Course description:

This course does NOT assume considerable background in race and ethnicity. Instead, it will serve as a beginning point for establishing a considerable background in race and ethnicity. The course will revolve around four sub-areas, with one core text for each area with additional articles and chapters included regularly. The first area will examine the emergence of race as a worldview and the racist structures that it engendered; the second area will cover the histories of various white ethnic immigrants, specifically their struggles to overcome and/or avoid racialized hostility in the United States and the success mythologies subsequently associated with them in the social sciences; the third area will examine the social construction of 'whiteness'; and the fourth area will examine racism as an obstacle to progressive social welfare policies in the United States. Although a course of this type usually does not provide a broad intellectual history and overview of current debates, we will aim for those dual goals as often as possible. The books for the course are available at Food for Thought in Downtown Amherst. A copy of all of the readings (regular assignments and supplementary readings) will be in the reserve room of the DuBois library and I will make 2-3 copies of the article-length readings available on a weekly basis outside of my office door.

The syllabus provides an introductory bibliography that crosscuts a number of disciplines. All of the readings listed are required. Generally, I will introduce and discuss the readings for about 30-45 minutes per class, primarily offering a review of the literature that puts the assigned readings in context. Afterwards, we will go around the class, roundtable-style, soliciting questions, comments and critiques from everyone. All students are expected to take an active part in discussions, as specified below.

Requirements and Grading:
1. Preparation of ten memos on the week's required readings (1-2 pages each). These will count 4 points each.
2. One presentation and discussion on a supplementary reading. This will count 10 points.
3. One presentation and discussion on a sub-topic of your choice. This will count 10 points.
4. A 15-20 page term paper (typed, double-spaced), a draft of which is due on Dec. 6th for circulation to other class members and presentation the following week, Dec. 13th. This will count 40 points, and is the only component that will be graded.

Weekly memos: Good discussions (interesting and useful to all of us) depend on participants being prepared. Writing up your thoughts about the readings contributes to this process, since you come in with a clear idea of questions and comments you would like to raise. These memos need not be summaries of the week's readings; in fact, more interesting are reactions to specific arguments, comparisons of different authors, and the like. In other words, these are opportunities for you to practice your evaluative skills, commenting on both the strengths and weaknesses of the readings.
In-class presentations: You are responsible for three oral presentations during this course. Presentations should last no longer than 30 minutes. Each class member will be assigned one supplementary article to present. Each class member will choose a topic of his or her choice (within the broad rubric of race and ethnicity) to introduce and discuss with the class. Finally each class member will present a final paper.

Research papers: The main written requirement for the course is a research paper, a draft of which is due in class on Dec. 6th. You must give me a short written description of your proposed topic by Oct. 18. You may write on any issue relevant to race and ethnicity. Students at different points in their graduate career may want to do different sorts of papers. For example, if you're done with your comps, you might want to use this as an occasion to work on an aspect of your dissertation research. If you've taken or are taking a statistics course, then you might choose to do an empirical paper. If you are preparing for a race/ethnicity comp exam, then you may choose to write a paper that surveys the literatures that you intend to master.

Required texts:
Race in North America: Origin and Evolution of a Worldview by Audrey Smedley
The Ethnic Myth: Race, Ethnicity and Class in America by Stephen Steinberg
The Wages of Whiteness: Race and the Making of the American Working Class by David Roediger
The Color of Welfare: How Racism Undermined the War on Poverty by Jill Quadagno

COURSE SCHEDULE

Week One (Sept. 6): Introduction to the course
We will use the first class to introduce ourselves and to begin jointly exploring the rather difficult terrain of race in the United States. Two readings will help to introduce my perspective on why it is crucial to teach race and ethnicity at all educational levels and why doing so is especially difficult these days.

Readings:
Stephen Steinberg’s, Prologue: My Education as a Teacher of Race Relations from Turning Back: The Retreat from Racial Justice in American Thought and Policy

Week Two (Sept. 13): Tracking Down Race and Ethnicity in the Sociological Imagination
The readings selected for this class are essentially critical dialogues within and across disciplines that attempt to examine race. Please note how central sociology and sociologists are to the various discipline's attempts to "deal with the race issue."

Readings:
Anthropologists Michael Blakey’s, "Passing the Buck: Naturalism and Individualism as Anthropological Expressions of Euro-American Denial" and Roger Sanjek's "The Enduring Inequalities of Race" both from Race edited by Gregory and Sanjek.
Historian David Roediger's, "'Labor in White Skin': Race and Working Class History" in his Toward the Abolition of Whiteness.


Sociologist Stephen Steinberg's, "An American Dilemma: A New Liberal Orthodoxy on Race" and "Paradigm Crisis: The Decline of Liberal Orthodoxy" both from his Turning Back: The Retreat from Racial Justice in American Thought and Policy.

PART I: The Socio-historical Emergence of Race as a Worldview

Week Three (Sept. 20): Smedley, Race in North America Chapters 1-6.
  *Supplementary D. Goldberg's "The Social Formation of Racist Discourse" from his edited The Anatomy of Racism.

Week Four (Sept. 27): Smedley, Race in North America Chapters 7-13.
  *Supplementary N. Stepan "Race and Gender: The Role of Analogy in Science" also in The Anatomy of Racism.

PART II: From Biological to Cultural Notions (and Beyond): Where the Sociological Imagination Takes Us

Week Five (Oct. 4): Steinberg, to page 168 of The Ethnic Myth
  *Supplementary M. Gordon "Assimilation in America: Theory and Reality" from Sources, Notable Selection in Race and Ethnicity ed. A. Aguirre and D. Baker.
  *Supplementary R. Sanjek "Interracial Marriage and the Future of Races in the United States" from Race.

Week Six (Oct. 11): Steinberg, to page 302 of The Ethnic Myth
  *Supplementary K. Sacks "How Did Jews Become White Folks?" from Race.
  *Supplementary M. Oliver and T. Shapiro "A Sociology of Wealth and Racial Inequality" in their Black Wealth, White Wealth: A New Perspective on Racial Inequality.

Week Seven (Oct. 18): The Sociological Split Between Assimilationist and Internal Colonialization Models of Race and Ethnicity in the U.S.

Readings:
Stephen Steinberg's "The 1960s and the Scholarship of Confrontation" and "Backlash Outside and Inside the University" both in his Turning Back.

Robert Blauner's "Internal Colonialism and Ghetto Revolt" in Social Problems (Summer 1969).
Franz Fanon's Preface (Sartre) and "Concerning Violence" from his The Wretched of the Earth.
William Julius Wilson's "The Declining Significance of Race" from Sources.
*Supplementary* S. Collins' "Blacks on the Bubble: The Vulnerability of Black Executives in White Corporations" in *The Sociological Quarterly* v. 34, n. 3.

**Week Eight (Oct. 25):** The "New" Immigration Scholarship and its Challenge to Culturalistic Theories of Ethnic Adaptation.

**Readings:**

Alejandro Portes and Josef Borocz's "Contemporary Immigration: Theoretical Perspectives on It's Determinants and Modes of Incorporation" in *International Migration Review*.


**Week Nine (Nov. 1):** Dilemmas of Pan-Ethnicity

**Readings:**


Alex Stepick's "Miami's Two Informal Sectors" in *The Informal Economy* ed. A. Portes, L. Benton and M. Castells, 1989


*Supplementary* M. A. Jaimes' "American Racism: The Impact on American Indian Identity and Survival" in *Race*.

PART III: The Persistence of White Supremacy Ideologies and Retgressive Race Relations

Week Ten (Nov. 8): The Structure of Racial Inequality

Melvin Oliver and Thomas Shapiro’s "A Story of Two Nations: Race and Wealth" and "Structuring of Racial Inequality" from their Black Wealth, White Wealth

Joleen Kirschenman and Kathryn Neckerman’s "We’d Love to Hire Them But..." The Meaning of Race for Employers" in The Urban Underclass.


Week Eleven (Nov. 15): David Roediger’s The Wages of Whiteness (all)

Part IV: Racism and the Maintenance of Regressive Social Policies

Week Twelve (Nov. 22): Class is cancelled—have a good holiday!

Week Thirteen (Nov. 29): Jill Quadagno’s to page 116 The Color of Welfare

*Supplementary E. Nakano Glenn’s "From Servitude to service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor" in Signs vol. 18, n.1 1992.

Week Fourteen (Dec. 2): Jill Quadagno’s pages 117-198 The Color of Welfare (PAPERS ARE DUE IN CLASS TODAY FOR DISTRIBUTION!)

*Supplementary R. Williams "Race, Deconstruction, and the Emergent Agenda of feminist Economic Theory" in Race, Deconstruction and Feminist Economic Theory.

Week Fifteen (Dec. 13): Paper Presentations!