

SOAN 272: Race and Ethnicity in the United States

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Office Hours: Mon: 2:15-3:00

Wed: 2:15-3:15

Thur: 3:00-4:00

Occasional Fridays, sign-up via google appointments

Course Description

The purpose of the course is to provide a broad overview of the scholarly literature on race and ethnicity from a sociological perspective, paying particular attention to racial inequality in the U.S. When feasible, we will include research to highlight how social class, citizenship, and to a lesser extent gender and sexuality, intersect with race and ethnicity. Drawing on population-based research and qualitative studies, we will explore several facets of racial identity and racial categorization including (but not limited to): the evolution of racial categories and the U.S. Census, the role of genetic testing and racial/ethnic identity formation, and racial disparities in housing and health, and the movement toward multiracial identification.

Course Goals

- To provide students with a vocabulary and framework to understand race (and racial inequality) in the United States
- To help students contextualize their own experiences and the experiences of others
- To develop students' critical thinking skills
- To hone students analytic reading and writing skills
- To encourage thoughtful conversations about difficult questions

Course Expectations

In an age of color blindness, sometimes talking about race is not easy. Paraphrasing one of the great founding figures in sociology, WEB Du Bois, "The problem of the century is the problem of the color line." These words were uttered over a century ago. However, they may be just as true today as they were in Du Bois's day.

This course is designed to get you to think, to write, and to talk with each other. In order to fully participate in this class, it is vital for you to help create a collegial atmosphere based on a foundation of respect, intellectual curiosity, and a willingness to speak up. The more you are willing to critically engage with the materials and each other, the better class will be.

Student Learning Outcomes:

The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, our focus is on the following three:

- ✓ Learning how to connect information about historical and contemporary socio-cultural phenomena;
- ✓ Applying sociological theory to analyze socio-cultural phenomena;
- ✓ Drawing upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

Required Course Materials

The following texts are available at the Carleton Bookstore and are on reserve at the library.

1. *Deported Americans: Life after Deportation* by Beth C. Caldwell
2. *Hollywood Jim Crow: Racial Politics* by Maryann Erigha
3. *The Diversity Paradox*, by Jennifer Lee and Frank Bean [Note: this book is available online]
4. *The Latinos of Asia: How Filipino Americans Break the Rules of Race*, by Anthony Christian Ocampo

Additional readings are available on Moodle

Grades

Grades will be assigned according to the following distribution:

A	100-94	B+	<90-88	C+	<80-78	D+	<70-68
		B	<88-84	C	<78-74	D	<68-60
A-	<94-90	B-	<84-80	C-	<74-70	F	<60

Policy on late work: The ten week term is short and falling behind is a recipe for disaster. Get your assignments done on time. In general, I do not accept late work and I do not give makeup exams.

A note on readings:

It is expected that you will bring the day's assigned readings to class.

I know that I am old school but I firmly believe that it is more effective to read, underline, highlight, & annotate on paper than on a screen. The cost of your Carleton education is expensive and trying to save money by conserving printing is not the place to economize. For students who are concerned about the monetary implications of going over one's allotted print budget, please contact me and I will help by making copies of the readings.

If you decide that you prefer to read on screen, please make use of a screen larger than a phone. Additionally, if you decide to use a laptop or tablet to access your readings in class, please do not multitask in class (see expectations for electronic devices).

Resources for Students

Don't forget about the *Writing Center*: The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can

reserve specific times for conferences in 420 4th Libe by using their online appointment system. Walk-ins are welcome, though writers with appointments have priority.

Get to know your professors: Carleton will pay for you to take two professors per term to lunch at the college dining hall. I imagine that this is an under-utilized perk of your tuition dollars. Take advantage of it.

Academic Integrity:

In line with Carleton's policy on academic integrity, it is assumed that the student is the author of all coursework. Please refer to Carleton's full policy for additional information or see me if you have questions. <http://apps.carleton.edu/campus/doc/integrity/>

Disability Services for Students:

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Burton Hall 03) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Classroom Guidelines for Pronouns

It is important that the classroom be a respectful environment where everyone can participate comfortably. One part of this is that everyone should be referred to by their chosen name, the correct pronunciation of their name, and their chosen pronouns (like she, ze, he, or they). This common respect is essential for an inclusive and productive classroom.

Attendance/Communication/Respectful use of electronic devices:

Attendance

Students who are consistently tardy or miss three or more classes will forfeit their participation grade *in entirety*. Students who have *any* unaccounted absences will be docked points from their participation grade. I am a reasonable person so should you have a legitimate extenuating circumstance, we can work something out. Egregious tardiness and absenteeism will negatively affect your grade beyond the 10-points.

What do I mean by communication?

Think of me as your understanding but strict boss. If you were ill and needed to miss work – you'd do your best to come in and at the very least call in sick before your shift. The same thing goes for class. Make sure to use proper email etiquette (i.e. Dear Liz or Dear Professor Raleigh). Close the email and sign your name. Please don't refer to me as Mrs. Raleigh or Ms. Raleigh: It is a funny cultural capital thing – either Liz or Professor is fine.

Communication with each other: In class, we will talk to each other. Have you learned everyone’s names? When it comes time for class discussion, are you aware of how your actions are interpreted by the class? If you are always among the first to speak, considering standing down to make room for others. If you rarely talk in class, consider taking a risk and sharing your voice.

Respectful Use of Electronic Devices

It should go without saying but in addition to being present, students should refrain from inappropriately using electronic devices during class time. The same goes for multi-tasking laptop use. I find this type of behavior disrespectful and distracting. I haven’t banned laptops in class (yet), but **if you are using a laptop or tablet, it is your job to convince me that you are focused and on task.** Students who are less convincing will lose points on their participation grade. Note: A phone screen is too small to be productive.

The “default” participation grade is 5 out of 10, so students who actively and productively contribute to class will substantially increase their grades.

Summary of Due Dates

Assignment	Percent of Grade	Due Date
Get to know the syllabus quiz	1%	Before Friday Sept. 20
Race and belonging on campus analytical response	9%	Monday Sept. 23
Census student report	5%	Friday Oct. 4
Book teaching presentation	15%	Oct 18, Nov. 1, or Nov. 15
Interview	19%	Friday Oct. 25
Late-term exam	25%	Wednesday Nov. 6
1 paragraph description of paper topic and annotated bibliography of 3 possible sources	2%	Friday Nov. 8
8 page paper	14%	Monday 25 4:00pm
Attendance, Participation, & Communication	10%	Ongoing

Monday Sept 16: Introduction to the course

Wednesday Sept. 18: Race and belonging on campus

- “I Didn’t Come to School for This”- A Qualitative Examination of Experiences With Race-Related Stressors and Coping Responses Among Black Students Attending a Predominantly White Institution
- Differences in Experiences of Racial and Ethnic Microaggression among Asian, Latino/Hispanic, Black, and White Young Adults
- Racial Microaggressions in Everyday Life Implications for Clinical Practice

Friday Sept 20:

- (No) Harm in Asking- Class, Acquired Cultural Capital, and Academic Engagement at an Elite University
- Why Are All the White Students Sitting Together in College? Impact of Brown v. Board of Education on Cross-Racial Interactions among Blacks and Whites
- Confronting Young People’s Perceptions of Whiteness- Privilege or Liability?

Monday September 23.

- Doing Race: An introduction
- Racism without Racists- excerpt

1000 word analytical response essay due at the start of class, anything after 12:30pm is considered late

Wednesday September 25:

- Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture
- Optional Ethnicities? For Whites Only?

Friday September 27:

- The Diversity Paradox, Chapter 3
- Latino Racial Reporting: To Be or Not to Be
- Why are they asking that? What everyone needs to know about 2020 Census questions
- Trump administration ends effort to include citizenship question on 2020 census

Monday September 30: Readings by Dorothy Roberts

- Excerpts from Fatal Invention: How science, politics, and big business recreate race in the 21st century
- Complicating the triangle of race class and state the insights of black feminists

Lunch with Dorothy Roberts on 10/1 at 12pm → see Liz if interested
The Frank G. and Jean M. Chesley Lectureship with Dorothy Roberts, 5pm: Boliou 104

Wednesday October 2:

- Note: In lieu of our 12:30pm class, we will meet with Roberts at 8:30am in Leighton 305

Friday October 4:

- Census report student presentations in class

Monday October 7:

- From bi-racial to tri-racial: Towards a new system of racial stratification in the USA

- The diversity paradox: Chapters 1-2

Wednesday October 9:

- White Privilege Unpacking the Invisible Knapsack [it is very short]
- Race, Gender, and the Politics of Skin Tone
- Hispanic Respondent Intelligence Level and Skin Tone: Interviewer Perceptions from the American National Election Study
- The Color Paradigm: The Impact of Colorism on the Racial Identity and Identification of Latinas

Friday October 11:

- The Latinos of Asia: Chapters 1-4

Monday Oct. 14:

- The Latinos of Asia chapters 5-7

Wednesday Oct. 16:

- The Diversity Paradox Chapter 5: The cultural boundaries of ethnoracial status and intermarriage
- Unaccustomed earth

Friday Oct. 18: Book presentation

- Groups 1-2

Monday Oct. 21: Midterm Break

Wednesday Oct. 23:

- The Diversity Paradox: Chapters 6-7
- Multiracial Americans: Racial Identity Choices and Implications for the Collection of Race Data
- I don't look like her: race, resemblance, and relationships in multiracial families

Friday Oct. 25:

- Deported Americans Introduction, chapters 1-2

Interview due, papers after 12:30 considered late

Monday October 28:

- Deported Americans Chapters 4, 5, & Conclusion

Wednesday October 30:

- Race, Space, and Cumulative Disadvantage: A Case Study of the Subprime Lending Collapse
- Pathways to Residential Segregation

Friday November 1: Book presentation

- Groups 3-4

Monday November 4:

- Discrimination in a Low-Wage Labor Market: A Field Experiment

- Discrimination in the Credential Society: An Audit Study of Race and College Selectivity in the Labor Market
- Meta-analysis of field experiments shows no change in racial discrimination in hiring over time

Wednesday Nov. 6: Exam in class

Friday November 8: No class.

Paragraph of possible paper topic and bibliography of three sources due by 5pm, submit electronically via moodle

Monday November 11

- Hollywood Jim Crow: Introduction, chapters 1-3

Wednesday Nov. 13:

- Hollywood Jim Crow: Chapter 4-6, Conclusion
- author Maryann Erigha will zoom into class

Please submit your questions for Maryann before 10pm Tuesday Nov. 12

Friday November 15: Book presentation

- Groups 5-6

Monday November 18:

- Black lives and police tactics matter (see moodle for the link to the article)
- Is There a Problem Officer? Exploring the Lived Experience of Black Men and Their Relationship with Law Enforcement
- Parenting during Ferguson: making sense of white parents' silence

Wednesday November 20: Last day of class

Monday Nov. 25: 4:00pm: Final Papers Due