent readings, lectures, and class discussions. There will be a **midterm examination (April 25, 2023)**. The midterm will consist of a timed essay question(s) in Canvas. The **final exam (June 9, 2023)** will also consist of timed essay questions and will be conducted in Canvas.

The short quizzes and exams will consist of timed short answer and/or essay questions. 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 short quiz will take place approximately one week into the

course and will cover all the material up to that point. We will have a few other short quizzes prior to the midterm, and the remaining quizzes will take place after that. 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 sent to **Yannick Coenders** no more than one week after the quiz/exam is handed back. While we review a particular quiz/exam, 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 via Canvas at the beginning of each class meeting. Students are penalized 3% per unexcused absence during the course of the quarter. I will excuse absences for sickness (with documentation), 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 is a function of your performance in the areas of attendance, participation, quizzes, and exams. There is **no** extra credit for this course. I encourage you to work hard to avoid encountering any dissatisfaction with the grading process. The 'approximate' tabular breakdown of your final grade is:

Requirement	Date	Percentage
Participation	n/a	5%
Quizzes	multiple (3-4 announced)	30% (varies; ~10% per quiz)
Midterm	04/25/2023	25%
Final	06/09/2023	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 on Accommodations for Students with Disabilities - Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting,

please contact AccessibleNU to move forward with the university's established accommodation process (e: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU.

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.¹ Also, any student that forges (i.e., signs) another student's 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.

Note on COVID-19 Classroom Expectations – Students, faculty and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Expectations for Students](#). With respect to classroom procedures, this includes:

- Policies regarding masking, social distancing and other public health measures evolve as the situation changes. Students are responsible for understanding and complying with current University, state and city requirements.
- In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.

If a student fails to comply with the [COVID-19 Expectations for Students](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

Note on Health and Safety Resources – Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and

¹ Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <https://www.northwestern.edu/provost/policies/academic-integrity/index.html>.

mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). Additional information on all of the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>

TEXTBOOKS

(Available via 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; or, *Available 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-Created 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?

- 3/30 *Introduction*
Reading: DuBois, W.E.B. 1898. "The Study of Negro Problems," *Annals of the American Academy of Political and Social Science*
- 4/4 *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 (shown during class)
- 4/6 *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.)
Watch: The Power of Illusion - Part 2 (*required; homework*)
- 4/11 *Early Science of Race, cont.*
Reading: Graves, Chaps. 4
- 4/13 *Social Darwinism & Galton's Genius (In-Class Quiz; Lecture Pre-Recorded)*
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 (shown during class)
- 4/18 *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.)
Watch: The Power of Illusion - Part 1 (*required; homework*)
- 4/20 *Race and IQ in the new Millennium*
Reading: Graves, Chap. 10 & Conclusion
- 4/25 **MIDTERM EXAMINATION!?!? 2:00pm-3:20pm (In-Class; Online; Timed)**

Part 2: Theory and Empirical Research on Race

- 4/27 *The Race Relations Cycle and Antagonism*
Reading: Lyman, Stanford M. 1968. "The Race Relations Cycle of Robert E. Park,"
Pacific Sociological Review
Reading: Bonacich. 1972. "A Theory of Ethnic Antagonism."

- 5/2 *Protecting Privilege and Race as Structure*
Reading: Blumer. 1958. "Race Prejudice as a sense of group position"
Reading: Bonilla-Silva. 1996. "Rethinking Racism: Toward a Structural Interpretation"
Watch: A Class Divided (*required; homework*)
- 5/4 *Race as Structure: Wealth as an Example*
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 (shown in class)
- 5/9 *Color Blind Racism*
Reading: Bonilla-Silva, Eduardo. *Racism Without Racists*. Chapter 1 & 3.
- 5/11 *Segregation: The House of Colorblindness*
Reading: Bonilla-Silva, Eduardo. *Racism Without Racists*. Chapter 6.
Watch: Dateline - White Flight (**TBD—perhaps in class; homework**)
- 5/16 *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.
- 5/18 *Racial Stories*
Reading: Bonilla-Silva, Eduardo. *Racism Without Racists*. Chapters 5 & 11.
- 5/23 *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.
- 5/25 *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.

5/30 *Implicit Racial Bias – Reading Week (attendance required):*

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, and 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.

6/1 *Course Summary and Exam Review – (ZOOM: attendance required)*

06/09 FINAL EXAMINATION 9:00am –11:00am (At Home; Online; Timed)