

# Sociology 560: Race and Ethnicity

## Description of Course (from the course catalog)

Analysis of recent research on the relations among racial and ethnic groups in society, with special attention to current empirical and theoretical issues.

## *Overview of Course*

Sociology 560 is a seminar designed primarily for graduate students in sociology with a substantive interest in race and ethnicity. Its primary purpose is to provide students with an overview of some of the major paradigms, debates, and issues that have occupied the field over the past century. One goal of the course is to help students prepare for the race and ethnicity comprehensive examination in sociology. As such, the course includes some of the readings on the Race Comprehensive Examination Reading List, which was revised in the spring of 2017.

The course is organized thematically and chronologically according to the following substantive areas:

- Traditional Theories
- The Social Construction of Race
- Structural Theories
- Assimilation, Acculturation, and Incorporation
- Symbolic Ethnicity
- Whiteness and Colorblindness
- Identity Construction
- Prejudice, Attitudes, and Group Position
- Race/Ethnicity, Criminalization, and Mass Incarceration

## Location and Times

Fall 2017  
Monday and Wednesday, 2:00 PM – 3:15 PM  
Social Sciences, Room 415

## Instructor Information

Daniel E. Martínez, Assistant Professor, School of Sociology  
Office Location: Social Sciences, Room 417b  
[daniel.martinez@arizona.edu](mailto:daniel.martinez@arizona.edu)  
Office Hours: Mondays and Wednesdays 3:30 – 4:30 PM

## Course Objectives and Expected Learning Outcomes

At the conclusion of the course, the student will:

- Be able to articulate how and why “race” is socially constructed.
- Be able to explain the fundamental differences and relationships between race and ethnicity as categories of identification and action.

- Be able to differentiate and draw parallels between race and ethnicity as analytical paradigms or strategies.
- Be able to articulate competing perspectives on assimilation and incorporation.
- Be able to identify the divergence/convergence between research that deals primarily with issues of inequality and power, and research that focuses primarily on issues of difference and identity.
- Be able to discuss the role of culture and agency in the reproduction of racial and ethnic identities and relationships.
- Be able to explain why, on the one hand, racial and ethnic identities appear to be contingent, and on the other, they sometimes prove unexpectedly durable and carry extraordinary power.

### **Topics**

Traditional Theories; Social Construction of Race; Structural Theories; Assimilation, Acculturation, and Incorporation; Symbolic Ethnicity; Whiteness and Colorblindness; Identity Construction; Prejudice, Attitudes, and Group Position; Race/Ethnicity, Criminalization, and Mass Incarceration

### **Course Format and Teaching Methods**

Seminar and lecture

### **Required Texts**

All required readings available on the D2L course page.

### **Required or Special Materials**

Not applicable.

### **Required/Recommended Knowledge**

No prerequisites required.

### **Grading Policy**

University policy regarding grades and grading systems is available at:

<http://archive.catalog.arizona.edu/2015-16/policies/grade.htm>

Grade Distribution for this Course (percentages):

A: 90-100

B: 80-89

C: 70-79

D: 60-69

E: 59 and lower

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies, which are available at <http://archive.catalog.arizona.edu/2015-16/policies/grade.htm#I> and <http://archive.catalog.arizona.edu/2015-16/policies/grade.htm#W>, respectively.

### ***Components/Assignments***

• Attendance and Participation	20 points	(20%)
• Response Memos (15 two-page papers)	30 points	(30%)
• Student-Led Discussions	25 points	(25%)
• <u>Final Paper</u>	25 points	(25%)
Total	100 points	(100%)

### **Late Work Policy:**

As a rule, work will not be accepted late except in case of documented emergency or illness. You may petition the professor in writing for an exception if you feel you have a compelling reason for turning work in late.

### **Attendance Policy**

UA's policy concerning Class Attendance and Administrative Drops is available at: <http://archive.catalog.arizona.edu/2015-16/policies/classatten.htm>.

The UA policy regarding absences on and accommodation of religious holidays is available at: <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored:  
See: <https://deanofstudents.arizona.edu/absences>

### **Assignment Due Dates**

See "Course Requirements" section below.

### **Assignment Format**

See "Course Requirements" section below.

### **Bibliography** (Available on D2L)

### **Classroom Behavior**

To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper, or surf the web during lecture and discussion. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/threatening-behavior-students>.

### **Notification of Objectionable Materials (if applicable)**

Although course content may be deemed offensive by some students, such materials are deemed important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them.

### **Accessibility and Accommodations**

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

### **Student Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism available at: <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

*Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.* Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to the Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

### **Additional Resources for Students**

UA Non-discrimination and Anti-harassment policy: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

UA Academic policies and procedures are available at: <http://catalog.arizona.edu/2014-15/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

## Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa>

## Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

## Course Requirements

### *Attendance and Participation*

The success of a seminar course depends as much on the students as it does on the course instructor. As such, attendance and active participation are required throughout the semester. All students are expected to complete the required readings on time and be prepared to discuss the readings in each class meeting. It also is important that we come to the seminar prepared to learn from one another, including the different experiences and sometimes opposed viewpoints that we bring.

### *Student-Led in Class Discussions*

Readings for each class meeting will be assigned to one member of the seminar on a rotating basis. That individual will be expected to lead off the discussion on that set of readings. Other members of the seminar are expected to respond.

### *Response Memos (short papers)*

All students are required to submit a series of **fifteen response memos** (i.e., short papers) on the assigned readings—each about two pages double-spaced in length. You must submit at least one response memo each week. There are thirty class meetings with reading assignments throughout the semester; you are responsible for fifteen such papers, which means you can choose, without penalty, fifteen meetings in which you do not submit a response memo. However, by the end of the term, I should have a total of fifteen response memos from each member of the seminar. I strongly recommend you write response memos for the class meetings in which you will be leading the class discussion.

Think of each paper as a response to the assigned readings for a given class meeting: the paper could be critical, elaborative, or interrogative. Your response memo might identify what you believe are the key arguments in that class meeting's readings; it might challenge one or more of those arguments; it might introduce for discussion relevant insights or evidence you have from another source or setting; it might link the work in question to something read earlier in the course. Papers that display some depth of thought, critical or otherwise, will be appreciated more than simple regurgitation of arguments or observations. Most weeks include multiple readings, and you may wish to focus on only one or two; however, the more material you can cover and the more you are able to integrate the readings in your response, the better. These papers are graded simply as "satisfactory" or "unsatisfactory."

### *Final Course Paper*

Each student is required to submit a final course paper. Final papers are due on the last day of finals week (**Thursday, December 14**). Final papers may be on a topic largely of your choice, but within limits. The fundamental requirement is that it engage directly and analytically one or more issues prominent in the course—either in our readings or in our discussions. The paper may do so as a purely intellectual exercise in critical thinking or elaboration in response to one or more course themes or as an empirical exploration linked to those themes; it could even be a research proposal, as long as it displays analytical substance and sustained engagement with our topics. Final papers should be about **20-25 pages in length** (double-spaced, 12 point Times New Roman font), not including references. Topics for final papers must be cleared with the course instructor by Week 12 of the course.

In sum, your final course grade will reflect attendance and participation (20%), fifteen response memos (30%), student-led discussions (25%), and the final course paper (25%).

### **Readings**

All required readings are available on the D2L course page. Please see the course schedule (below) for each class meeting's assigned readings. Assigned readings must be completed before class on the days listed in the course schedule.

## SOC 560 Course Schedule

**Note:** Readings are to be completed before class on the days listed in the course schedule. I reserve the right to adjust the reading schedule if needed.

### Week 1

Monday, August 21

Introduction to the course—no assigned reading

Wednesday, August 23

***Introduction to Sociology of Race & Ethnicity***

-Cornell and Hartman 2007, Chapters 1 & 2 (Pp. 1-40)

-Feagin and Boohar Feagin 1999, Pp. 18-33 (Pp. 1-14 of PDF)

\*54 pages\*

### Week 2

Monday, August 28

***Early Perspectives***

-Douglass 1881, Pp. 567-577

-Du Bois 1903, Chapters 1-7 (Pp. 1-57 of PDF)

\*68 pages\*

Wednesday, August 30

***Traditional Theories***

-Myrdal 1944, Chapters 1 & 45 (Pp. 3-25, 997-1024)

-Glazer and Moynihan 1963, Pp. 1-22

\*73 pages\*

### Week 3

Monday, September 4

Labor Day—No class

Wednesday, September 6

***Traditional Theories (continued)***

-Lyman 1968, Pp. 71-80

-Bonacich 1972, Pp. 547-559

-Liebersohn 1994, Pp. 543-554

-Cornell and Hartman 2007, Chapter 3 (Pp. 41-71)

\*66 pages\*

#### Week 4

Monday, September 11

#### *Social Construction of Race*

- Cornell and Hartman 2007, Chapter 4 (Pp. 75-105)
- Omi and Winant 1994, Pp. 13-22

\*41 pages\*

Wednesday, September 13

#### *Social Construction of Race (continued)*

- Bonilla-Silva 1997, Pp. 465-480
- Loveman 1999, Pp. 891-898
- Bonilla-Silva 1999, Pp. 899-906

\*32 pages\*

#### Week 5

Monday, September 18

#### *Structures*

- Wilson 1978, Pp. 611-623
- Wilson 1997, Pp. 1-23
- Wilson 2010, Pp. 200-219
- Wilson 2011, Pp. 55-69

\*70 pages\*

Wednesday, September 20

#### *Structures (continued)*

- Feagin 1991, 703-709
- Anderson 1990, Chapters 6 & 8 (Pp. 163-189, 207-236)
- Anderson 1994, Pp. 80-94

\*49 pages\*

#### Week 6

Monday, September 25

#### *Structures (continued)*

- Massey and Denton 1993a, Pp. 349-359
- Massey and Denton 1993b, Chapters 4 & 6 (Pp. 83-117, 148-185)

\*84 pages\*

Wednesday, September 27

***Structures (continued)***

-Oliver and Shapiro 1995a, Pp. 709-715  
-Oliver and Shapiro 1995b, Chapters 2 & 6 (Pp. 35-54, 129-173)

\*71 pages\*

**Week 7**

Monday, October 2

***Assimilation, Acculturation, and Incorporation***

-Milton 1960, Pp. 262-285  
-Portes and Zhou 1993, Pp. 74-96  
-Portes and Rumbaut 2001, Chapters 3 & 10 (Pp. 44-69, 269-286)

\*91 pages\*

Wednesday, October 4

***Assimilation, Acculturation, and Incorporation (continued)***

-Alba and Nee 2003, Chapters 1 & 7 (Pp. 1-16, 271-295)

\*41 pages\*

**Week 8**

Monday, October 9

***Assimilation, Acculturation, and Incorporation (continued)***

-Telles and Ortiz 2008, Chapters 1, 2, & 11 (Pp. 1-44, 264-292)

\*73 pages\*

Wednesday, October 11

***Assimilation, Acculturation, and Incorporation (continued)***

-Waters, Kasinitz, and Mollenkopf 2010, p. 1168-1193

\*26 pages\*

### Week 9

Monday, October 16

*Assimilation, Acculturation, and Incorporation  
(continued)*

- Huntington 2004, Pp. 30-45
- Chavez 2008, Introduction, Chapters 1 & 2 (Pp. 1-69)
- Massey 2015, Pp. 3-7

\*90 pages\*

Wednesday, October 18

*Assimilation, Acculturation, and Incorporation  
(continued)*

- Fox and Guglielmo 2012, Pp. 327-379

\*53 pages\*

### Week 10

Monday, October 23

*Symbolic Ethnicities*

- Gans 1979, Pp. 1-20
- Nagel 1994, Pp. 152-176
- Waters 1999, Pp. 669-672

\*49 pages\*

Wednesday, October 25

*Symbolic Ethnicities (continued)*

- Jimenez 2004, Pp. 74-97
- Khanna 2011, Pp. 1049-1067

\*43 pages\*

### Week 11

Monday, October 30

*Whiteness and Color Blindness*

- McIntosh 1988, Pp. 344-352
- Frankenburg 1993, Pp. 1-22
- Lipsitz 1995, Pp. 369-387

\*50 pages\*

Wednesday, November 1

*Whiteness and Color Blindness (continued)*

- Doane 1997, Pp. 376-397
- Lewis 2004, Pp. 623-646

\*46 pages\*

## Week 12

Monday, November 6

### ***Whiteness and Color Blindness (continued)***

- Bonilla-Silva, Lewis, and Embrick 2004, Pp. 555-581
- Twine and Gallagher 2008, Pp. 4-24

\*48 pages\*

Wednesday, November 8

### ***Identity Construction***

- Cornell and Hartman 2007, Chapters 5 & 6 (Pp. 107-209)

\*103 pages\*

## Week 13

Monday, November 13

### ***Identity Construction (continued)***

- Cornell 2000, Pp. 41-53
- Cornell 2015, Pp. 1-27
- Yanagisako 1995, Pp. 275-297

\*62 pages\*

Wednesday, November 15

### ***Identity Construction (continued)***

- Gutierrez 1995, Introduction, Chapter 1, Chapter 5, & Chapter 6 (Pp. 1-38, 153-205)

\*91 pages\*

## Week 14

Monday, November 20

### ***Prejudice, Attitudes, and Group Position***

- Blumer 1958, Pp. 3-7
- Sears 1988, Pp. 53-84
- Bobo and Hutchings 1996, Pp. 951-972

\*59 pages\*

Wednesday, November 22

### ***Prejudice, Attitudes, and Group Position (continued)***

- Sigelman and Welch 1997, Pp. 781-795
- Pettigrew 1998, Pp. 65-85
- Hughes and Tuch 2003, Pp. 384-401

\*54 pages\*

### Week 15

Monday, November 27

***Prejudice, Attitudes, and Group Position (continued)***

-Gay 2006, Pp. 982-997

-Dixon 2006, Pp. 2179-2204

\*42 pages\*

Wednesday, November 29

***Prejudice, Attitudes, and Group Position (continued)***

-Bobo 2011, Pp. 11-36

-Banks and Valentino 2012, Pp. 286-297

\*38 pages\*

### Week 16

Monday, December 4

***Race/Ethnicity, Criminalization, and Mass Incarceration***

-Wacquant 2002, Pp. 41-60

-Pager 2003, Pp. 937-975

-Western and Pettit 2010, Pp. 8-19

\*70 pages\*

Wednesday, December 6

***Race/Ethnicity, Criminalization, and Mass Incarceration***

-Alexander 2010, Introduction & Chapter 1 (Pp. 1-58)

-Macias-Rojas 2016, Introduction & Chapter 1 (Pp. 1-39)

\*97 pages\*

### Week 17

Final Papers Due on D2L on or before Thursday, December 14