**SOCL 122- Race and Ethnic Relations (Section 2)**

Fall 2013

Mundelein Center 203

Tu/Thr 11:30-12:45pm

**Instructor- Dr. Edward Flores**

Office- Coffey Hall 432

Office Hours- Tue 1-2pm, Wed 10am-12pm

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**Course Objective**

What is the “modern” era? What are the origins of modern race relations? How have race relations been shaped over time? How can we characterize race today? This course will use a sociological perspective to explore the issues of race in America.

This course starts with a definition of race, before examining how slavery and westward expansion formed the Black/White divide, as well as how this had implications for the racialization of Mexicans and Asians. Second, this course will examine how the civil rights movement refashioned the meaning of race in America. Third, this course will examine how Latino immigrants experience settlement as a racialized processes. Lastly, this course will investigate claims of racial progress, and suggest how we may think more critically about racial changes appearing just over the horizon of the American social landscape.

**Leadership Learning Community**

Students in this course should either be members of Loyola’s Leadership Learning Community, or first year students. Members of the Leadership Learning Commuity are living in the same residence hall, and participate in leadership oriented co-curricular activities.

As a class, we will participate in the Community Renewal Society’s (CRS) annual assembly, as well as a community organizing meeting held by Fighting to Overcome Records and Create Equality (FORCE). An assignment based on these activities will be part of the regular coursework for everyone in the class. In addition, I will invite members of the class to events around the Loyola community, once a month, such as film screenings or lectures, so that we can get better acquainted and talk more informally.

In this course, all of you have the unique opportunity to not only study this material in a classroom setting, but also to learn from each others lived experiences. I believe this will make your learning richer and more enjoyable.

**Required Readings**

Bonilla-Silva, Eduardo. (2009). Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States. 3rd edition. Rowman & Littlefield. ISBN-13: 978442202184.

Chavez, Leo R. (2008). The Latino Threat: Constructing Immigrants, Citizens, and the Nation. Palo Alto, CA: Stanford University Press. ISBN-13: 9780804759342.

Omi, Michael and Howard Winant. (1994). Racial Formation in the United States: 1960-1990. New York: Routledge. ISBN-13: 9780415909044.

**Course Requirements**

*Attendance*

Every student must be in class, every day. No exceptions without proper documentation! All excused absences must be cleared with a formal email and proper, scanned documentation, with the following subject heading: “Absent, (date), (name), (type of documentation)”

*Participation*

All students are expected to participate in class discussions. Participation requires buying the required readings, setting aside time to do them, and coming to class prepared—with notes and questions—for discussions. *If a student is not prepared to participate, his/her grade will be severely affected*.

*Assignments*

Three outlines, summaries, reflection pieces or short essays will be assigned on an ad-hoc basis.

*Term Paper*

You will write an autobiographical paper, on some aspect of race readings covered in class, as it relates to you, your community, and your family’s history. The term paper will be a short, but concise, explanation of the major ideas in a particular reading (or multiple readings). If you have any questions about topic ideas, please see the instructor or teaching assistant.

The paper must be 10 pages, double spaced, Times New Roman, 12 point font, 1.25” on margins.

*Exams*

The midterm exam will consist of multiple-choice questions and one short essay question.

The final exam will consist of multiple-choice questions and two short essay questions.

**Grading**

*Grades for the class will be weighted as follows:*

Attendance- 10%

Participation- 10%

Assignments- 10%

LC Event, Reflection- 10%

Midterm Exam- 20%

Term Paper- 20%

Final Exam- 20%

*The final grade will follow this scale:*

A 93+ A- 90-92 B+ 87-89

B 83-86 B- 80-82 C+ 77-79

C 73-76 C- 70-72 D+ 67-69

D 63-67 D- 60-62 F <60

**Class Policies**

*Etiquette*

As with any class, I expect students to behave in a courteous and respectful manner. Talking with other students during class will not be tolerated. Much of the process of intellectual growth takes place during class discussions, and this is not possible without an open environment in which to share ideas.

*Electronic Devices*

Cell phones should be turned completely off at the beginning of class. Using a computer to surf the internet will not be allowed. These behaviors distract everyone from the process of learning. I will deduct points from one’s attendance & participation if I feel distractions are occurring.

*Late Policy*

Students should arrive on time to class, everyday. If you cannot attend on a particular day, please notify the teaching assistant, or me, prior to your absence. I will accept written documentation (i.e. doctor’s note, etc.) in the rare event that an unforeseen emergency occurs.

*Communication*

It is the student’s responsibility to frequently check his/her e-mail or Sakai for any class communications. Do not contact me last minute about missing class, or to ask questions about assignments. I encourage you to notify me of any questions or time conflicts well ahead of time, and to get started or turn in assignments in advance, in order to prevent any last-minute miscommunication.

*Academic Integrity*

I expect students to act in accordance with Loyola University Chicago’s Honor Code. In failing to uphold academic standard, students cheat themselves and others out of learning, and degrade the value of their education. When in doubt, check with the teaching assistant or instructor!

**The Origins of Modern Race Relations (Weeks 1-4)**

We begin the course with three weeks of readings that give historical background to modern race relations. This will give us useful context with which to interpret modern race relations, later in the semester. We will examine topics such as colonization, and the American rule of hypodescent.

**Week 1- Race and the Modern World**

This week I will be introducing the course, as well as some of the more prominent themes in our readings and discussions. What is race? How is it built into the structure of American democracy? How is this history similar across other nations?

Tuesday, August 27

* Introduction
* Lecture
	+ “Race and Modernity”

Thursday, August 29

* Reading
	+ Feagin, Joe R. (2000). “Systemic Racism.” (Sakai).
* Documentary
	+ “Immigration Nation: White Australia Policy” part 1

**Week 2- The Social Construction of Whiteness**

Last week we examined how race was constructed around economic expansion and colonization. This week we will examine how this history similar across other nations, as well as how Southern and Eastern European immigrants were subjected to such racializing processes. Also, we explore the meaning of Blackness in relation to Whiteness, in the American context.

Tuesday, September 3

* Reading
	+ Dubois, WEB. “Double Consciousness and the Veil.” (Sakai).
	+ Dubois, WEB. “The Form and Function of Black Colleges.” (Sakai).

Thursday, September 5

* Reading
	+ Jacobson, Matthew Frye (1998). “Anglo-Saxons and Others: 1840-1924.” (Sakai).
* Documentary
	+ “Immigration Nation: White Australia Policy” part 2

**Week 3- Citizenship and Racial Hierarchies**

This week we examine manifestations of the white/ non-white divide. How was Mexican American identity constructed between the 19th and 20th century? We also examine the relationship between law, citizenship and racism. How did the Treaty of Guadalupe Hidalgo shape the experiences of Mexicans in the Jim Crow –era US?

Tuesday, September 10

* Reading
	+ Glenn Nakano, Evelyn. (2003). “Mexicans and Anglos in the Southwest 1840-1930.” (Sakai).
* Documentary
	+ Los Mineros

Thursday, September 12

* Documentary
	+ Los Mineros (cont’d)

**Week 4- Citizenship and Racial Hierarchies (cont’d)**

This week we continue to examine manifestations of the white/ non-white divide. How was Asian American identity constructed between the 19th and 20th century? We also examine the relationship between law, citizenship and racism. How did the restrictive immigration acts shape the experiences of Asians in the Jim Crow –era US?

Tuesday, September 17

* Reading
	+ Espiritu, Yen Le. (2003). “Stretching Gender, Family, and Community Boundaries, 1840s-1930s” (Sakai).

Wednesday, September 18 (highly encouraged)

* Learning Community Event
	+ Maroon & Gold Lecture- Soledad O’Brien

Thursday, September 19

* Reading
	+ Kim, Claire Jean. (1999). “Racial Triangulation.” (Sakai).

**Race Relations in the 20th Century (Weeks 5-7)**

The story of race in America involves agency, resistance, and change. Over the next few weeks we examine how the Civil Rights Movement pushed for integration of Blacks into American society, how such changes occurred, and how such changes reformulated notions of race.

**Week 5- Moving into the post Civil Rights era**

What is racial formation? How does the state centrally organize processes of race? How are these processes resisted?

Tuesday, September 24

* Reading
	+ Omi and Winant, Chapter 4, “Racial Formation.”
* Documentary
	+ Eyes on the Prize, Season 1, Part 2, “Fighting Back” (1957-1962)

Thursday, September 26

* Reading
	+ Omi and Winant, Chapter 5, “The Racial State.”
* Documentary
	+ Eyes on the Prize, Season 1, Part 5, “Mississippi: Is This America?” (1962-1964)

**Week 6- Moving into the post Civil Rights era (cont’d)**

Tuesday, October 1

* Reading
	+ Omi and Winant, Chapter 6, “The Great Transformation.”
* Documentary
	+ Eyes on the Prize, Season 2, Part 3, “Power!” (1967-1968)

Thursday, October 3

* Lecture
	+ “Racial Inequality in the US, 1970-2010”

Saturday, October 5 (9am-12pm, Glenview Community Church, 1000 Elm St., Gleview)

* + LC Event- CRS Annual Assembly; Reflection, “What is a racial project?”

**Week 7- Midterm Examination**

Thursday, October 10

**Racial Progress or Colorblind Racism? (Weeks 8-9)**

**Week 8- Colorblind Racism**

This week we will examine the concept of colorblind racism. How is colorblind racism different from pre-Civil Rights era “Jim Crow” racism? How are seemingly non-racial political issues embattled by race? How are contests such as the Voting Rights Act and electoral redistricting, and their constitutionality, embattled by race?

Tuesday, October 15

* Reading
	+ Omi and Winant, Chapter 7, “Race and Reaction.”
* Lecture
	+ Gotanda, Neil. (1991). “A Critique of ‘Our Constitution is Color-blind.’”

Thursday, October 17

* Reading
	+ Bonilla-Silva, Chapter 1, “The strange enigma of race in contemporary America”
* Lecture/ Video Clip
	+ Racial Redistricting

**Week 9- Colorblind Racism (cont’d)**

How is racism normalized through discussions about race? How does story-telling circulate myths about race and privilege? Are whites a disadvantaged group with no voice, or do stories that attack affirmative action serve to rationalize white privilege?

Tuesday, October 22

* Reading
	+ Bonilla-Silva, Chapter 2, “The central frames of color-blind racism”
* Video Clip
	+ Prof Gates arrested
* Lecture
	+ “Writing a sociological paper”

Thursday, October 24

* Reading
	+ Bonilla-Silva, Chapter 3, “The style of color blindness”
	+ Bonilla-Silva, Chapter 4, “I didn't get that job because of a black man”
* Documentary
	+ “Black in Brazil”

**Race Relations in the Post- 9/11 Era (Weeks 10-13)**

**Week 10- Race in Post 9/11 America**

How has the post 9/11 era refashioned racial dynamics? How does the post 9/11 era compare with other periods of wartime in American history?

Tuesday, October 29

* Reading
	+ Bakalian and Bozorgmehr. (2009). “Comparative and Historical Perspectives in Backlash.” (Sakai).
* Review Exam

Thursday, October 31

* Documentary
	+ “A Dream in Doubt”
* Writing Assignment
	+ “Where were you when 9-11 happened?”

**Week 11- The Latino Threat**

What is discourse? How has discourse shaped meanings of Latino immigration? How is the “Latino threat narrative” deployed through racist discourse over Latina fertility? What does the best evidence suggest?

Tuesday, November 5

* Reading
	+ Chavez, Chapter 1, The Latino Threat Narrative.
* Documentary
	+ “9500 Liberty”

Thursday, November 7

* Reading
	+ Chavez, Chapter 3, Latina Sexuality, Reproduction, and Fertility as Threats to the Nation.
	+ Chavez, Chapter 4, Latina Fertility and Reproduction Reconsidered
* Video Clip
	+ “Eugenics in America”

**Week 12- Latinos in Post 9/11 America**

How has Latino immigration been affected by post 9/11 era racial dynamics? How are these issues of race refracted through gender?

Tuesday, November 12

* Reading
	+ Ramirez, Hernan and Edward Flores. (2010) “Latino Masculinities in the Post 9/11 Era,” in Maxine Baca Zinn, Pierrette Hondagneu-Sotelo and Michael A. Messner (eds.), Gender Through the Prism of Difference. Oxford: Oxford University Press. (Sakai).
* Film
	+ “A Better Life”

Thursday, November 14

* Reading
	+ Chavez, Chapter 6, The Minuteman Project’s Spectacle of Surveillance on the Arizona-Mexico Border.
* Film
	+ “A Better Life” (cont’d)

**Racial Progress? (Weeks 14-15)**

What signs of progress exist in modern American race relations? How is racial equality being achieved through political activism? How is racial equality being undermined by the perpetuation of colorblind discourse?

**Week 13- Racial Activism**

How is the immigrant rights movement organizing for equality? How is this a racial issue? How have political organizing efforts among immigrants spread to surrounding communities?

Tuesday, November 19

* Reading
	+ Chavez, Chapter 7, The Immigrant Marches of 2006 and the Struggle for Inclusion
* Reading
	+ Waldinger, Roger, Chris Eckerson, Ruth Milkman, Daniel J.B. Mitchell, Abel Valenzuela, Kent Wong, and Maurice Zeitlin. (1996). “Helots No More: A Case Study of the Justice for Janitors Campaign in Los Angeles.” Los Angeles: The Lewis Center for Regional Policy Studies School of Public Policy and Social Research, University of California. Working Paper No. 15. (Sakai)

Thursday, November 21

* Reading
	+ Bloom, Joshua. (2010). “Ally to Win: Black Community Leaders and SEIU’s L.A. Security Unionization Campaign” in Milkman, Ruth, Joshua Bloom, Victor Narro (eds) Working for Justice: The L.A. Model of Organizing and Advocacy. Ithaca: Cornell University Press. Pp. 154-164. (Sakai)
* Video Clip
	+ Service Employees International Union (SEIU) 1877- Stand for Security Campaign

**Week 14- Race and Racism: Looking Forward**

Earlier we discussed the issue of discourse in debates over Latino immigration. How is “spin” important in the development of discourse?

Tuesday, November 26

* Reading
	+ Davila, Chapter 1, “Here Comes the Latino Middle Class” (Sakai)
* Documentary
	+ “Latino in America”
* Lecture
	+ “My experiences at the Tomas Rivera Policy Institute (TRPI)”

***\*\*\*\*\*Biographical Papers Due\*\*\*\*\****

**Week 15- Race and Racism: Looking Forward (cont’d)**

What major social changes seem to lie just over the horizon? How do these changes compare with changes in Brazil or Latin America?

Tuesday, December 3

* Reading
	+ Bonilla-Silva, Chapter 8, “*E Pluribus Unum* or the same old perfume in a new bottle?: on the future of racial stratification in the United States”
* Lecture
	+ “Brazil and Racial Democracy”

Thursday, December 5

* Reading
	+ Bonilla-Silva, Chapter 9, “Will Racism Disappear in *Obamerica*?”

**Final Exam**

Tuesday, December 10

9:00-11:00 AM