

SYD 3700 Sociology of Race and Racism in the United States Spring 2022

Professor: Harvey L. Nicholson Jr., PhD
Course Location: Turlington 2322
Meeting Times: M, W, F (1:55PM-2:45PM)
Office: 3333 Turlington Hall
Office Hours: By appointment
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COURSE DESCRIPTION AND OBJECTIVES

This course provides a sociological analysis of race, ethnicity, and racism in the United States. Influencing our everyday lives at the individual and structural level, race and ethnicity continue to play fundamental roles in American society. In this class, students will explore various topics, including:

- Social origins of race, ethnicity, and racism
- Racial and ethnic categorization and measurement in the United States
- Group formation and panethnicity
- Theories of racism, prejudice, and discrimination
- Intergroup relations
- Immigration, incorporation, and assimilation
- The persistence of racial inequality across multiple aspects of society

By the end of this course, students will have a better understanding of both the meaning and power of race, ethnicity, and racism in the United States from a sociological perspective. They will also gain the ability to recognize how different ethnoracial groups experience race and racism in our increasingly diverse society.

REQUIRED TEXTS

Treitler, V. B. (2013). *The Ethnic Project: Transforming Racial Fiction into Ethnic Factions*. Stanford University Press.

Note: All other required readings are easily accessible via the UF Library database; when off-campus, students must use the following link to gain access to the readings:
<https://uflib.ufl.edu/using-the-libraries/off-campus-access/>

Students may also directly access many of the required readings via Google Scholar

COMMUNICATION

All inquiries concerning the course should be sent to hnicholson@ufl.edu, not Canvas. Emails must include SYO 3700 in the subject line. Please allow Professor Nicholson at least 24 hours during regular business hours (M-F, 9am-5pm) to respond to your email inquiries. If he does not respond within 24 hours, you may send a follow-up message.

CLASSROOM EXPECTATIONS

Many of the topics we discuss in class may challenge the way you think. You may have different opinions about certain issues than the professor and/or your classmates. While it is fine to have a difference of opinion, it is crucial that each of us engage in respectful dialogue. Negative language or behavior will not be tolerated. Students in violation of this expectation may be asked to leave class for the day.

ASSIGNMENTS

Exam (30%)

There will be an exam at the end of the semester; the exam will be cumulative. The exam will consist of several essay questions on topics related to the required readings, in-class lectures, and/or films shown throughout the semester. Therefore, it is highly recommended that students keep up with all assigned readings and maintain a proper record of notes.

Article Response (20%)

Students must write a critical response to one peer-reviewed article (e.g., empirical study, not a book review) published in an academic journal in Sociology. The article must be related to race, ethnicity, and/or racism in the United States. Students must choose an article published (within the last 10 years) in one of the following journals: *Ethnic and Racial Studies*, *Sociology of Race and Ethnicity*, or *Social Problems*. Your review must not simply summarize the article. It is expected that students critically engage with the article, discussing both the positive and negative aspects of the article. What were the main arguments of the article? What method(s) did the researchers use? Were the arguments made by the researcher(s) compelling? What are the pitfalls of the article? What are its strengths? What are your own personal thoughts about the article? It is expected that students answer these questions and devise other creative ways to craft their response. The article response must be a minimum of 3 pages and a maximum length of 4 pages (double-spaced, size 12 font, Times New Roman, 1-inch margins). Absolutely no plagiarism will be tolerated. The article must be formatted using American Sociological Association (ASA) guidelines. For more information, please see the following link:

https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_AS_A_Style.pdf

Book Review (25%)

Students must write a critical book review on a topic related to race, ethnicity, and/or racism in the United States. Students must choose from the list of books attached at the end of the syllabus. This is not simply a summary of a book. Your reviews must include a critical discussion of both the positive and negative aspects of each chapter of the book. Book reviews must be a minimum of 4 pages and a maximum length of 5 pages (double-spaced, size 12 font, Times New Roman, 1-inch margins). Students will be expected to write their book reviews consistent with standards seen in academic

journals in Sociology. Absolutely no plagiarism will be tolerated. For examples on how to write a book review and to learn how to format your paper consistent with ASA guidelines, please see the following examples:

Quick Tips for ASA Style:

https://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_AS_A_Style.pdf

Examples of book reviews:

Ashley “Woody” Doane. (2014). *The Ethnic Project: Transforming Racial Fiction into Ethnic Factions*.

Erel, U. (2015). *The ethnic project: transforming racial fiction into ethnic factions*

Documentary Review (10%)

Students must complete a critical review of two documentaries which will be screened during class throughout the semester. Each review must be a minimum of 2 pages and a maximum length of 3 pages (double-spaced, size 12 font, Times New Roman, 1-inch margins). It is expected that students construct a critical review of the documentary. What are the main arguments of the film? Were they compelling? What are the strengths and weaknesses of the film? What are your own personal thoughts about the film and why? Students will generally be graded based on (1) the overall accuracy and quality of your review and (2) the organizational structure of your writing, such as style and grammar.

In-Class Journaling (10%)

Students will periodically engage in journaling throughout the semester. This means all students must come to every class with at least a pencil/pen and notebook/paper; you may use your laptop to complete these assignments. Based on a prompt announced by the professor, students must write for approximately 15 minutes at the beginning of the class. The prompts will primarily include questions about the assigned readings for the week (e.g., specific aspects of the readings, personal reflections, etc.), therefore, students must read the required texts BEFORE coming to class. You are not expected to have sophisticated response, but your response must attempt to critically engage with the question at hand. At the end of the journaling session, some students will be asked to share their response to generate discussion. In addition, if asked to do so, all students must submit their response to the professor (via email or hardcopy). Students must be present to receive credit for these assignments; absolutely no make-ups will be granted. Students will generally be graded based on (1) the overall accuracy/quality of your response and (2) the organizational structure of your writing, such as style and grammar.

Participation (5%)

Active participation is required for this class. Participation grades will be based more so on the quality of engagement with the class, not necessarily the quantity. Students who consistently fail to engage with class discussion when called upon will see a reduction in their participation grade. Students who attend class but consistently fail to actively participate in other ways (e.g., small group discussions, taking notes, paying attention) will also receive a zero for final participation grade. I will assign the overall participation grade at the end of the semester.

Grading Scale

A	94.0–100	C	73.0–76.9
A-	90.0–93.9	C-	70.0–72.9
B+	87.0–89.9	D+	67.0–69.9
B	83.0–86.9	D	63.0–66.9
B-	80.0–82.9	D-	60.0–62.9
C+	77.0–79.9	E	≤ 59.9

RECOMMENDATIONS FOR READINGS AND CLASS PREPARATION

Many of the readings in this course will be challenging. Several of the required readings are typically assigned to graduate level students. If you have trouble with the readings, please do not be discouraged. I will provide students with an overview of the readings during each class period. **Nevertheless, students are required to complete all assigned readings prior to coming to class. Students must bring the required book to each class until we have finished reading it for the semester. I encourage students to bring either a hardcopy or .pdf file of the required articles to each class.** It is strongly recommended that students dedicate at least **three to four hours each week** for reading/class preparation.

ACADEMIC INTEGRITY

Students are required to follow the Student Honor Code, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” Please review the Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code>.

EDUCATIONAL ACCOMMODATIONS

If needed, please register with the Disability Resource Center (DRC) at (352)392-8565 or www.dso.ufl.edu/drc/ early in the semester (please provide me with an accommodation letter from the DRC).

COURSE EVALUATIONS

UF has updated the student course evaluation guidelines, which states, “Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

COVID-19 GUIDELINES

Following UF policy, faculty, staff, and students are expected to wear masks indoors. If you fall ill from Covid-19, stay home, self-quarantine, and contact the Dean of Students' Care Team Office (<https://care.dso.ufl.edu/instructor-notifications/>) to notify me about your excused absence.

LATE WORK

Late work is only permitted for the following reasons: an emergency, a religious holiday, an acute illness (officially documented), court-imposed legal obligation (documented formally), or to conduct official University business (officially documented) (e.g., attending a conference). Other reasons not listed here will be at the instructor's discretion.

CLASS RECORDING

According to state policy, "Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish¹" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code."

TENTATIVE COURSE SCHEDULE AND READINGS

Students are expected to complete the *required* readings BEFORE coming to class each week. Any additional readings will be covered in class. If you are interested in the *recommended* articles, I highly encourage you to read them too.

¹ Note: publishing includes mediums like Dropbox, Google Drive, BOX, etc.

Week 1: Course IntroductionRequired readings:

None

Week 2: The Social Origins of Race, Ethnicity, and RacismRequired readings:

The Ethnic Project: Transforming Racial Fiction into Ethnic Factions – Chapter 1

Omi, M., & Winant, H. (2020). Racial formation (pp. 405-415). Routledge.

Week 3: Racial and Ethnic Categorization in the United StatesRequired readings:

Strmic-Pawl, H. V., Jackson, B. A., & Garner, S. (2018). Race counts: racial and ethnic data on the US Census and the implications for tracking inequality. *Sociology of Race and Ethnicity*, 4(1), 1-13.

Bennett, C. (2000). Racial categories used in the decennial censuses, 1790 to the present. *Government Information Quarterly*, 17(2), 161-180.

NO CLASS: January 17th - Martin Luther King Jr. Day

Week 4: Racial and Ethnic Measurements in the United StatesRequired readings:

Roth, W. D. (2016). The multiple dimensions of race. *Ethnic and Racial Studies*, 39(8), 1310-1338.

Morning, A. (2009). Toward a sociology of racial conceptualization for the 21st century. *Social Forces*, 87(3), 1167-1192.

Week 5: Groups and PanethnicityRequired readings:

Okamoto, D., & Mora, G. C. (2014). Panethnicity. *Annual Review of Sociology*, 40, 219-239.

Brown, H., & Jones, J. A. (2015). Rethinking panethnicity and the race-immigration divide: An ethnoracialization model of group formation. *Sociology of Race and Ethnicity*, 1(1), 181-191.

Recommended:

Brubaker, R. (2002). Ethnicity without groups. *European Journal of Sociology/Archives européennes de sociologie*, 43(2), 163-189.

Week 6: Racial and Ethnic Labels and Identity in the United StatesRequired readings:

Smith, T. W. (1992). Changing racial labels: From “colored” to “negro” to “Black” to “African American”. *Public Opinion Quarterly*, 56(4), 496-514.

Mora, G. C., Perez, R., & Vargas, N. (2021). Who Identifies as “Latinx”? The Generational Politics of Ethnoracial Labels. *Social Forces*.

Recommended:

Thornton, M. C., Taylor, R. J., & Brown, T. N. (2000). Correlates of racial label use among Americans of African descent: Colored, Negro, Black, and African American. *Race and society*, 2(2), 149-164.

Week 7: Racial Hierarchy and Stratification in the United StatesRequired readings:

The Ethnic Project: Transforming Racial Fiction into Ethnic Factions – Chapter 2 & 3

Bonilla-Silva, E. (2004). From bi-racial to tri-racial: Towards a new system of racial stratification in the USA. *Ethnic and racial studies*, 27(6), 931-950.

Recommended:

Bashi, V. (1998). Racial categories matter because racial hierarchies matter: A commentary. *Ethnic and racial studies*, 21(5), 959-968.

Week 8: Theories of Racism, Prejudice, and Discrimination (part one)Required readings:

Blumer, Herbert. 1958 "Race Prejudice as a Sense of Group Position." *Pacific Sociological Review* 1(1): 3-7.

Bonilla-Silva, E. (2015). The structure of racism in color-blind, "post-racial" America.

Recommended:

Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American sociological review*, 465-480.

Week 9: Theories of Racism, Prejudice, and Discrimination (part two)Required readings:

Quillian, L. (2006). New approaches to understanding racial prejudice and discrimination. *Annu. Rev. Sociol.*, 32, 299-328.

Pager, D., & Shepherd, H. (2008). The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets. *Annu. Rev. Sociol.*, 34, 181-209.

Recommended:

Gong, F., Xu, J., & Takeuchi, D. T. (2017). Racial and ethnic differences in perceptions of everyday discrimination. *Sociology of Race and Ethnicity*, 3(4), 506-521.

Week 10: Spring Break (March 5 to March 12)**Week 11: Intergroup Relations*****Due: Book review***Required readings:

Kim, C. J. (1999). The Racial Triangulation of Asian Americans. *Politics & society*, 27(1), 105-138.

Bobo, L., & Hutchings, V. L. (1996). Perceptions of racial group competition: Extending Blumer's theory of group position to a multiracial social context. *American sociological review*, 951-972.

Recommended:

Lee, J. (2002). From civil relations to racial conflict: Merchant-customer interactions in urban America. *American Sociological Review*, 77-98.

Week 12: Immigration, Incorporation, and Assimilation (part one)Required readings:

The Ethnic Project: Transforming Racial Fiction into Ethnic Factions – Chapter 4 & 5

Fussell, E. (2014). Warmth of the welcome: Attitudes toward immigrants and immigration policy in the United States. *Annual review of sociology*, 40, 479-498.

Week 13: Immigration, Incorporation, and Assimilation (part two)***Due: Article response***Required readings:

The Ethnic Project: Transforming Racial Fiction into Ethnic Factions – Chapter 6 & 7

Zhou, M. (2004). Are asian americans becoming “white?”. *Contexts*, 3(1), 29-37.

Recommended:

Hamilton, T. G. (2020). Black immigrants and the changing portrait of Black America. *Annual Review of Sociology*, 46, 295-313.

Recommended lecture:

“Asian Americans in an Anti-Black World” – Claire Jean Kim

https://www.youtube.com/watch?v=WWonRGzaaJE&ab_channel=YorkUSociology

Week 14: Ethnoracial Inequalities (Part one)Required readings:

Herring, C., & Henderson, L. (2016). Wealth inequality in black and white: Cultural and structural sources of the racial wealth gap. *Race and Social Problems*, 8(1), 4-17.

Charles, C. Z. (2003). The dynamics of racial residential segregation. *Annual review of sociology*, 29(1), 167-207.

Recommended:

Darity Jr, W., Hamilton, D., Paul, M., Aja, A., Price, A., Moore, A., & Chiopris, C. (2018). What we get wrong about closing the racial wealth gap. Samuel DuBois Cook Center on Social Equity and Insight Center for Community Economic Development, 1(1), 1-67.

Week 15: Ethnoracial Inequalities (Part two)***Due: Documentary responses***Required readings:

Hallinan, M. T. (2001). Sociological perspectives on Black-White inequalities in American schooling. *Sociology of education*, 50-70.

Lee, J., & Zhou, M. (2016). Unravelling the link between culture and achievement. *Ethnic and Racial Studies*, 39(13), 2404-2411.

Williams, D. R., & Sternthal, M. (2010). Understanding racial-ethnic disparities in health: sociological contributions. *Journal of health and social behavior*, 51(1_suppl), S15-S27.

Recommended:

Lee, J. (2021, September). Reckoning with Asian America and the New Culture War on Affirmative Action. In *Sociological Forum*.

Exam – APRIL 18th, 2022

CLASSES END APRIL 20th, 2022

I reserve the right to make edits to this syllabus at any time during the semester, if deemed necessary

Book review assignment options

- Fields, K. E., & Fields, B. J. (2014). *Racecraft: The soul of inequality in American life*. Verso Trade.
- Mora, G. C. (2021). *Making Hispanics*. University of Chicago Press.
- Baradaran, M. (2018). *The color of money*. Harvard University Press.
- Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*. Liveright Publishing.
- Katznelson, I. (2005). *When affirmative action was white: An untold history of racial inequality in twentieth-century America*. WW Norton & Company.
- Steinberg, S. (2001). *The ethnic myth: Race, ethnicity, and class in America*. Beacon Press.
- Anderson, E. (2000). *Code of the street: Decency, violence, and the moral life of the inner city*. WW Norton & Company.
- Zuberi, T. (2001). *Thicker than blood: How racial statistics lie*. U of Minnesota Press.
- Hamilton, T. G. (2019). *Immigration and the remaking of Black America*. Russell Sage Foundation.
- Lee, J., & Zhou, M. (2015). *The Asian American Achievement Paradox*. Russell Sage Foundation.
- Raudenbush, D. T. (2020). *Health care off the books: Poverty, illness, and strategies for survival in urban America*. Univ of California Press.
- Anderson, E. (2011). *The cosmopolitan canopy: Race and civility in everyday life*. WW Norton & Company.
- Kim, C. J. (2000). *Bitter fruit: The politics of black-Korean conflict in New York City*. Yale University Press.