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Lecture/Discussion: **Pulliam 310**
 T+TH, 9:35-10:50 AM
 Office Hours: T+TH, 2:30-5:30 PM,
 and by appointment

Racial Inequality

“If ever America undergoes great revolutions, they will be brought about by the presence of the black race on the soil of the United States, that is to say, they will owe their origin not to the equality, but to the inequality, of conditions”

Alexis de Tocqueville

"The Problem of the twentieth [and twenty-first] centur[ies] is the problem of the color line"

W.E. Du Bois

COURSE DESCRIPTION

This course is an introductory survey on the sociology of Racial Inequality. As such, the basic objective of this course is to give students a broad understanding of race and inequality issues in society.

There are two lectures each week. You are expected to keep up with the reading material. **Attendance at lectures, films, and special guest lectures (if scheduled) is required.**

Course Agenda

- To study the critical frameworks and concepts through which social scientists make sense of racial inequality.
- To come to terms with the ideological, political, and economic mechanisms that perpetuate racist structures.
- To study the past and present historical contexts within which racial inequality is given shape.
- To explore potential venues for change.

Course Goals

- To question, wonder about, the taken-for-granted assumptions connected to issues of race.
- To facilitate the development of critical and theoretical “thinking” about the relationship between racial inequality and the socio-political processes through which it is constituted.
- To activate or help (further) unfold our sociological imaginations about race in challenging ways.

COURSE SCHEDULE

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|----------------------------|--------------------------------------|
| • First Day of Class: 1/19 | • Number of Discussion/Lectures: 30 |
| • Last Day of Class: 5/06 | • Number of Holidays: 2 (3/09, 3/11) |
| • Final Exam Day: 5/13 | • Number of Absences Allowed: 5 |

TEXTS / READINGS

Required (Available at the University Bookstore and Reserve Room at the Morris Library)

- *White-Washing Race: The Myth of a Color-Blind Society (WWR)* by Michael K. Brown, Martin Carnoy, Elliot Currie, Troy Duster, David B. Oppenheimer, Marjorie M. Schultz, and Davis Wellman.
- *Silent Covenants: Brown V. Board of Education and the Unfulfilled Hopes for Racial Reform (SC)* by Derrick Bell.
- *The Soul of Black Folk (SBF)* by W. E. B. Du Bois.

Supplementary Readings (Available on Blackboard)

- Selections from *Racial Formation in the United States from the 1960s to the 1990s* (**RF**) by Michael Omi and Richard Winant.
- Selections from *The Ethnic Myth: Race, Ethnicity, and Class in America* (**TEM**) by Stephen Steinberg.
- Selection from *White Supremacy and Racism in the Post-Civil Rights Era* (**WSRP**) by Eduardo Bonilla-Silva.
- Selection from *Silent Racism: How Well-Meaning white People Perpetuate The Racial Divide* (**SR**) by Barbara Trepagnier
- Selection from *Breaking the Code of Good Intentions: Everyday Forms of Whiteness* (**BCGI**) by Melanie E. L. Bush.
- Selection(s) from *Racial Domination, Racial Progress: The Sociology of Race in America* (**RDRP**) by Mathew Desmond and Mustafa Emirbayer

NOTE: Additional readings for this course may also be assigned throughout the semester. These additional readings will be provided to you in class or become available as PDFs on Blackboard.

Recommended

- *When Affirmative Action Was White: The Untold History of Racial Inequality in Twentieth-Century America* (2006) by Ira Katznelson.
- *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America* (2009) by Eduardo Bonilla-Silva
- *No Equal Justice: Race and Class in the American Criminal Justice System* (2000) by David Cole
- *Unequal Childhoods: Class, Race, and Family Life* (2003) by Annette Lareau.
- *Racial Fault Lines: The Historical Origins of White Supremacy in California* (1994) by Tomás Almaguer
- *White Supremacy: A comparative study in American and South African history* (1982) by George M. Fredrickson

COURSE REQUIREMENTS**I. Class Participation (CP) (30 points) (10%)**

About **5%** of your grade will be based on your **CP**. You are expected to engage with the course material, to actively participate in the learning process. Come prepared to ask questions during the Lecture / Discussion period. As you engage with the course material, work to formulate questions for you to bring to class. Develop your questions: 1) After a good-faith reading of the material; 2) based on concepts, arguments, and assumptions; 3) on a “critical” evaluation of these elements; and/or 4) on the connections between and within weekly readings.

Discussion in the classroom facilitates the learning process. Your class participation, therefore, plays an important role in what you learn. In order to stimulate class discussion, I strongly encourage you to bring questions during the Lecture / Discussion period.

NOTE: We will get a chance to make oral presentations during the semester on **SC** and other reading material. You may want to use these opportunities to ensure the accumulation of participation points. I will be making note of your participation throughout the term. Non-participation will result in “0” **CP** points.

II. Class Attendance (CA) (30 points) (10%)

Attendance at lectures, films, and special guest lectures (if scheduled) is required. To ensure accurate reward for your presence in the classroom, you will receive a score every time you attend. You can accumulate up to 30 points for the entire semester, depending on your attendance rate. This course requirement is worth **10%** of your grade.

Please see me in the event of non-scheduled and scheduled absences.

III. Event Analysis (EA) (40 points) (14%)

You will be required to submit 1 **EA**. The **EA** is an opportunity for you to critically write about a current racial event in sociological terms. You may respond to a News Item, “controversial issues,” film, or a personal experience that allowed you to make sociological sense of racial inequality. When you are writing your **EAs** specify how the event helped you understand racial inequality. **Ask yourself:** How has the event helped my understanding of the course material? The **EA** should be 3-4 pp. The **EA** has an open deadline through 4/29.

IV. Summary Briefs (SBs) (100 points) (33%)

You will be required to turn in **2 SBs** that “critically” assess assigned readings. **SBs** count **50** points each. You will have 4 chances to submit **SBs** (see course schedule below for Dues Dates). The **SBs** should be at least **4** pages in length. Please number your **SBs** as you submit these (e.g., RB1, RB2). Submit them at the end of class on the Due Date.

SBs Due Dates: 2/18, 3/25, 4/22, + 5/04

V. Final Examination (FE) (100 points) (33%)

You will also be required to take a take-home comprehensive **FE**. This will entail writing essays on a set of questions based on course lectures, readings, and discussions. The essay answers should be at least **6-10** pages in length. You will have (at least) a week to work on the **FE**. The **FE** counts **100** points and is worth about 30% of your grade. The **FE** is due **5/13**.

Writing Guidelines

All SBs, the EA, and the FE need to be submitted in order to PASS this course. They should be double-spaced, standard sociological journal format (1.25 margins), page numbered, and typed. Please **ONLY** use the last four (4) digits of your DAWG# to identify your work when submitting these.

The **EA**, **SBs** and **FE** requirements are intended to provide you with an opportunity to further develop your analytical and writing skills. Briefly, **SBs** are critical assessments of the reading material. This would consist of a summary of the ideas and arguments in the readings, and a critical evaluation of the latter. Professor of Sociology William Roy from the University of California at Los Angeles recommends the following:

A [Summary Brief] should share a thought or reflection that the student had about the readings as a set, for example, how the readings shared a common theme, an issue that was debated in the readings, a methodological difference or similarity, a conceptual development over time reflected in the readings, etc. (Roy 2003).

Each **SB** should cover the course material (of your choice) before the week it is due. You may analyze one or two readings, compare and contrast two or more readings, or review the reading material for one or two weeks.

Your **EA**, **SBs**, and **FE** should reflect “critical thinking” ability. Critical thinking entails a willingness “to ask any question, no matter how difficult; to be open to any answer that is supported by reason and evidence; and to openly confront one’s biases and prejudices when they get in the way” (Appelbaum and Chambliss 1995:4). “Critical” writing, moreover, not only reflects a concise understanding of a theme, idea, or concept, but **more importantly** also offers critical evaluation and/or (when possible) an alternative or more nuanced interpretation to material content.

Be sure to also reference the reading materials — at least two different citations -- on your RB and FE answers. Also attach a bibliography of the referenced material to each of your **SBs**, **EA**, and the **FE**.

IMPORTANT INFORMATION:

- **Morris Library:** You will benefit from your University experience if you choose to take advantage of the services the Morris Library has to offer. The following are potential resources for you to take advantage of:
 - **Research Resources** at <http://www.lib.siu.edu/departments/distance/researchresources/view?searchterm=research%20resources>
 - **Library Instruction** at <http://www.lib.siu.edu/departments/instruction>
- **Good Writing:** Should you require help with your writing feel free to stop by my office. I shall be providing some tips on good writing, but in the mean time you may want to consult the following resource first:
 - The *Writing Center* at <http://write.siu.edu/>.
- **Academic Success:** Should you want guidance in achieving your best the following services are available to you:
 - **Saluki First Year** at www.FirstYear.siu.edu
 - **Student Support Services** at <http://mcma.siu.edu/faculty/student-services>
 - **Center for Academic Success** at <http://success.siu.edu/cas/>
- **Well-being:** Stressed, homesick, or overwhelmed? SIU cares! You may contact Saluki Cares for help and referrals at www.salukicare.siu.edu
- **Academic Integrity / Student Conduct:** Plagiarism of any type or academic dishonesty will **NOT** be tolerated and will result in disciplinary action. Students are also expected to abide by Student Code of Conduct.
 - See <http://policies.siu.edu/policies/conduct.html> for info on Academic Dishonesty, Student Code of Conduct, and Academic Dishonesty Procedures.
- **Incompletes:** Incompletes need to be formally requested by the student and officially approved by me. No Incompletes will be granted on account of poor performance and/or after the end of the term.
- **Classroom Conduct:** No disruptive, distracting, or demeaning behavior will be tolerated in this class. Additionally, texting, recording of any type, ringing, and surfing the net are strictly prohibited during the Lecture/Discussion period. If your cell phone must be on for medical, childcare, or other reasons, please set it on vibrate. Should I need to remind you about Classroom Conduct more than twice, your final grade will be downgraded a letter grade – no exceptions!
- **Acknowledging Differences:** During the course of the semester we will have the opportunity to share thoughts, opinions, and beliefs about our life experiences as we try to illuminate the sociological perspective. Differences in outlooks will inevitably surface as we share our points of view. Let us recognize and acknowledge such differences as an opportunity to critically come to terms with the complex organization of social life. Most importantly, let us respect such differences. While the critical appraisal of difference is part of the course in the exchange of ideas, such an opportunity should not be conceived as an occasion to dismiss or put someone down.
- **Emergency Procedures:** Southern Illinois University, Carbondale is committed to providing a safe and health environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT's website at www.bert.siu.edu, Department of Safety's website www.dps.siu.edu (disaster drop down), and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
- **Statement for Disability Students:** Special accommodations may be arranged for disability students. I encourage you to contact me at the end of lecture or during my office hours to discuss accommodation-related matters. See <http://disabilityservices.siu.edu/> for related info on Disability Support Services.

OUTLINE OF COURSE EXPLORATIONS

<<COURSE AND CLASSROOM INTRODUCTIONS; PEDAGOGY; AND SOME "CONCRETE" POINTS OF DEPARTURE>>

Week I (1/19, 1/21)	Reading Supplement (Available on Blackboard): Selection from the <i>Pedagogy of the Oppressed</i> (Chapter 2) by Paulo Freire; "The Promise of Sociology" by C. Wright Mills
Week II (1/26, 1/28)	<i>Race and Inequality: Some Basic Concepts and Theoretical Overviews</i> RF , Introduction, Chapters 1-5 Reading Supplement (Available on Blackboard): "Racial and Ethnic Inequality" by D. Stanley Eitzen "Rethinking Racism: Toward a Structural Interpretation" by Eduardo Bonilla-Silva

<<RACIAL INEQUALITIES: PAST AND PRESENT REALITIES>>

Week III (2/02, 2/06)	<i>Going Back in History: Ignominious and False Starts</i> TEM , Chapter 1 SBF , Chapters 1-2, 7-9.
Week IV (2/09, 2/11)	<i>More than Color-Blindness: A Structural Approach to Racial Inequity in Contemporary U.S.</i> WWR , Introduction and Chapter 1
Week V (2/16, 2/18)	<i>Economic Realities: Poverty</i> WWR , Chapter 2 Due: SB, 2/18
Week VI (2/23, 2/25)	<i>Economic Realities: The Job Market</i> WWR , Chapter 5
Week VII (3/02, 3/04)	<i>Education and Race: A Legacy of Inequality</i> SC , Chapters 1-9
Week VIII (3/16, 3/18)	<i>Education and Race: Reassessing "Progressive" Change</i> SC , Chapter 10-13 WWR , Chapter 3
Week IX (3/23, 3/25)	<i>Crime, Race, Justice</i> WWR , Chapter 4 Due: SB, 3/25
Week X (3/30, 4/01)	<i>Racism In the Post-Civil Rights Era</i> WSRP , Chapter 4
Week XI (4/06, 4/08)	<i>Taking on the Culture of Poverty</i> TEM , Chapters 3-4

<<POLITICAL TRAJECTORIES AND REALITIES, AND SOCIAL CHANGE>>

Week XII (4/13, 4/15)	<i>A History of Struggle</i> RF , Chapter 6
Week XIII (4/20, 4/22)	<i>Reactions to Political Struggle, Political Realities</i> RF , Chapter 7 WWR , Chapter 6 Due: SB, 4/22

Week XIV (4/27, 4/29)	<i>Gearing for Change (Part I)</i> BCGI , Chapter 6 SR , Chapter 6 RDRP , Chapter 11
Week XV (5/04, 5/06)	<i>Gearing for Change (Part II)</i> WWR , Conclusion SC , Chapters 14-15 Due: SB, 5/04
FINAL (5/14)	<i>Final Exam</i> (10:10-12:10 AM)

A COMMENTARY ON TEACHING

“[T]eaching [is] a revolutionary act... Learning and teaching are complex, endlessly fascinating collaborations. [A teacher can] learn enormous amounts from the students ... [Students are] colleagues and companions on an intellectual, potentially life-changing journey.... [Good goals for teaching] include the development of critical thinking skills, acquiring the ability to work collaboratively, honing the art of applying theoretical concepts to actual historical and contemporary situations, and making connections between what we study and how we live” (Foran 2003:02).

A COMMENTARY ON OFFICE HOURS SESSIONS

“Dialogue with the people is radically necessary to every authentic revolution.”

Paulo Freire

I encourage you to attend office hours. I am available to address any concerns or issues connected to your academic experience. Please feel free to talk to me about the subject matter or assignment strategies. You will do well in this course if you are prepared to study hard. Taking advantage of a more “accessible” setting may help your learning efforts. I am available to see you one-on-one in order to address your issues, questions, concerns, ideas, or discoveries. I am interested in your reactions, responses, views, or perceptions. Part of the learning process requires meaningful dialogue between the professor and the student. Therefore, your individual feedback is important and your thoughts, ideas, perceptions, concerns, questions, or doubts are essential to the learning process itself.

LIST OF POTENTIAL FILMS

- *Race: The Power of an Illusion*, Documentary Series (2-3 Volumes)
- *Eyes on the Prize*, Documentary Series (2-3 Volumes)

References

Appelbaum, Richard and William J. Chambliss. 1995. *Sociology*. New York: HarperCollins College Publishers.

Foran, John. 2003. Syllabus for Sociology 130ST, *Radical Social Change from Chile to Chiapas*, at UCSB, Summer Sessions.