

**American Race Relations: Sociology 3211W**  
University of Minnesota, [Month, Year]  
[Time of class][Location of Class]

Professor Kristin Haltinner  
SocSci 1058  
Office hours [xxxx-xxxx]  
[Halt0033@umn.edu](mailto:Halt0033@umn.edu)

TA: XXXXXX  
[office]  
[office hours]  
[email address]

**Course Overview**

In 1903, sociologist W.E.B DuBois claimed that “the problem of the 20<sup>th</sup> century is the problem of the color line”. This course will examine the degree to which DuBois’ claim holds true in the 21<sup>st</sup> century. The overall objective is to understand the nature of contemporary race relations in the United States, as well as different sociological theories explaining modern racism. Additionally, students will be expected to use course readings and conversations to think critically about their own experiences and American society in general.

In this class, we will consider how racism has changed over time and the degree to which it persists as an issue facing U.S. society. The course will begin by looking at contemporary examples of hate crimes and white supremacist ideology, and sociological explanations for their persistence. It will continue to explore modern stereotypes and essentialist thinking, institutional barriers to equality by race, and sociological theories explaining them. The course will end with an assessment of identity politics and micro-level processes of racism.

**Course Expectations**

Students must attend lectures, keep up with the reading, actively participate, and do the required work. The course is writing intensive (note the W after the number). Class periods will be primarily discussion based, with minimal lecturing, videos and in-class small group activities. There will be approximately 60-75 pages of reading per week drawn from articles and chapters on e-reserve as well as books. Students are expected to critically reflect on their own experiences with race in light of the material covered in the course.

**Required Texts:**

- Lui, Meizhu; Robles, Barbara; Leondar-Wright, Betsy; Brewer, Rose; and Adamson, Rebecca. 2006. The Color of Wealth: The Story Behind the U.S. Racial Wealth Divide. W.W. Norton.
- Shipler, David. 1998. A Country of Strangers. Vintage.
- Tatum, Beverley Daniel. 1999. Why Are All the Black Kids Sitting Together in the Cafeteria? Basic Books.
- Wise, Tim. 2005. White Like Me. Soft Skull Press: Brooklyn, NY.
- The remaining readings available on E-Reserve.

Grades will be based on reflection papers (45%), one final formal term paper (15% first draft, 25% final draft), and class participation (15%). Participation grades will be determined based on attendance, etiquette (see section below), verbal participation, and in-class writing assignments.

Excused absences are those that are serious and documented. This includes death of family members (with funeral bulletin), illness (with doctors notes), and other events on a case by case basis (i.e. talk to the professor).

Turning in a paper late will result in a deduction of a grade for each day it is delayed. Acceptable excuses for paper extensions are limited to those that can be documented (doctors notes, funeral program, etc). Please talk to me if you have any questions.

### **Classroom Etiquette**

This course explores issues that provoke strong emotions. Students are expected to respect others by challenging the ideas discussed and not individuals themselves. We all bring to the class distinct histories and perspectives – these differences will enable us to better understand each other and society at large. Individuals who fail to behave respectfully will be asked to leave the class.

Furthermore, respect for your peers is essential to have a class environment that is conducive to learning. As such, you are expected to come to all class sessions, arrive to class on time, have completed the assigned readings, and be an active participant in discussion. If you do not wish to pay attention in class, you should not come to the session (it will be reflected in your grade). Additionally, distractions such as cell phones, instant messaging, and newspapers will not be tolerated. In this class we will all teach each other; therefore, you need to be present to share your ideas and learn from your peers.

Finally, while I encourage group learning through discussions and debates, plagiarism will not be tolerated. If you are caught cheating on a paper you will receive an F for that assignment. If there is a second offense you will fail the class. We will discuss plagiarism more during the session.

For more information on policies see the CLA and Sociology Department policies at the end of the syllabus.

### **Writing Assignments**

Reflection papers are assigned weekly; you are expected to complete ten throughout the semester. Reflection papers are to be 1-2 pages single-spaced and reflect on your personal experiences in light of the week's readings. 'A' papers will include terms or citations from the week's readings and connect them to the author's social world.

The final term paper is on a topic of your choice, approved by the professor. Topics will be selected early in the term and peer review sessions will be scheduled throughout the semester. Papers are expected to be 10-15 pages long, double-spaced, and include a formal reference section with at least five sources (two of which can be course materials). Examples of topics will be discussed in class.

### **Service Learning Option (CSL)**

Students who are interested in service learning must complete 30 hours of service over the course of the semester. Students selecting this option are not required to complete readings assigned for each Friday. Instead, the content will be taught to service learning students by their non-service learning peers in weekly 'working groups'. In turn, CSL students will bring their experiences to

bear on the discussion. Groups will be selected by the professor and remain the same throughout the semester.

In addition, the reflection papers will be expected to consider experience at the service learning site in light of weekly readings. Similarly, the final paper should be related to their experience at their site.

More information on Service Learning can be found on the CCSL website (<http://www.cclc.umn.edu/>) or by contacting XXXX, the class coordinator, at x9999 or [email@email.com](mailto:email@email.com).

*Sites for service learning include:*

Asian Women United of MN <http://www.awum.org/>

AVID <http://www.avidonline.org/>

Brian Coyle Community Center <http://www.puc-mn.org/>

Casa de Esperanza <http://www.casadeesperanza.org/>

Cedar Riverside Adult Education <http://cr.themlc.org/>

Center for Asians and Pacific Islanders <http://www.capiusa.org/>

Centro <http://www.centromn.org/>

Comunidades Latinas Unidas en Servicio (CLUES) <http://www.clues.org/>

Danza Mexica Cuauhtemoc <http://www.cuauhtemoc.org/>

Division of Indian Work <http://www.gmcc.org/diw/>

English Learning Center <http://www.englishlc.org/>

Ginew/ Golden Eagle Program <http://www.maicnet.org/>

Hmong Center <http://www.hmongcenter.org/>

Immigrant Workers Rights Center <http://www.americas.org/>

La Escuelita <http://www.laescuelita.org/>

Lincoln Adult Education Center <http://www.lincolnadulthood.org/>

Lincoln International High School: Institute for New Americans <http://www.lincolnihs.org/>

Listening House <http://www.listeninghouse.org/>

Minnesota African Woman's Association <http://www.mawanet.org/>

## Weekly Assignments

### *Blatant Racism/Learning Race*

#### *Contemporary Blatant Racism*

Date	In Class Activity	Reading (To Be Done By Class)	Assignments Due
January 21 <sup>st</sup>	First Day Survey/ Learning Inventory  Active Learning: U.S. Hate Groups		
January 23 <sup>rd</sup>	SPLC Website	Holthouse and Potok “The Year in Hate” (handout)  Hate Prejudice and Racism. Kleg. (e-reserve).	Reflection 1

#### *Contemporary Blatant Racism*

January 26 <sup>th</sup>	West Virginia Torture Case Study	Lowen, James W. Intro and Chapter 14 <u>Sundown Towns</u> . (e-reserve).	
January 28 <sup>th</sup>	Race: The Power of an Illusion, part 1.	Blee, Kathleen. “Evidence, Empathy and Ethics: Lessons from Oral Histories of the Klan” (e-reserve)	
January 30 <sup>th</sup>	Active Learning: Knapsack	Pgs 21-47. <u>Privilege Power and Difference</u> . Johnson. (e-reserve).  Look at ADL website ( <a href="http://www.adl.org/">http://www.adl.org/</a> ) and SPLC website ( <a href="http://www.splcenter.org/">http://www.splcenter.org/</a> )	Reflection 2

#### *Learning Race*

February 2 <sup>nd</sup>	Clip about Black Dolls from 1950’s	Chapter 2 in <u>Why are All the Black Kids Sitting Together in the Cafeteria?</u> Tatum.	Paper Topic Selection Due
February 4 <sup>th</sup>	Clip about Black Dolls from 2006	Chapter 3: <u>Why are All the Black Kids Sitting Together in the Cafeteria?</u> Tatum.	
February 6 <sup>th</sup>	“Representations of Whiteness in the Black Imagination”. <u>Killing Rage: Ending Racism</u> . hooks.  Working Groups	Chapter 4 <u>Why are All the Black Kids Sitting Together in the Cafeteria?</u> Tatum.	Reflection 3

#### *Learning Race*

February 9 <sup>th</sup>	Tim Wise video clip	<u>White Like Me</u> . Pgs 1-25	
February 11 <sup>th</sup>		<u>White Like Me</u> . Pgs 26-61	
February 13 <sup>th</sup>	Working Groups	<u>White Like Me</u> . Pgs 61-90	Reflection 4

#### *Learning Race/Education*

February 16 <sup>th</sup>		Van Ausdale and Feagin. <u>The first R; how children learn race and racism</u> . Introduction. (e-reserve).	
February 18 <sup>th</sup>	Guest Speaker: On changing inequality in schools	“Savage Inequalities: Children in American Schools”. Jonathon Kozol. (e-reserve).	
February 20 <sup>th</sup>	Update on Paper Project Status  Working Groups	“Chapter 2: Hitting Them Hardest When they Are Small” Jonathon Kozol.	Reflection 5

***Institutional Racism***

*Education/Poverty and Employment*

February 23 <sup>rd</sup>	Speaker from Minnesota NAACP	“Chapter 10: A National Horror in Plain View.” Jonathon Kozol. (e-reserve).	
February 25 <sup>th</sup>	Midsemester Evaluation	“Living on the Edge”. Zavella. and “Travelogue”. Appelbaum and Scott. <u>Mapping Multiculturalism</u> . (e-reserve).	
February 27 <sup>th</sup>	Update on Paper Project Status  Working Groups	“The Racial Income Gap” and “Equity in Employment”. <u>Two Nations</u> . Hacker. (e-reserve).	Reflection 6

*Wealth*

March 2 <sup>nd</sup>		Chapter Ten. <u>A Country of Strangers</u> . Shipler	
March 4 <sup>th</sup>	Speaker: On Movements Changing Economic Equality	Chapter 1. The Color of Wealth.	
March 6 <sup>th</sup>	Working Groups	Chapter 2. The Color of Wealth.	Reflection 7

*Wealth/Welfare*

March 9 <sup>th</sup>	Race: The Power of an Illusion, part 3.	Chapter 3. The Color of Wealth	
March 11 <sup>th</sup>		Chapter 4. The Color of Wealth.	
March 13 <sup>th</sup>	Working Groups  Guest Speaker from the Roy Wilkins Center for Human Relations and Social Justice	Chapter 1-2. <u>Welfare Racism</u> . (e-reserve).	Reflection 8

*Spring Break*

*Media*

March 23 <sup>rd</sup>	View <i>Ethnic Notions</i>	Chapter 4, <u>The Black Image in the White Mind</u> , (e-reserve)	
March 25 <sup>th</sup>	“Mirror, Mirror on the Wall” Miles. <u>Testimonies</u> .  This American Life ‘black dolls’	Chapter 5, <u>The Black Image in the White Mind</u> , (e-reserve)	
March 27 <sup>th</sup>	Update on Paper Project Status  Working Groups	Chapter 3, <u>Latinos Inc.</u> (e-reserve)	Reflection 9

*Media/Sports*

March 30 <sup>th</sup>	This American Life ‘do black people swim?’	Chapter 9. <u>The Black Image in the White Mind</u> (e-reserve)  Look at Artists Against Racism website: <a href="http://www.artistsagainstracism.org/">http://www.artistsagainstracism.org/</a>	First Draft of Final Paper
April 1 <sup>st</sup>	Case Study: Race in Football	Chapter 4-6. <u>Stealing Lives</u> . Guevara and Fidler (e-reserve).	
April 3 <sup>rd</sup>	Working Groups	Chapter 7-8. <u>Stealing Lives</u> . Guevara and Fidler (e-reserve).	Reflection 10

*Immigration/Borders/Citizenship*

April 6 <sup>th</sup>	Guest Speaker: Brenda Anfinson	“Language and Other Lethal Weapons”. Castaneda. <u>Mapping Multiculturalism</u> . (e-reserve)	
April 8 <sup>th</sup>	Active Learning: Immigration Quiz from PBS  Migrant Role Play	Part One. <u>Reinventing the Melting Pot</u> . Jacoby (e-reserve)  Read “Personal Stories” and “U.S. Immigration” sections at <a href="http://www.pbs.org/destinationamerica/ps.html">http://www.pbs.org/destinationamerica/ps.html</a>	
April 10 <sup>th</sup>	Working Groups	Mexican Americans and the Mestizo Melting Pot. <u>Reinventing the Melting Pot</u> . Jacoby. (e-reserve)  Getting Over Identity. <u>Reinventing the Melting Pot</u> . Jacoby. (e-reserve)	Reflection 11

*Law/Politics*

April 13 <sup>th</sup>	Case Study: Magbie	“Crime: The Role Race Plays” and “The Politics of Race” <u>Two Nations</u> . Hacker. (e-reserve).	
April 15 <sup>th</sup>	Update on Paper	“Color-Blindness as Color Consciousness”.	

	Project Status Speaker: Citizens United Against Police Brutality	<u>White Washing Race</u> . Brown et al. (e-reserve). Affirmative Action History Handout	
April 17 <sup>th</sup>	Working Groups Obama Case Study	Chapter 7 (pgs. 376-406), <u>A Country of Strangers</u> . Shipler	Reflection 12

### ***Interpersonal Race Relations***

#### *Interactions at School and Beyond*

April 20 <sup>th</sup>	Video: Blue Eyes	Chapter 1 (23-53). <u>Country of Strangers</u> . Shipler.	
April 22 <sup>nd</sup>	Active Learning: Race and the Everyday	Chapter 1 (54-80). <u>Country of Strangers</u> . Shipler.	
April 24 <sup>th</sup>	Working Groups	Chapter 1 (80-110). <u>Country of Strangers</u> . Shipler.	Reflection 13

#### *Personal Experiences/Interracial Relationships*

April 27 <sup>th</sup>	Update on Paper Project Status	“Race, Rage and the Ace of Spades”. Malveaux. And “Crazy Sometimes”. Pitts. <u>When Race Becomes Real</u> . (e-reserve)	
April 29 <sup>th</sup>	Panel: Interracial Couples	Prologue, Chapter 8. <u>Race Mixing: Black-White Marriage in Postwar America</u> . Romano. (e-reserve).	
May 1 <sup>st</sup>	Working Groups	Chapter 2 (pgs 111-147) <u>Country of Strangers</u> . Shipler.	Reflection 14

#### *Social Change*

May 4 <sup>th</sup>	Present Final Projects Activist Panel	Part III. <u>Uprooting Racism</u> . Kivel. (e-reserve).	
May 6 <sup>th</sup>	Present Final Projects	“Overcoming White Supremacy”. And “Beloved Community”. <u>Killing Rage: Ending Racism</u> . hooks. (e-reserve).	
May 8 <sup>th</sup>	Present Final Projects Final Course Evaluation		

*Final Paper Due During Finals Period*

## COLLEGE OF LIBERAL ARTS POLICY

**GRADES:** University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
- A- 3.67 grade points
- B+ 3.33 grade points
- B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
- B- 2.67 grade points
- C+ 2.33 grade points
- C Achievement that meets the basic course requirements in every respect (2.00 grade points)
- C- 1.67 grade points
- D+ 1.33 grade points
- D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
- F Performance that fails to meet the basic course requirements (0 grade points)
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.
- N No credit. Its use is now restricted to students not earning an S on the S-N grade base
- I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
- W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

**FINAL EXAMINATIONS** (see schedule on the Calendar web site at <http://onestop.umn.edu/onestop/Calendars/FinalExams.html>): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are

entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

**CLASS ATTENDANCE:** As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (<http://advisingtools.class.umn.edu/cgep/>).

**COURSE PERFORMANCE AND GRADING:** Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

**CLASSROOM BEHAVIOR:** You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures Handbook on-line at <http://advisingtools.class.umn.edu/cgep/>).

**SCHOLASTIC CONDUCT:** The University Student Conduct Code defines scholastic dishonesty as follows:

*Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.* Scholastic dishonesty includes, but is not limited to, the description above. It could also be said that scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Also included would be cheating on assignments or examinations, inventing or falsifying research or other findings with the intent to deceive, submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work. Should misconduct arise, the college's Scholastic Conduct Committee in cooperation with the Office of Student Academic Integrity/Student Judicial Affairs (OSAI/SJA) assists instructors in resolving cases, reviews cases in which students believe themselves unfairly treated, and checks for multiple offenses in different courses. Faculty members who suspect students of scholastic misconduct must report the matter to OSAI/SJA. **Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop").**

## A REMINDER OF RELEVANT POLICIES AND PROCEDURES

### \* SOCIOLOGY DEPARTMENT POLICIES \*

**GRADE INFORMATION:** Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions on the One Stop web site at <http://onestop.umn.edu/>.

**INCOMPLETES:** It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as

possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an “I” grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

**MAKE-UP EXAMINATIONS:** Each semester the Sociology Department arranges a special time for make-up examinations, with proctors arranged by the department. This exam is mainly for students who need to make up work from the previous semester, (i.e. quiz, midterm, or final) and who have made arrangements with the instructor to do so. A make-up session is held near mid term each semester, including summer session. Information about the make-up session is available from the front office (909 Soc Sci). Students who wish to take the exam must contact the front office early in the semester and get approval to attend the make-up session from their instructor. Any other arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements.

**GRADE CHANGES:** Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or TA.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department associate chair and/or the department academic advisor (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

**SOCIOLOGY PROGRAMS INFORMATION:** The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should attend an information meeting about the major. Meetings are held about once a week. Sign up for a meeting in 909 Social Sciences. Further information can be obtained from the following persons and offices:

General information, Sociology Department, 909 Social Sciences - 624-4300

Undergraduate Advisor, Ann Rausch, 923 Social Sciences – 624-6013

Director of Undergraduate Studies, Professor Rob Warren, 1172 Social Sciences - 624-2310

Soc. Honors Advisor, Professor Joachim Savelsberg, 1181 Social Sciences - 624-0273

Director of Graduate Studies, Professor Penny Edgell, 1074 Social Sciences – 624-9828 and/or

Graduate Program Associate, Robert Fox, 931 S