**Sociology 3219-1**

**Race, Ethnicity & Society**

Class Meetings Days: Mondays and Wednesdays, 1:10-2:25 p.m.

Class Meeting Location: Milstein Center for Teaching and Learning, Room LL01

**Angela M. Simms, PhD**

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She/her/hers

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Meeting Hours with Students: Wednesdays 3:30-5:30 p.m. and Thursdays 2-4 p.m.

**Course Overview**

What is “race”? What is “ethnicity”? How are they related? What is racism’s origin story and how is it connected to racism and capitalism in the United States today? How does racism shape market and government policies and practices that mediate racial and ethnic groups’ access to material and symbolic resources, as well as non-White groups’ experiences of discrimination? How do “White” people socially reproduce their advantages? How effective have social movements, and other forms of social organization, been in resisting racism? What are the implications for current racial justice activism? In this course, we seek to answer these questions by reading social science and historical works.

**Course Objectives**

Class readings and other activity are designed to support you in developing skills for:

* Connecting macro, meso, and micro social processes underlying the social construction of race and ethnicity and how these processes change over time and across contexts
* Identifying how racial and ethnic categories and hierarchies shape and are shaped by economic, political, and other social systems mediating access to resources and opportunities
* Reading closely and critically, including understanding how thinkers develop and substantiate arguments
* Crafting your own evidence-based and clear arguments in written and oral form

**Course Assignments**

Below are assessments for cultivating the skills noted in the Couse Objectives:

* **Two 3-4-page (750-1,000 words) reflection essays—30% (each essay is 15%).** These papers engage with anational or local issue related to race, ethnicity, or immigration that you find interesting. Your essay is your analysis of the topic you select in relation to arguments rendered by authors we have read. Provide a clear thesis, or main argument, that you maintain throughout the paper. Your thesis should encapsulate your primary assessment of the sociological significance of the issue and the social processes underpinning it. Engage at least four course readings. As you discuss readings, note authors’ main arguments and evidence, and how writers’ works illuminate, or fail to address, your thesis. In addition, put at least two writers in conversation with each other. Provide in-text citations and a reference page using the format provided in the Chicago Manuel of Style. Please use 12-point Times New Roman font and double space.

Submit your first reflection paper by 11:59 p.m. on Monday, October 7th, via Canvas. You may turn in your second essay at any point after that, but before December 2nd.

* **Five unannounced quizzes—10% (each quiz is 2%)**: during five lectures, I will ask reading comprehension questions. I will drop your lowest quiz grade, including a zero for not being present, and will replace it with your highest score. I will not provide make-up quizzes, unless you have an emergency or other extenuating circumstance—please e-mail me should such circumstances arise.
* **Mid-Term Exam (material from week 1 through week 8) —30%**: an in-class blue book exam consisting of multiple choice and short-answer questions. Exam date: Monday, October 28th.
* **Final Exam (cumulative, with an emphasis on the course’s second half)—30%**: a blue book exam consisting of multiple choice and short answer questions, as well as at least one essay. Exam date: to be determined—refer to Barnard College final exam schedule.

**Course Materials and Online Presence**

There are no required textbooks for this class. All readings are available through Canvas.

**Important Course Dates**

September 3rd: first day of class

October 7th: first response paper due by 11:59 p.m. (please submit via Canvas)

October 28th: in-class mid-term exam

November 11th: class to decide topic for week 15 of class—vote held via Canvas

December 2nd: last day to turn in second response paper

December 13th-19th: final exam – specific date, time, and location to be determined (we will follow Barnard’s final exam schedule)

**Course “Rules of the Road”**

**Rigorous and Responsible Learning Community**. Within the first two weeks of class, we will develop a community agreement stating our values and expectations for how we will engage one another. Because we will address topics at the core of our identities and worldviews, I expect on many days you may feel uncomfortable. I encourage you to use the discomfort as a prompt to ask yourself what about the information is provoking your thoughts and feelings. When responding to each other, as much as possible, ground your positions in class readings, lectures, and other academic sources. Also, consider starting with the assumption that your classmates are fellow truth seekers with unique perspectives reflecting their social identities, experiences, and community commitments. Often this will entail asking clarifying questions to understand the basis of your classmates’ perspectives. My role, as the instructor, is to co-create with you an environment where we explore class material, current events, and our experiences in academically grounded and emotionally honest and respectful ways.

**Attendance**. I expect you to attend all classes, but understand you are navigating constraints on your time, including participation in school-sponsored activities and personal and family challenges. If you miss class, you are responsible for the material covered that day.

**Late Work, Extensions, and Extra Credit**. In general, I will not provide extensions, unless there are extenuating circumstances. In these instances, please e-mail me as soon as you realize you need accommodation. Ideally, we will make arrangements before your absence. I do not offer extra credit.

**E-mail**. If you have questions or concerns about the course, please read the syllabus and Canvas carefully first. If you do not find the information you need, I welcome you e-mailing me ([asimms@barnard.edu](mailto:asimms@barnard.edu)). I aim to respond to e-mails within 24 hours of receipt Monday through Friday. On the day before an exam, I will not respond to e-mails sent after 5 p.m.

**Laptops and Cellphones**. While laptops are permitted, I strongly encourage you to hand write notes. You usually learn more with pen and paper because you synthesize, rather than transcribe, information; plus, you are less likely to be distracted by your computer’s other functions. If you are found to be using your laptop for anything other than class activity, I will take the laptop, offer you pen and paper, and return your laptop after class. Cellphones should be stored out of sight.

**Accommodations for Students with Disabilities**. I abide by Barnard’s and Columbia’s reasonable accommodations policies for students with disabilities. As soon as possible, please notify me of your approved plan from Barnard or Columbia’s disability offices. If you do not yet have a plan and need one, reach out to one of these offices: for Barnard students, contact the Center for Accessibility Resources and Disability Services (101 Altschul Hall, (212) 854-4634, [cards@barnard.edu](mailto:cards@barnard.edu)); for Columbia students, contact Disability Services (108A Wien Hall, (212) 854-2388, [disability@columbia.edu](mailto:disability@columbia.edu)).

**Academic Integrity**. I encourage you to discuss class materials inside and outside of class. But I must approve any collaboration on written assignments you submit for a grade. Plagiarism, and other forms of academic dishonesty, are prohibited and could result in my reporting your behavior to your adviser and/or appropriate university offices; you may also receive a failing grade and/or expulsion from the course. If you are in doubt about whether your work reflects your original thought or that others’ thoughts are properly cited, I suggest you use the following online service: [www.turnitin.com](http://www.turnitin.com). Barnard College’s and Columbia’s academic integrity policies are available via these links—

Barnard College: <https://barnard.edu/honor-code>

Columbia University: <https://www.college.columbia.edu/academics/academicintegrity>

**Academic Resources**

**Barnard tutoring**: barnard.edu/peer-to-peer

**Barnard writing support**: writing.barnard.edu

**Wellness Resources**

While classes are a priority, your health is more important. Resources on campus to support your wellbeing are listed below.

**Barnard primary care (physical health)**: barnard.edu/primarycare

**Barnard counseling (mental health)**: barnard.edu/rosemary-furman-counseling-center

**Columbia primary care (physical health)**: <https://health.columbia.edu/content/medical-services>

**Columbia counseling (mental health)**: <https://health.columbia.edu/content/counseling-and-psychological-services>

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**Course Outline and Readings**

**Please come to class having read materials assigned for that date on the syllabus. Although infrequently, readings may be added, substituted, or otherwise changed. I will also post optional reading material to Canvas usually in effort to provide “in the moment” examples of content we cover. After the add-drop period ends, I will distribute to you a copy of The New York Times’ “The 1619 Project,” as I have assigned several articles from it.**

**Week 1: Introductions and Course Logistics**

**Wednesday, September 4th**:no reading expected before class.

**Week 2: Race and “the Other”—Deep Historical Background**

**Monday, September 9th**

Kendi, Ibram. 2016. *Stamped from the Beginning*, New York, NY: Bold Type Books—read the following:

“Chapter 1: Human Hierarchy,” “Chapter 2: Origins of Racist Ideas,” and “Chapter 3: Coming to

America.”

Roberts, Dorothy. 2011. *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the*

*Twenty First Century*. New York, NY: The New Press—read the following: “Chapter 1: The Invention of Race.”

**Wednesday, September 11th**

Omi, Michael and Howard Winant. 2015. *Racial Formation in the United States* *(Third Edition)*. New

York, NY: Routledge—read the following: “Introduction: Racial Formation in the United States”

and “Chapter 4: The Theory of Racial Formation.”

**Week 3: Race and Ethnicity—Interconnections**

**Monday, September 16th**

Alba, Richard and Victor Nee. 2003. *Remaking the American Mainstream: Assimilation and Contemporary*

*Immigration*. Cambridge, MA: Harvard University Press—read the following: “Chapter 2:

Assimilation Theory Old and New.”

Treitler, Vilna Bashi. 2013. *The Ethnic Project: Transforming Racial Fiction into Ethnic Faction*. Stanford,

CA: Stanford University Press—read the following: “Chapter 1: Racism and Ethnic Myths” and

“Chapter 2: How Racial and Ethnic Structures Operate.”

**Wednesday, September 18th**

Treitler, Vilna Bashi. 2013. *The Ethnic Project: Transforming Racial Fiction into Ethnic Faction*. Stanford,

CA: Stanford University Press—read the following: “Chapter 4: The Irish, Chinese, Italians, and

Jews: Successful Ethnic Projects” and “Chapter 5: The Native Americans, Mexicans, and Afro-

Caribbeans: Struggling Ethnic Projects.”

**Week 4, Part 1: Race and Ethnicity—Interconnections, Continued**

**Monday, September 23rd**

Itzigsohn, Jose. 2004. “Chapter 9: The Formation of Latino and Latina Panethnic Identities.” Pp. 197-216

in *Not Just Black and White: Historical and Contemporary Perspectives on Immigration, Race,*

*and Ethnicity in the United States*, edited by Nancy Foner and George M. Frederickson. New

York, NY: Russell Sage Foundation.

Kim, Claire. 1999. “The Racial Triangulation of Asian Americans.” *Politics and Society 27(1):105-138.*

Benson, Janel E. 2006. “Exploring the Racial Identities of Black Immigrants in the United States.”

*Sociological Forum* 21(2):219-247.

Treitler, Vilna Bashi. 2013. *The Ethnic Project: Transforming Racial Fiction into Ethnic Faction*. Stanford,

CA: Stanford University Press—read the following: “Chapter 6: African Americans and the Failed Ethnic Project.”

**Week 4, Part 2: Race and Ethnicity—Power and Policy**

**Wednesday, September 25th**

Du Bois, W.E.B. 2012 (1935). *Black Reconstruction in America: An Essay Toward a History of the Part*

*which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860–1880*. New

York: Routledge—read the following: “Chapter 4: The General Strike.”

Fox, Cybelle. 2012. *Three Worlds of Relief: Race, Immigration, and the American Welfare State from the*

*Progressive Era to the Present*. Princeton, NJ: Princeton University Press—read the following: “Chapter 2: Three Worlds of Race, Labor, and Politics.”

**Week 5: Race and Ethnicity—Power and Policy, Continued**

**Monday, September 30th**

Kendi, Ibram. 2016. *Stamped from the Beginning*. New York, NY: Bold Type Books—read the following:

“Chapter 30: The Act of Civil Rights” and “Chapter 31: Black Power.”

Katznelson, Ira. 2005. *When Affirmative Action Was White: The Untold History of Inequality in the*

*Twentieth Century*. New York, NY: W.W. Norton and Company—read the following: “Chapter 1: Doctor of Laws.”

**Wednesday, October 2nd**

Katznelson, Ira. 2005. *When Affirmative Action Was White: The Untold History of Inequality in the*

*Twentieth Century*. New York, NY: W.W. Norton and Company—read the following: “Chapter 4: Divisions of War” and “Chapter 5: White Veterans Only.”

Coates, Ta-Nehisi. 2014. “The Case for Reparations.” *The Atlantic.*

**Week 6: Race and Ethnicity—****Evolution of the “Color Line” after 1965**

**Monday, October 7th (first reflection essay due today by 11:59 p.m.)**

Lee, Jennifer and Frank Bean. 2010. *The Diversity Paradox: Immigration and the Color Line in the*

*Twenty First Century*. New York, NY: Russell Sage Foundation—read the following:

“Introduction: Immigration and the Color Line in America” and “Chapter 2: Theoretical

Perspectives on Color Lines in the United States*.*”

Lee, Jennifer and Frank Bean. 2011. “America’s Changing Color Lines: Immigration, Race/Ethnicity, and

Multiracial Identity.” *Annual Review of Sociology* 30: 221-242.

Skim this report, focusing on public opinion figures: Menasce, Juliana Horowitz, Anna Brown, and Kiana

Cox. 2019. “Race in America 2019.” Washington, DC: Pew Research Center.

**Wednesday, October 9th**

Omi, Michael and Howard Winant. 2015. *Racial Formation in the United States (Third Edition)*. New

York, NY: Routledge—read the following: “Chapter 7: Racial Reaction: Containment and

Rearticulation.”

Bobo, Larry and Thomas Hutchings. 1996. “Perceptions of Racial Group Competition: Extending

Blumer’s Theory of Group Position to a Multiracial Context.” *American Sociological Review*

61:951-972.

McDermott, Monica and Frank Samson. 2005. “White Racial and Ethnic Identity in the United States.”

*Annual Review of Sociology* 31:245-261.

**Week 7: Racism and White Identity Formation after 1965—Continuities and Change**

**Monday, October 14th**

Omi, Michael and Howard Winant. 2015. *Racial Formation in the United States (Third Edition)*. New

York: Routledge—read the following: “Chapter 8: Colorblindness, Neoliberalism, and Obama.”

Bonilla-Silva, Eduardo. 2014. *Racism Without Racists: Color-Blind Racism and the Persistence of*

*Racial Inequality in America (4th Edition)*. Lanham, MD: Rowan and Littlefield Publishers—read

the following: “Chapter 2: The New Racism: The U.S. Racial Structure Since the 1960s” and “Chapter 5: I Didn’t Get that Job because of a Black Man: Color-blind Racism’s

Racial Stories.”

McIntosh, Peggy. 2009 (1998). “Chapter 6: White Privilege: Unpacking the Invisible Knapsack.” Pp. 74-

78 in *Race, Class and Gender: An Anthology on Gender and Sexism*, edited by Margaret L.

Andersen and Patricia Hill Collins. Boston, MA: Cengage Learning.

**Wednesday, October 16th**

Steyn, Melissa. 2015. “Section Introduction: Feeling White.” Pp. 9-28 in *Unveiling Whiteness in the 21st*

*Century: Global Manifestations, Transdisciplinary Interventions*, edited by Veronica Watson,

Deirdre Howard-Wagner, and Lisa Spanierman. Lanham, MD: Lexington Books.

Spanierman, Lisa B. and Nolan L. Cabrera. 2015. “Chapter 1: The Emotions of White Racism and

Antiracism.” Pp. 9-28 in *Unveiling Whiteness in the 21st century: Global Manifestations,*

*Transdisciplinary Interventions*, edited by Veronica Watson, Deirdre Howard-Wagner, and Lisa

Spanierman. Lanham, MD: Lexington Books.

Metzl, Jonathan. 2019. *Dying of Whiteness: How the Politics of Racial Resentment Is Killing America’s*

*Heartland*. New York, NY: Basic Books—read the following: “Introduction: Dying of Whiteness”

And “Conclusion: The Castle Doctrine.”

**Week 8: Race—(Explicitly) “Intersectional” Perspectives**

**Monday, October 21st**

Andersen, Margaret L. and Patricia Hill Collins. 2009 (1998). “Why Race, Class, and Gender Still

Matter.” Pp. 1-14 in *Race, Class and Gender: An Anthology on Gender and Sexism*, edited by

Margaret L. Andersen and Patricia Hill Collins. Boston, MA: Cengage Learning.

Crenshaw, Kimberle. 2015. “Why Intersectionality Can’t Wait.” *The Washington Post.*

Moore, Mignon. 2012. “Intersectionality and the Study of Black, Sexual Minority Women.” *Gender and*

*Society* 26(1):33-39.

Optional Reading

Collins, Patricia Hill. 2009 (2000). *Black Feminist Thought: Knowledge, Consciousness, and the Politics*

*of Empowerment*. New York: Routledge—read the following: “Chapter 3: Work, Family, and

Black Women’s Oppression.”

**Wednesday, October 23rd**

Glenn, Evelyn Nakano. 2004. *Unequal Freedom: How Race and Gender Shaped American Citizenship*

*and Labor*. Cambridge, MA: Harvard University Press—read the following: “Chapter 5: Mexicans and Anglos in the Southwest” and “Chapter 6: Japanese and Haoles in Hawaii.”

Optional Reading

Glenn, Evelyn Nakano. 2004. *Unequal Freedom: How Race and Gender Shaped American Citizenship*

*and Labor*. Cambridge, MA: Harvard University Press—read the following: “Chapter 3: Labor

Freedom and Coercion” and “Chapter 4: Blacks and Whites in the South.”

**Week 9: Race and Ethnicity—Inequities in Access to Education and Employment Opportunities**

**Monday, October 28th – MID-TERM EXAM**

**Wednesday, October 30th**

Kao, Grace and Jennifer Thompson. 2003. “Racial and Ethnic Stratification in Educational

Achievement and Attainment.” *Annual Review of Sociology* 29:417-442.

Anderson, Melissa D. 2016. “How Discrimination Shapes Parent-teacher Communication.” *The Atlantic*.

DiTomaso, Nancy. 2013. *The American Non-Dilemma: Racial Inequality without Racism*. New York, NY: Russell Sage Foundation—read the following: “Chapter 8: Affirmative Action and

Equal Opportunity: Changes in Access to Education and Jobs for Women, African

Americans, and Immigrants.”

Pager, Devah. 2003. “The Mark of a Criminal Record.” *American Journal of Sociology* 29(5):937-75.

**Week 10: Racism—Implications for Health, Scientific Investigation, and Environmental Exposures**

**Monday, November 4th—**NO CLASS (election holidays)

**Wednesday, November 6th**

Phelan, Joe C. and Bruce G. Link. 2013. “Is Racism a Fundamental Cause of Inequalities in Health?”

*Annual Review of Sociology* 41:311-330.

Roberts, Dorothy. 2011. *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the*

*Twenty First Century*. New York, NY: The New Press—read the following: “Chapter 6:

Embodying Race.”

Roberts, Samuel Kelton. 2009. *Infectious Fear: Politics, Disease, and the Health Effects of Segregation*.

Chapel Hill: University of North Carolina Press—read the following: “Introduction: Disease

Histories and Race Histories.”

Brook, Daniel. 1998. “Environmental Genocide: Native Americans and Toxic Waste.” *The American*

*Journal of Economics and Sociology* 57(1):105-113.

Linda Villarosa, in “The 1619 Project,” *The New York Times* (print version), pages 56-57.

Optional Reading

Roberts, Dorothy. 2011. *Fatal Invention: How Science, Politics, and Big Business Re-*

*create Race in the Twenty First Century*. New York, NY: The New Press—read the following:

“Chapter 3: Redefining Race in Genetic Terms” and “Chapter 12: Biological Race in a ‘Postracial

America.’”

**Week 11: Racism in Entertainment and Media**

**Monday, November 11th (vote on Week 15 topic via Canvas)**

Entman, Robert M. and Andrew Rojecki. 2000. *The Black Image in the White Mind: Media and Race in*

*America*. Chicago, IL: University of Chicago Press—read the following: “Chapter 3: Culture,

Media, and the White Mind: The Character of Their Content.”

Wesley Morris, in “The 1619 Project,” *The New York Times* (print edition), pages 60-67.

**Wednesday, November 13th**

Noble, Safiya Umoja. 2018. *Algorithms of Oppression: How Search Engines Reinforce Racism*. New

York, NY: New York University Press—read the following: “Introduction: The Power of

Algorithms,” “Chapter 1: A Society Searching,” and “Chapter 6: The Future of Information

Culture.”

**Week 12: Racism—How It Shaped and Shapes Capitalism and the Geography of Opportunity**

**Monday, November 18th**

Matthew Desmond, in “The 1619 Project,” *The New York Times* (print edition), pages 30-40.

Estes, Nick. 2019. *Our History is the Future: Standing Rock Versus the Dakota Access Pipeline, the Long*

*Tradition of Indigenous Resistance*. New York, NY: Verso—read the following: “Prologue:

Prophets” and “Chapter 4: Flood.”

**Wednesday, November 20th**

Jackson, Kenneth. 1980. “Race, Ethnicity, and Real Estate Appraisal: The Home Owners Loan

Corporation and the Federal Housing Administration.” *Journal of Urban History* 6 (4): 419-452.

Oliver, Melvin and Thomas Shapiro. 2006. *Black Wealth/White Wealth: A New Perspective on Racial*

*Inequality*. New York, NY: Routledge—read the following: “Chapter 1: “Race, Wealth, and

Equality.”

Pattillo, Mary. 2013. *Black Picket Fences: Privilege and Peril among the Black Middle Class*. Chicago,

IL: University of Chicago Press—read the following: “Chapter 1: The Black Middle Class: Who, What, and Where?”

Kochhar, Rakesh and Anthony Cillufo. 2017. “How Wealth Inequality Has Changed in the U.S. Since The Great Recession by Race, Ethnicity, and Income.” Washington, DC: Pew Research Center.

Optional Reading

Oliver, Melvin and Thomas Shapiro. 2006. *Black Wealth/White Wealth: A New Perspective on Racial*

*Inequality*. New York, NY: Routledge—read the following: “Chapter 6: The Structuring of Racial Inequality in American Life.”

**Week 13: Racism, Social Control, and the Criminal Justice System**

**Monday, November 25th**

Muhammad, Khalil Gibran. *The Condemnation of Blackness: Race, Crime, and the Making of Urban*

*America*. Cambridge, MA: Harvard University Press—read the following: “Chapter 1: Saving the

Nation: The Racial Revolution and the Negro Problem” and “Chapter 2: Writing Crime into Race:

Racial Criminalization and the Dawn of Jim Crow.”

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Color-Blindness*. New

York, NY: The New Press—read the following: “Chapters 5: The New Jim Crow.”

Bryan Stevenson, in “The 1619 Project,” *The New York Times* (print version), pages 80-81.

**Wednesday, November 26th—**NO CLASS: HAPPY THANKSGIVING! Gobble Gobble!

**Week 14: Racial Justice**

**Monday, December 2nd (last day to submit second reflection essay by 11:59 p.m. via Canvas)**

Kendi, Ibram. 2019. *How to Be an Anti-Racist*. New York, NY: One World—read the following:

“Chapter 1: Definitions,” “Chapter 2: Dueling Consciousness,” “Chapter 17: Success,” and

“Chapter 18: Survival.”

**Wednesday, December 4th**

Fullilove, Mindy. 2004. *Root Shock: How Tearing Up City Neighborhoods Hurts America,*

*and What We Can Do About It*. New York, NY: One World/Ballentine—read the following:

“Introduction,” “Chapter 8: Human Rights in the City,” and “Chapter 9: Our Place, Our Home.”

Taylor, Keeanga-Yamahtta. 2016. *From #BlackLivesMatter to Black Liberation*. Chicago, IL: Haymarket

Books—read the following: “Chapter 7: From #BlackLivesMatter to Black Liberation.”

**Week 15: Class’ Choice!**

**Monday, December 9th**

During Week 11, the class will vote to determine this week’s topic.