

Race around the World (and Back Again)

Sociology 360



Instructor Information—

Junia Howell
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Office Hours—At Pavilion...Monday 2-4

Class Information—

Day—Thursday
Room—Sewall 307
Time—2.00 to 5.00

Course Description and Objectives

Beginning with colonialization, race has had a profound influence in local and global socioeconomic relations. Nevertheless, when discussing race we often focus on local interactions within nations whose diverse racial populations have had noticeable tensions (e.g. the United States and South Africa). This seminar explores these dynamics but also examines the historical roots of race, the role race played in colonization and the transatlantic slave trade, how colonial legacies and globalization perpetuate the racial hierarchy in nations with little racial diversity, and how migration and international relations continue to shape and reshape a global conception of the racial order. As students explore how the racial hierarchy is manifest in various ways around the world, they will be encouraged to consider how the fight for racial justice can be both local and global.

Expected Learning Outcomes

At the completion of this course, it is expected that you have learned:

- ✓ Identify the historical legacies and transformations of racial categories.
- ✓ Identify the influence of racial categories in contemporary events and inequality
- ✓ How to ask and begin to answer sociological research questions regarding race

Required Texts

Emerson, Michael O., Jenifer Bratter, and Sergio Chavez. 2016. *The (Un)Making of Race and Ethnicity: A Reader*. Oxford University Press.

Pierre, Jemima. 2013. *The Predicament Of Blackness: Postcolonial Ghana And The Politics Of Race*. The University of Chicago Press.

Course Requirements

Reading Reflections

Students will write short (2-3 page) reflections in response to each days readings. Guiding questions will be posted on Owlspace and are due at **8 a.m. before class**. Reflections are graded on completeness and reading comprehension: uncomplete (0 points); insufficient (1 point); sufficient (2 points) excellent (3 points). Students will be granted a maximum of 30 points on reflections. Yet, there are 14 possible reflections (a possibility of 42 points). So students can choose to skip some or do additional reflections to replace low grades.

Race around You Assignments

Race around You Assignments ask students to go specific places and/or reflect on topics. They students will write about their experiences and thoughts in a 3-5 page essay. Students are only responsible to complete 4 of these assignments, each worth 15 points. If students are unhappy with one of their grades than can turn in additional exploration assignment and their four highest scores will be counted. All essays are due at **8 a.m. on their due date**. See Owlspace for prompts, rubrics, formatting guidelines and due dates.

Research Paper

Students will write a review of the literature. Papers will be turn in in stages: introduction (15 points), body (15 points), final paper (25 points) and presentation (10 points).

Attendance

Attendance is important for your comprehension and engagement in the material. One point will be granted for each class period you are present.

Participation

Participation includes asking questions, answering questions, contributing to group activities, and providing your perspective on topics discussed. Over the course of the semester you can gain up to 30 points for participation.

Grade Allocation

Reading Reflections (3 points each, 10 total).....	30 pts (15 percent)
Race around You Assignments (15 points each, 4 total).....	60 pts (30 percent)
Research Paper.....	65 pts (32.5 percent)
Attendance.....	15 pts (7.5 percent)
Participation.....	30 pts (15 percent)

Grading Scale

197-200.....	A+	165-176.....	B	140-144.....	C-
185-196.....	A	160-164.....	B-	137-149.....	D+
180-184.....	A-	157-159.....	C+	125-136.....	D
177-179.....	B+	145-156.....	C	120-124.....	D-

Policies

Late Work

One letter grade will be deducted from late work. Note Owlspage marks work turned a minute late as late. After graded work is returned, no late work will be accepted. Exceptions will only be made for extenuating circumstances (e.g. hospitalizations or a death in your family). In such cases, email me as soon as possible to work out any deadline adjustments. If because of sports, a learning disability, a mental health concern, or other situations you are concerned about meeting deadlines, come to office hours as soon as possible to create a plan to ensure you complete all assignments.

Technology in the Classroom

During class, you can use laptop computers or tablets to take notes. Yet, surfing the Internet, browsing Facebook, and checking text messages are never permissible. Even if you feel as though it is related to class material, these activities inevitably distract your fellow classmates. If you do use the Internet or cellular device, you will be asked to leave for the remainder of the class period.

Communication with the Professor

The best way to communicate with me is to come to my office hours. If circumstances require it, you may email me and I will do my best to get back to you within 48 hours.

Course Changes

The assignments and course schedule in this syllabus are subject to change. All changes will be announced in class and posted on Owlspage. You are responsible for checking your email and Owlspage throughout the semester. Stating you were unaware of changes will not be seen as an acceptable excuse for late or incorrect assignments.

Students with Disabilities and/or Special Circumstances

The goal of this course is for each student to meet the course objectives and learning outcomes listed above. Yet, there is by no means only one way to meet these goals. If you have a documented disability or special circumstance that requires adjusting assignments please come speak to me. I have personal and academic experience adjusting assignments to maximize students' ability to learn and demonstrate their knowledge. My desire is for this course to be a place where all students can thrive and grow. This said, the later you wait to inform me about needs you might have the less I can do to ensure your experience in the course is adopted to maximize your learning.

If you are struggling but unsure you need adjustments, please come and discuss with me how you are doing. By knowing where you are, I can work alongside you to ensure you are able to meet your full academic potential. All conversations will remain confidential. I also encourage you to consult with Disability Support Services, the Student Health Center, the Student Wellness Center, and the Student Counseling Services to receive the assistance you need to academically, relationally, and emotionally thrive while on campus.

Course Schedule

Week One—How has race shaped you?

Week Two—What is the origins of race?

Readings: “*Race in North America*,” by Smedley and Smedley
“The Racialization of the Globe,” by Dikötter
Race around You Assignment 1 Due

Week Three—How has race changed?

Readings: “*White by Law*” by Lopez
“From Bi-Racial to Tri-Racial” by Bonilla-Silva
Unequal Freedom by Glenn

Week Four—How has race stayed the same?

Readings: *Patterns of Negro Segregation* by Johnson
An American Dilemma by Myrdal
Race around You Assignment 2 Due

Week Five—What is the relationship between race and nationalism?

Readings: “Ethnicity, Race, and Nationalism” by Brubaker
Making Race and Nation by Marx
Research Paper: Introduction Due

Week Six—What are racial conceptions in China?

Readings: “Group Definition and the Idea of ‘Race’ in Modern China” by Dikötter
Race around You Assignment 3 Due

Week Seven—What are racial conceptions in Ghana?

Readings: *The Predicament Of Blackness* by Pierre

Week Eight— Spring Break

Week Nine—What are racial conceptions in Europe?

Readings: “*Europe's Angry Muslims*” by Leiken
“Hypersexuality and headscarves,” by Partridge
Race around You Assignment 4 Due

Week Ten—What are the similarities of race around the world?

Readings: “Public Attitudes toward Immigration,” by Fetzer
“Racism” by Fredrickson
Research Paper: Body Due

Week Eleven—How does immigration influence conceptions of race?

Readings: *Race Migrations* by Roth

Race around You Assignment 5 Due

Week Twelve—How does contemporary migration have unique impacts on race?

Readings: *Replenished Ethnicity* by Jiminez

Week Thirteen—How does the changing conceptions of race influence inequality?

Readings: “Racial Fluidity and Inequality in the United States” by Saperstein and Penner

Race around You Assignment 6 Due

Week Fourteen—How where we live becomes a part of who we are?

Readings: “*American Apartheid*” by Massey and Denton

“Segregation and Poverty Concentration” by Quillian

Week Fifteen—Where do we go from here?

Readings: “Racial Solutions for a New Society” by Emerson and Yancey

Race around You Assignment 7 Due

Final Exam Slot—What Have You Learned?

Research Paper: Final Paper and Presentations Due

Honor Code

Students are expected to abide by the Rice Honor System (<http://honor.rice.edu/>). Violations include, but are not limited to, cheating on exams/papers, having unauthorized possession of an exam, and submitting the work of another person as your own (aka, plagiarism).

When in doubt about what constitutes academic dishonesty, please ask! Ignorance of this policy is not an acceptable excuse for noncompliance.

While the Honor Code system is designed to enforce rules about what is considered acceptable and honorable behavior, Rice does not have a unified Honor Code policy that *defines* these rules. Therefore, we list below a standard set of rules that will apply to academic writing in sociology classes at Rice. All students must follow this format when citing published works. This includes material drawn from books and journal articles (including those assigned for the course, and additional readings that you find to include in written assignments), in addition to information obtained online. If you have any questions, please ask!

Paper Formatting

Typed
Double-spaced
Paginated
12-point font
Times New Roman font
“Normal” character spacing (this is the default setting in Microsoft Word)
One-inch margins on all sides
Equal spacing both between and within paragraphs (remove additional spacing between paragraphs)

Resource Citation

All students are required to follow ASA rules for format and style when writing papers for sociology classes. Below we give examples for both in-text citations and the bibliography page. If you have any questions, please ask -- or Google “ASA style guide” to find links to several on-line postings that provide additional detail on rules for citing. Fondren library has also posted this guide on its sociology page:

<http://libguides.rice.edu/content.php?pid=39852&sid=292401>

They also have a more general “Research A-Z” page that has good information on the research process, including academic integrity and plagiarism, how to find source material, etc.: <http://libguides.rice.edu/researchAZ>

In-Text Citation

You must cite the original author if you pull in either exact phrases or sentences, or if you use essentially the same ideas, concepts, or research findings -- even if paraphrasing. That is, even if you rewrite the author's words, you must still cite the original author as the source of the ideas.

When referencing work in the body of a paper, you must always include (a) the author name, and (b) the year of publication. Example:

In her study of men in "women's professions," Williams (1995) demonstrates that men are not disadvantaged by their gender minority status in the same way that women often are in predominantly male workplaces.

You can also cite multiple authors who draw on the same ideas, who have similar findings on a similar topic. Example:

Men in "women's professions" often feel their masculinity is called into question by outsiders (Williams 1995; Cross and Bagilhole 2002).

Whenever you draw on a new idea, concept, or finding, you must use internal citations with author's names and years of publications. However, if you are discussing the same article or author in a series of sentences, you only need to provide a citation the first time. Example:

Miller (1997) demonstrates how the military men in her study engage in gender harassment of their women superiors. She illustrates several forms of this gender harassment, including foot-dragging and rumor spreading.

Note: In the second sentence there is no citation, as you provided it in the previous sentence. However, if you discuss Miller later in the paper, you will provide the year again to make clear you are discussing the same article.

When quoting directly, you must also include the page(s) the quote is found on, and enclose the quote in parentheses. Example:

According to Tran (2002:34), the "way of the way is the way."

For citations with four or more authors, use "et al." rather than list all author names in-text. Example:

Research has documented elevated infant mortality rates among children born to teenage mothers (Jackson et al. 1992).

Do not use titles of books and articles in your paper, or the author's first name. Rather, use the author's last name and internal citations to give the year of the publication. Example:

INSTEAD of: Virginia Valian, in her 1999 book *Why So Slow: The Advancement of Women*, shows that women in professional occupations often advance more slowly than their men counterparts.

USE: Valian (1999) shows that women in professional occupations often advance more slowly than their men counterparts.

Common mistakes you should take care to avoid:

- ✓ In all of these examples listed above, the period comes AFTER the parentheses, NOT before it. Please remember that the author citation is part of the sentence, so it should be listed before you end the sentence with a period.
- ✓ Many students use too many direct quotes from a book or journal article. Quotes should be used very sparingly, while paraphrasing from the text should be the norm.

Reference Page

A bibliography page lists all sources cited in the paper. The page should follow the basic format of author, year of publication, title of publication, publisher, and if an article, the volume and page numbers. All authors after the first author have their first names listed first. Also note that before you include any personal interviews you need to gain permission from the person to cite them. Here are some examples from a sample reference page:

Anderson, Maya. 1978. *Ever Heard of Hip Hop?* New York: Oxford University Press.

Brown, Susan, Amy L. Anderson, and Scott Jones. 2007. "Cohabitation in the United States." *Journal of Marriage and the Family* 32(3):111-125.

Centers for Disease Control and Prevention. 2006. "Cigarette Use Among High School Students – United States, 1991-2005." *Morbidity and Mortality Weekly Reports* 55:724-726.

Cleary, Paul D., Lawrence B. Zaborski, and John Z. Ayanian. 2004. "Sex Differences in Health over the Course of Midlife." Pp. 37-63 in *How Healthy Are We? A National Study of Well-being in Midlife*, edited by O.G. Brim, C.D. Ryff, and R.C. Kessler. Chicago: University of Chicago Press.

U.S. Census Bureau. 2002. "Hispanics Growing Fast." Washington, DC: U.S. Department of Commerce. Retrieved March 30, 2007. (<http://www.census.gov/hispanic.html>).

Williams, Genia. 1997. "The Lonely Way." *American Journal of Sociology* 42:37-64.

Zenia, Genco. 2007. Personal Interview. Conducted April 2, 2007.