

Sociology Of Race And Ethnicity (SOCI 133E)

Classroom: 101 Social Sciences Building

Class Hrs: 02:00-03:20 Tuesday and Thursday

Office Hrs: 12:30-0200 Thursdays (In Person) or by appt

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"Recently race has been understood to mean an aggregate of individuals with clearly common traits, but traits furthermore due to their derivation from a common stock." Emile Durkheim

The antipathy [towards Critical Race Theory] tells us very little about CRT or about contemporary race and class relationships but is actually rooted in a longstanding paternalistic suspicion of race-conscious social analyses." Paul Warmington

COURSE DESCRIPTION. This course is an introduction to the sociological study of race in the United States of America. The main purpose of this course is to broaden our understanding of racial and ethnic relations in the United States. Any sociological approach to this topic begins with the assumption that race and ethnicity are socially and politically constructed phenomena. This course will take that approach. In the first section of the course, we'll examine interactionist explanations for race relations that look at the role of micro-level processes. Then we'll turn to macro and middle-range structuralist approaches that emphasize ethnic competition, racialization, and status structures. In the final third of the course, we will analyze ethnic relations within the context of three major social institutions: education, housing/politics, and the media.

TEXTS. There is no assigned textbook for this course. All assigned readings will be articles made available to you in course reserves. You can access them in Canvas (under "Course Reserves"), but will need a VPN (AnyConnect "allthruucsd" group) for library access if you're off-campus. You can also find them by clicking on the book icon on the welcome page of the course website. You will be responsible for reading each article assigned and write memos (see point B in grading) for two of them each week. Undergraduate students are conventionally expected to complete 2-3 hours of out-of-class coursework for *every hour in class . . . really*. [I know. Stop laughing!] Research on reading speeds shows that undergrads average about 250-300 words per minute for recognition of the material content. The average 20-page article assigned in this course is about 12500 words and should take you about an hour to read carefully and 30 minutes to skim. As you'll see below, you will be required to outline these articles; that will add an additional 30-45 minutes. Therefore, I fully expect that you should be able to read/outline the articles each week. If you find it difficult to manage this level of work, please let me know and we can discuss some techniques for increasing your reading/skimming speed.

REQUIREMENTS AND GRADING. Other than the quizzes and the final examination, your grade in this class will be based on your completion of assignments, not "mastery" of material. In order to learn the material we will cover in this class, I need you to complete all of the assignments. Each journal and article memo will be marked as "done" or "not done", not "correct" or "incorrect". These assignments are opportunities to explore, engage with, and challenge ideas raised in the class. Complete them. Each of you starts with an "A" (600 points) and you move down from there. The buffer for each letter grade is 60 points (10%). Pluses and minuses are earned in the 20 point margins at the top/bottom of the letter grade range. **You will receive an A- at 564 points.** Once you go below the threshold for any given grade, there is NO way to go up. Unless otherwise noted, all assignments should be single-spaced, 1" margins, and in Times or Times New Roman font. All assignments must be turned in on Canvas in the correct assignment "mailbox" as WORD (doc. or docx) documents.

A = 565-600 points (94%)	B+ = 520-539 points (87%)	C+ = 460-479 points (77%)	D = 360-419 points
A- = 540-564 points (90%)	B = 500-519 points (83%)	C = 440-459 points (73%)	F = 0-359 points
	B- = 480-499 points (80%)	C- = 420-439 points (70%)	

OTHER IMPORTANT THOUGHTS

Academic Excuses: I recognize that life may create interruptions in your ability to fully participate in the class. If an issue arises for you, you must let me know in advance of the deadline. Constantly monitoring students' late work is not a productive use of my time. If you have to (or choose to) **turn something in late**, Canvas will automatically mark it as a "zero". It will remain a zero until noon the Saturday before finals week when I go back and give it (only) 40% of the possible grade. If you know that **you cannot take the quiz** during the 7a-2p window, let me know by 8am that Friday and I'll be happy to extend the window for you.

Academic Integrity: UCSD's Student Honor and Conduct Code governs all work in this course. It is your responsibility to familiarize yourself with the provisions of the Code addressed in UCSD's Catalog and Student Handbook. Uncertainty about the application of the Honor Code does not excuse a violation. Plagiarism/cheating is easily detected and WILL NOT be tolerated. If I suspect that either has taken place, you will receive no credit for the assignment. Materials presented in this class are for the exclusive use of students enrolled in this course. The release of any of this material is strictly prohibited. Releasing this material will be considered an Honor Code violation and may also be a violation of state and federal laws.

A Note About ChatGTP Written By ChatGTP: "I am aware that some students may be using ChatGTP to complete their assignments. However, I will be able to easily spot any instances of this because ChatGTP produces generic answers that do not demonstrate a genuine understanding of the material as taught in this class. ChatGTP is also, notoriously, incapable of correctly answering quiz/exam questions in this class. Using it is cheating; depending on it is a mistake. I expect all students to complete their assignments on their own and with honesty and integrity."

Academic Accessibility: The Office for Students With Disabilities (OSD) works with students who have disabilities in order to help us provide reasonable accommodations to enable you to learn the course materials. It is your responsibility to request those accommodations *through that office*. In order to receive consideration for an accommodation, you must register with the OSD as soon as possible. Accommodations cannot be retroactively applied.

Encountering Food Insecurity? If you are skipping and stretching meals, or having difficulties affording or accessing food, you may be eligible for CalFresh, California's supplemental nutrition assistance program, that can provide nearly \$300 a month in free money on a debit card to buy food. Also consider the Triton Food Pantry, where you can pick up 15 points worth of food per week. Both resources can be found at the following website: basicneeds.ucsd.edu/food-security.

Final Thoughts on Respect: People often have strong opinions about the topics discussed in sociology courses, particularly in discussions that also intersect with ideas about race, gender, and sexuality. In our processes of learning what is empirically "true" and what is not, it is possible that members of the class will make comments which are based on misinformation or an interpretation that other members of the class find objectionable. Given this, it is essential that we treat each other with respect, that we do not demean or devalue the comments of class members, and that we stick to the issues rather than engage in personal attacks. If you find that statements in the class—including my own—cause you to feel left out or make it difficult for you to fully participate, please let me or the TA know and we'll see what we can do to remedy this. It is also important to be aware of how your choice of language regarding race, gender, and sexuality will be received by your classmates who may stand in different relation to the material than you. One important adjustment we should all make for this class is to tend towards inclusive language when talking about human beings (e.g., "people" instead of "men") except when the analysis we're engaging in requires more specificity (e.g., a discussion on gay men).

Course Schedule

COURSE INTRODUCTION

Week Of January 06 Course Introduction

Gallagher, Charles. 2003. "Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America." *Race, Gender & Class* 10:22-37.

Meissner, Christian, and John Brigham. 2001. "Thirty Years of Investigating the Own-Race Bias in Memory for Faces." *Psychology, Public Policy, and Law* 7:3-35.

Week Of January 13 Socio-Historical Constructions Of Race

Bonilla-Silva, Eduardo. 2002. "We Are All Americans!: The Latin Americanization of Racial Stratification in the USA." *Race & Society* 5:3-16.

Glasgow, Joshua, Julie Shulman, and Enrique Covarrubias. 2009. "The Ordinary Conception of Race in the United States and Its Relation to Racial Attitudes: A New Approach." *Journal of Cognition and Culture* 9:15-38

SOCIAL PSYCHOLOGY OF RACE

Week Of January 20 Racial/Ethnic Identity and Measurement (QUIZ)

Khanna, Nikki. 2004. "The Role of Reflected Appraisals in Racial Identity: The Case of Multiracial Asians." *Social Psychology Quarterly* 67:115-31.

Reyes, Daisy. 2017. "Disparate Lessons: Racial Climates and Identity-Formation Processes Among Latino Students." *DuBois Review: Social Sciences Research on Race* 14:447-470.

Week Of January 27 Stereotypes (Cognition), Prejudices (Affect), & Discrimination (Behavior)

Goff, Phillip, Claude Steele, and Paul Davies. 2008. "The Space Between Us: Stereotype Threat and Distance in Interracial Contexts." *Journal of Personality and Social Psychology* 94:91-107.

Newton, Veronica. 2023. "Hypervisibility and Invisibility: Black Women's Experiences with Gendered Racial Microaggressions on a White Campus." *Sociology of Race and Ethnicity* 9:164-178.

Xu, Jun, and Jennifer Lee. 2013. "The Marginalized 'Model' Minority: An Empirical Examination of the Racial Triangulation of Asian Americans." *Social Forces* 91:1363-97.

THE SOCIAL STRUCTURING OF RACE AND RACISM

Week Of February 03 Ideological Racism and Institutional Racism (QUIZ)

Bertrand, Marianne, and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *The American Economic Review* 94:991-1013.

Mueller, Jennifer, Danielle Dirks, and Leslie Houts Picca. 2007. "Unmasking Racism: Halloween Costuming and Engagement of the Racial Other." *Qualitative Sociology* 30:315-335.

Week Of February 10 Status Structures And Status Expectations

- Fischer, Mary. 2011. "Interracial Contact and Changes in the Racial Attitudes of White College Students." *Social Psychology of Education* 14:547-574.
- Hunter, Margaret. 2007. "The Persistent Problem of Colorism: Skin Tone, Status, and Inequality." *Sociology Compass* 1:237-254.
- Wright-Mair, Raquel, Delma Ramos, and Brittany Passano. 2023. "Latinx College Students' Strategies for Resisting Imposter Syndrome at Predominantly White Institutions." *Journal of Latinos and Education* 23:725-743

RACE, RACISM, AND SOCIAL INSTITUTIONS

Week Of February 17 Applying Ideas To Institutions: Education (QUIZ)

- Morris, Edward. 2005. "From 'Middle Class' to 'Trailer Trash': Teachers' Perceptions of White Students in a Predominately Minority School." *Sociology of Education* 78:99-121.
- Pitt, Richard, and Josh Packard. 2012. "Activating Diversity: The Impact of Student Race on Contributions to Course Discussions." *The Sociological Quarterly* 53:295-320.

Week Of February 24 Applying Ideas To Institutions: Politics and Housing

- Bonilla-Silva, Eduardo, and David Embrick. 2007. "'Every Place Has a Ghetto...': The Significance of Whites' Social and Residential Segregation." *Symbolic Interaction* 30:323-345.
- Huante, Alfredo. 2021. "A Lighter Shade of Brown? Racial Formation and Gentrification in Latino Los Angeles." *Social Problems* 68:63-79

Week Of March 03 Applying Ideas To Institutions: Media (QUIZ)

- Brayton, Sean. 2021. "Hallmark Whiteness and the Paradox of Racial Tokenism." *Studies in Popular Culture* 43:24-47
- Hughey, Matthew. 2009. "Cinethetic Racism: White Redemption and Black Stereotypes in 'Magical Negro' Films." *Social Problems* 56:543-577.

Week Of March 10 The Conclusion Of The Whole Matter

No Readings This Week. We Will Engage In A Deep-Dive Review Of Your Favorite Articles.

Ellison, Christopher, Marc Musick and Andrea Henderson. 2008. "Balm in Gilead: Racism, Religious Involvement, and Psychological Distress among African-American Adults." *Journal for the Scientific Study of Religion* 47:291-309.

PRIMARY ARGUMENT (one sentence, usually found in the front of the article): The authors argue that religious practices and values help African Americans in coping with instances of psychological distress that comes from experiences of racism.

IMPORTANT DEFINED CONCEPTS (2, don't define acronyms/abbreviations):

- (Additive) Offsetting Model: A model where religious involvement reduces feelings of distress and that reduction "offsets" the harmful effects of racism, but doesn't reduce them.
- (Interactive) Buffering Model: A model where religious participation reduces the effects of racism on distress and, probably, reduces distress directly too; a better model for religion.

PRIMARY FINDINGS (3-4, usually found in "Findings", "Results", or "Discussion"):

1. Experiences of discrimination are most problematic for those who attend church sporadically, 1-3 times per month, even when compared to those who attend rarely or never. Those who attend more than weekly experience the least distress.
2. Those who report a high degree of religious guidance in their lives also report low levels of distress, possibly due to a strong sense of self and a strong sense of connection to the divine, which can lead to a belief in the intrinsic worth and significance of the self.
3. Victims of racist episodes fare better emotionally during the weeks after the episode if they have a strong interior religious and spiritual life.
4. There are some nonreligious psychosocial resources (e.g., self-esteem) that appear to protect against distress, but not all of them (e.g., feelings of personal mastery) do not.

KEY QUOTE (1): "Religious guidance may discourage anger and hostility, promote forgiveness, and cultivate characteristics and dispositions that are more generous than those of racist tormentors. This, too, may result in lower levels of psychological distress." (297)

QUESTION (1): If social dynamics along generational lines have changed the relationship between African Americans and the Black church, what would a 2021 study reveal as far as the correlation between church attendance and racism-related distress?

**** In order to type a bullet (•), use ALT-7 on PC and OPT-8 on MAC ****