



**Syllabus: Racial and Ethnic Relations**  
**Prothro-Yeager College of Humanities and Social Sciences**  
**SOCL 4133 Section 201**

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Spring Semester **2021 CRN = 21832**  
**Days T, R; Time: 11:00 p.m. to 12:20 p.m.**  
Building and room: PY 100

Contact Information

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Instructor: Isaac Christiansen, PhD. Assistant Professor of Sociology  
Office: Prothro-Yeager Hall, Room O-133  
Office hours: M and W 10:00 a.m. – 11:00 a.m. and 1:30 p.m. to 2:30 p.m. T 8:15 a.m. to 9:15 a.m.  
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**Course Overview and Objectives**

This course examines the racial and ethnic dimensions of inequality primarily in the United States, but also explores some of the same themes internationally. This course examines central sociological theories of race, racism, immigration, nativism, anti-Semitism, and intersectionalities of class, race, and gender. Here, we investigate structural discrimination, colorblind racism, housing discrimination and residential segregation, racialized inequalities in education and health, and relations among different oppressed categories. This course works to undo much of the mythology surrounding race and immigration in particular. In this class, we introduce the concept of race and ethnicity and explore relevant theories of race in the United States and their relevant application to issues of politics, housing, income and wealth inequality, and immigration. By the end of the course students should:

- Be able to explain the theory of racial formation, how race is socially constructed, and how these constructions shift over time and space (geographically).
- Be able to clearly articulate different theories of racial and ethnic inequality in the United States.
- To identify clearly how race intersects with class. To understand how this intersection shapes our goals and visions of social justice.
- To think critically about the history of immigration in the United States and to examine the connections between economic phenomena, demagoguery, and fluctuations in levels of racialized prejudice among the population.
- To be able to explain how structural and institutional racism function and manifest themselves in a wide array of critical social spheres and how both past and present institutional racism adversely impact life chances of members of discriminated and socially constructed racialized categories.
- To apply these concepts outside of the United States and draw parallels to racialized and ethnic experiences of discriminated peoples outside the United States.

### Required Books for the Course

- Desmond, Mathew and Mustafa Emirbayer. 2020. *Race in America*. (2<sup>nd</sup> Ed.) W.W. Norton and Company. New York and London.
- Omi, Michael and Howard Winant. 2015. *Racial Formation in the United States*. (3<sup>rd</sup> Ed.) Routledge. New York.
- Chomsky, Aviva. 2018. *“They Take Our Jobs! And 20 Other Myths About Immigration*. (2<sup>nd</sup> Ed.) Beacon Press. Boston.

### Required Articles and Chapters

- Alexander, Michelle. 2012. “The Color of Justice” Pp 97-139 in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press. New York
- Bonacich, Edna. 1972. “A Theory of Ethnic Antagonism: The Split Labor Market.” *American Sociological Review*. 37: 547-559
- Costello, Paul. 1981. “Racism and Black Oppression in the United States: A Beginning Analysis” *Theoretical Review*. (No. 24) 2-38
- Dunbar-Ortiz, Roxanne. 2014. “Culture of Conquest”. Pp 32-44 in *An Indigenous Peoples’ History of the United States*. Beacon Press. Boston
- Dunbar-Ortiz, Roxanne. 2014. “Introduction: This Land”. Pp 1-14 in *An Indigenous Peoples’ History of the United States*. Beacon Press. Boston.
- Edwards, Frank, Hedwig Lee, and Michael Esposito. 2019. “Risk of being killed by police use of force in the United States by age, race-ethnicity, and sex” *Proceedings of the National Academy of Sciences*. 116 (34) 16793-16798.
- Foster, John Bellamy, Hannah Holleman and Brett Clark. 2020. “Marx and Slavery” *Monthly Review*. 72(3) 96-117.
- Gantz, Aaron. 2018. “Kept Out: For People of Color, Banks Are Shutting the Door to Homeownership” Reveal. Accessed Online 01/07/2020 <https://www.revealnews.org/article/for-people-of-color-banks-are-shutting-the-door-to-homeownership/>
- Korver-Glenn, Elizabeth. 2013. “Compounding Inequalities: How Racial Stereotypes and Discrimination Accumulate across the Stages of Housing Exchange.” *American Sociological Review*. 83(4) 627-656
- Prashad, Vijay. 2020. “Part 1”. Pp 23-38 in *Washington Bullets* LeftWord Books. New Dehli. India
- Yates, Michael. 2020. “It’s Still Slavery by Another Name” *Monthly Review* 72(1) 40-50.

### Recommended Further Reading

- Barghouti, Omar. 2017. “Two Degrees of Separation: Israel, Its Palestinian Victims, and the Fraudulent Use of Antisemitism” Pp 139-152 in *On Antisemitism: Solidarity and the Struggle for Justice*. Jewish Voice for Peace. Haymarket Books. Chicago.
- Cohen, Ilise Benshushan. 2017. “Intersections of Antisemitism, Racism and Nationalism: A Sephardi/Mizrahi Perspective” Pp 43-58 in *On Antisemitism: Solidarity and the Struggle for Justice*. Jewish Voice for Peace. Haymarket Books. Chicago.
- Desmond, Mathew and Carl Gershenson. 2017. “Who Gets Evicted? Assessing Individual, Neighborhood and Network Factors.” *Social Science Research* 62: 362-377
- Estes, Nick and Roxanne Dunbar-Ortiz. 2020. “Introduction: Examining the Wreckage” *Monthly Review* 72(3) 1-7.

Jewish Voice for Peace. 2017. "Appendix I: JVP Statements on Antisemitism" Pp. 213-216 in *On Antisemitism: Solidarity and the Struggle for Justice*. Jewish Voice for Peace. Haymarket Books. Chicago

Jones, Brian P. 2016. "Black Lives Matter and the Struggle for Freedom" *Monthly Review*. 68(4) 1-8.

Khalidi, Dima. 2017. "Chilling and Censoring of Palestine Advocacy in the United States" Pp. 181-192 in *On Antisemitism: Solidarity and the Struggle for Justice*. Jewish Voice for Peace. Haymarket Books. Chicago.

Newton, Huey. 1995. "Huey Newton Talks to the Movement About the Black Panther Party, Cultural Nationalism, SNCC, Liberals and White Revolutionaries" Pp. 50-66 in *The Black Panthers Speak*. Edited by Philip S. Foner. Da Capo Press. New York.

Reed, Adolph Jr., 2018. "Antiracism: a neoliberal alternative to a left" *Dialectical Anthropology* 42:105-115.

### Student Handbook

Refer to: [Student Handbook 2017-18](#)

#### Basic skills necessary for the assimilation of sociological knowledge and success in this course:

**1. Self-discipline:** You will need to be sufficiently dedicated and take the time necessary to not only read through all of the assigned material, but to truly learn and absorb it. You will need to ask yourself questions as you read to ensure that you can identify and recall the main points. After reading you should be able to answer questions related to the material and see its personal and/or social/economic/political implications. When you are at class you are to be focused on the class. **No computers or cell phones are to be used during class time!**

**You are responsible for knowing the material in the text and other readings according to the syllabus schedule as well as the material covered in class lecture.** Chapters should be read by the time the material is covered in class. In this way you will gain more from the lecture, be prepared for quizzes, and reduce the need to cram for exams. To test your own knowledge, you should be able to answer the questions at the end of each chapter correctly.

**2. Attend every class. Come prepared and pay attention in class, take appropriate notes according to your best learning style and method.**

**3. A willingness to challenge dominant beliefs and perceptions.** The sociologist must not fear information, data, and iconoclastic perspectives, which may clash with their preconceptions. The sociologist must not shy away from information, data or truths that may be distasteful to powers that be- or to their own preconceptions.

### Course Schedule

Week	Topics	Readings	Due Dates
<b>Week 1</b> 1/17	The Meaning of Race	Desmond and Emirbayer: Chapter 1;	
1/19		Chomsky Myth 14	
<b>Week 2</b> 1/24	Origin of Race/ Settler Colonialism	Finish Desmond and Emirbayer Chapter 2	

<b>Week</b>	<b>Topics</b>	<b>Readings</b>	<b>Due Dates</b>
1/26	Origin of Race/ Colonialism.	Dunbar-Ortiz Introduction Culture of Conquest;	Quiz 1 over weeks readings.
<b>Week 3</b> 1/31	Finish Colonialism begin Theories of Race: Ethnicity	Omi and Winant Chapter 1(Ethnicity)	Summary 1 over Omi and Winant 1/31
2/2	Ethnicity	Chomsky Myths 12 and 13 Pp 103-110	
<b>Week 4</b> 2/7	Theories of Race: Class	Omi and Winant Chapter 2 (Class). Foster, Holleman and Clark	
2/9	Theories of Race: Class	Bonacich	
<b>Week 5</b> 2/14	Theories of Race: Class	Costello	Quiz 2
2/16	<b>Exam 1</b>		
<b>Week 6</b> 2/21	Theories of Race: Nation	Omi and Winant 3; BPP: The Ten Point Program	
2/23	Theories of Race: Racial Formation	Omi and Winant 4 (Racial Formation)	
<b>Week 7</b> 2/28	Economics and Race	Desmond and Emirbayer Chapter 4; Yates 2020	2/23 <b>Reaction Paper</b> over theories of race
3/2	Economics and Race	Finish Desmond and Emirbayer Chapter 4. Kim	Summary 2 over Yates or Kim
<b>Week 8</b> 3/7	Imperialism and Race	Prashad	
3/9	Politics and Race (part 1)	Desmond and Emirbayer: Chapter 3;	
<b>3/14-3/18</b>	<b>Spring Break</b>		
<b>Week 9</b> 3/21	Politics and Race	Omi and Winant Chapter 5;	
3/23	<b>Exam II</b>		
<b>Week 10</b> 3/28	Social Movements and Race	Omi And Winant 6	
3/30	Finish Social Movements and Race	Omi and Winant 7 and 8; (Newton and/or Jones Recommended but not Required)	Summary 3 of Omi and Winant 7
<b>Week 11</b> 4/4	Colorblindness and neoliberalism	Omi and Winant 9	Final Paper Outline Due 4/4
4/6	<b>Holiday Break</b>		
<b>Week 12</b> 4/11	Colorblindness and neoliberalism	Desmond and Emirbayer 11	

<b>Week</b>	<b>Topics</b>	<b>Readings</b>	<b>Due Dates</b>
4/13	<b>Exam III</b>		
<b>Week 13</b> 4/18	Housing and Race	Desmond and Emirbayer Ch. 5	
4/20	Housing and Race	Korver Glenn; Gantz	Quiz 4
<b>Week 14</b> 4/25	Crime and Race	Desmond and Emirbayer: chapter 6	Summary 4 over Alexander
4/27	Crime and Race	Alexander; Edwards et al.	Quiz 5 Final Paper Due 4/27
<b>Week 15</b> 5/2	Myths of Immigration	Chomsky: Both Introductions and Pages 1-49;	
5/4	Myths of Immigration	Chomsky: 19 and 20	
<b>FINALS WEEK</b>	<b>EXAM IV Tuesday, May 9. 1:00-3:00 PM</b>		

### Readings in Course Schedule:

All readings are listed by the (first) author's last name. All assignments must be uploaded to D2L. Every assignment is checked for plagiarism. Please keep ahead of the readings. You may hand in the research article review early. I recommend handing in the research article review shortly after reading the article as it appears in the syllabus. The schedule is tentative and may be changed by the professor.

### Grading points and weights

Assignments	Points
Reaction Paper	70
Quizzes 4 * 10	40
Summaries 4 * 10	40
Final Paper Outline	20
Final Paper	100
Exam 1	80
Exam 2	80
Exam 3	80
Exam 4	80
Total Points	590

### Grading Scale

90% to 100% A  
80% to 89% B  
70%-79% C

60%-69% D

### **Quizzes**

There will be five quizzes over the readings given throughout the semester.

### **Exams**

Exams may include multiple choice, short answer, and essay questions.

### **Reading Summaries:**

Briefly summarize in about two paragraphs the main ideas and central supporting points of the indicated reading. Please include the citation of the reading above the summary. The summary should reflect that you understand the main ideas in the reading. While you will submit the summaries electronically on D2L, it is wise to bring a copy to class. You must always be prepared to discuss the readings for the day when you come to class. Bring a hard copy to facilitate class discussion at the beginning of class and hand them in at the end of the respective class period. I recommend joining all of your summaries in a single document called an 'annotated bibliography'. This will help you when it comes time to study and it can serve to a large degree as a study guide. Thus, it is in your interest to go beyond the minimum required here. Summaries will be graded according to how well they capture the central arguments and the degree to which they reflect serious thought about said material. The purpose of requiring summaries is three-fold. 1. This assignment encourages you to keep up with the readings. 2. Writing summaries will enhance the classroom experience and promote healthy discussion. 3. Writing the summaries (and keeping them in a document- such as an annotated bibliography) will facilitate writing papers and help you create a document with which you can review.

### **Reaction/Reflection papers**

You may contrast theories, examine one in more depth than others, but regardless you must explore the theories covered in some depth. Does the particular theory provide a comprehensive understanding of race? Does it account for intersectionality (impact of class or gender for example)? Does the theory explain what race is, or does it explain how perceptions of race are utilized to maintain forms of power? These are simply ideas to get you started. In this reaction paper, you will focus on the readings that cover central sociological theories of race. This will primarily focus on the first four chapters of Omi and Winant, Bonacich, Costello, Foster and Dunbar Ortiz.

- Identify what you think are the central ideas of the reading(s) of the group of readings in question. The paper should reflect a serious engagement and interaction with the ideas covered whether it is over theories of race.
- You will need to cite all of the readings that you are reflecting on. Your reaction should cite and interact with *at least* three relevant course readings from the section. At least two of these readings must be other than the Desmond and Emirbayer textbook. (In other words, you may include it, but it may not simply be a review of the textbook)
- Toward your conclusion, you may include (if you wish) emotional reactions and reflections relating to the reading. Discuss what was most salient about the readings in question. How do these readings interact with what you think about the issues at hand? Did they shift your thinking in any way? What is the relevance of the readings to the challenges we face today?

**Write four to five pages, in twelve-point Times New Roman or Arial font, double-spaced.**

### **Final Paper**

Write a 7 to 10-page, double-spaced paper that explores the theories, trajectories, and dynamics of race relations, racialized income, wealth, housing inequality, immigration, racialized disparities in the criminal justice system, education or other major social institution such as the family. One approach to this paper is to look at the particular racial dimensions of a social problem, or other core racialized injustice and define it, theorize about the problem and evaluate existing efforts/strategies to address it. In this case, your paper should begin with an analysis of the particular problem selected for analysis. You will want to provide details regarding the scope of the case analyzed providing relevant details and citations and sources for that supporting evidence. Your paper should incorporate a vision of a socially-just resolution to the disparity, how relations may be improved (depending on the case selected) and clearly show how theory and empirical evidence guide your evaluation of the particular section you have evaluated. Another way to do this is to address the theoretical issues of the intersection of race, class and/or gender more directly. Here you may ask yourself fundamental questions about your vision of social justice. What does the end result look like? Does your vision of social justice leave class-based, gender-based inequity intact while addressing racialized inequality or vice versa? What are the dynamics of racial, migratory status, and class-based forms of social exclusion? What are the most effective forms of addressing those?

Thus, one solid option is to connect the theoretical aspects of the course to the more empirical and applied aspects in the second part of the course. Thus, not only do you want to examine some aspect of racialized disparities in housing, income, wealth, or interaction with the police and the criminal justice system, but how does a theory that we have covered (of your choice) help to explain it.

The above are simply some forms of strategies of developing a paper to help get you started to think carefully through your own project. Another good option involves conducting international comparisons. This may require considerable extra research on your part, in addition to pulling from class material. Here, you can compare the situation in the U.S. to the racial situations in other countries (on a variable of your choosing). A comparison, between the U.S. and Brazil, Cuba, Israel/Palestine, India (right now there is a major upheaval and brutal forms of social exclusion in Kashmir), South Africa, Nigeria, Rwanda, Bolivia (focusing on the history and struggle of indigenous populations) or another country of your choosing. Just make sure that you address forms of social exclusion in those countries and take into account the relevant historical/political fights against racial injustice.

To ensure that you are on the right track you should start fairly early. The outline should be one page and include the topic, the direction of the paper, the theoretical approach that you plan to take to analyze the social problem, the basic organizational structure/formatting of the paper and at least three of the sources that you have identified. The outline is worth 20 points.

**1. You must include at least SEVEN bibliographic references.** These must be appropriately cited at the end of the paper. All references must include the authors' or author's last and first name(s), the year published, the title of the article or book, the name of the journal or publisher, and where it was published. You should cite both research from outside the class along with relevant readings from inside the class. Seven bibliographic references are the MINIMUM. Points will be deducted if you do not meet this requirement.

**2. To count towards the bibliographic reference requirement, the references must be scholarly.** This means they must come from either books of scholars or must be articles published in

scholarly journals. If you have questions on this please see me. For our work please use American Sociological Association style or the American Psychological Association style referencing.

**3. At least three of the references must be from the class readings.** Your references should NOT depend entirely on class readings, however. This means that library research is essential.

**3. Your work must include in-text citations.** All references must be cited in the text and all work cited in the text must be fully referenced in your bibliography or works cited section at the end of the paper. All quotations of authors must be in quotation marks and the in-text citation for quotations must include the page number. All in-text citations must include the author's last name and the year the work was published in parenthesis. For example, (Blum 2004) or (Blum 2004: 328) when quoting.

**4. Other criteria of evaluation-** I evaluate student papers according to the depth of analysis, the level and depth of interaction, the correctness and viabilities of the arguments, the level and quality of the evidence that you provide in support of the arguments that you are making, the degree to which you consciously pursue a position of social justice and capture the dimensions of the issues put forth, and the overall quality of the writing (correct spelling, grammar, professional/academic style (avoiding colloquialism and excessive use of the first person)).

**5. In no circumstances will plagiarism be tolerated.** A zero will result in this case. This means that you must not copy the works of either your classmates (this is not a group project) or other scholars and pass it off as your own. Honesty and integrity must be upheld in academic work. Plagiarism includes copying from another student's work, having quotations without using quotation marks- even if you cite, copying and pasting work from the internet and trying to change a few words from the original to make it appear as your own.

**How do you avoid plagiarism?** Avoiding the problem is simple and is achieved by combining two main strategies. The first strategy is to quote with quotation marks and the correct citation including the author's name, year published, and page number. For block quotes, the quotation marks are replaced by using a separate indentation style, spacing, and smaller font. The key purpose of quoting is it separates your words from someone else's. Paraphrasing (putting the concept into your own words and not using quotation marks) and including the correct citation material. This is how you **MUST** interact with original sources. The rest of the writing in your paper should be your ideas, reflecting on, and interacting with, the cited evidence that you have provided.

#### **Missed exam policy:**

No missed exams may be retaken without instructor approval based on *evidence* (doctor's note, university letter) that indicates the person missed the test due to a legitimate emergency, illness and/or school function. **Without this evidence ten points will be deducted from the exam. All missed exams must be made up within one week.** The exam may also be different than the exam given to the rest of the class, and no bonus question will appear on the make-up exam.

#### **Late Work**

**Late assignments will have 5 points deducted per day late. After a week has gone by or more than half of the points have been eroded due to tardiness, grading begins at half credit. This**



**often results in a virtual zero, once discounts for errors, grammar and other criteria are taken into account. No assignments may be handed in during finals week, except under the most extreme of circumstances. Do not sabotage your grade by handing in late work!**

### **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### **Attendance**

The attendance and participation of students is vital for a positive and rewarding learning experience for everyone. Your presence is expected and students will be evaluated on their sharing of thoughts and class contribution. You will miss vital information if you are not present and alert in class. In the end it is your grade and your responsibility to know the information in the exams and to incorporate the information from class in your assignments.

### **Online Computer Requirements**

***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!**

### **Instructor Class Policies**

**Learning Environment** Please keep in mind that everyone has a different learning style and we need to collectively keep distractions to a minimum. I will respect you and I also expect you do give your fellow classmates and me that same respect. If you are disruptive in class you will first be given a warning, the second time it occurs, you will be asked to leave. **Please stay off your cell phones and other electronic devices during class.** Not permitted during class time. Turn off or silence your cellular telephones before coming to class. Sending text messages is distracting and is strictly prohibited. Laptop use is generally prohibited during class time. No use of iPods or other listening devices will be tolerated. Please focus on the task at hand

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the *Schedule of Classes* each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. **HOWEVER**, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## Disability Support Services

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397.4140, TDD (940) 397.4515, or 3410 Taft Blvd., Clark Student Center 168.

## College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

*Notice*

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). At no time will any form of cheating or plagiarism of any kind be allowed. Students are attending the university to learn and cannot do so if they do not complete their own work. Academic dishonesty is a serious ethical violation and will not be tolerated. I expect that these standards will be met, and I will hold students to them. **Plagiarism will result in a penalty up to and including a zero on the assignment, and a report to the dean of students. Repeated offenses may result in an instructor drop from the course. Cases are addressed on a case-by-case basis.**

Plagiarism is according to the New Oxford Dictionary is “the practice of taking someone else’s work and passing it off as your own”. This means in academic practice copying someone else’s work and ideas, without quoting and citing as appropriate. Proper use of quotation marks and references are essential.

**Consequences of plagiarism or academic dishonesty include failing the article review, assignment, exam and/or quiz at a minimum. Other consequences include failing the entire course and the filing of the Academic Misconduct Form that will remain on your college records.** Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.