

**Racial and Ethnic Relations**  
SOC 247 (#9568)/AAS 247 (#6018)  
Fall 2017

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Days & Time:	M/W 2:30-3:45 PM	TA Office Hours:	R 2:30-4:00 PM
Location:	Tarbutton Hall 218	TA Office:	Tarbutton Hall 120C
Office Hours:	M/W 1:15-2:15 PM	Professor Mailbox:	225 Tarbutton
Office:	204 Tarbutton	Class Webpage:	<a href="http://canvas.emory.edu">http://canvas.emory.edu</a>

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**COURSE DESCRIPTION**

For years we have understood that race is, biologically speaking, an exceedingly complex matter and that preconceived biases much more than biology govern the way people think about race. In this course, we will discuss both the biological myth and social reality of race. In particular, we will focus on the social significance of race by examining the reality of racial stratification, the reality of the experience of race, and the rationality of those who study racial dynamics and processes. During this course you will learn the origins of the concept race, explore the historical science and statistics used to justify racial thinking, and review several empirical works on race in Sociology.

The first portion of the course – “The Science of Race and Racial Inequality in America,” is aimed at disentangling biological and social constructions of race in scientific study. The readings and lectures for this part of the course are largely based on historical figures and events that played a role in the social origins of the racial construct. We will critically discuss the reality of race prior to the 16<sup>th</sup> century and the early science that validated the racial construct, the associated social hierarchy, and the eugenics movement.

In the second portion of the course – “Sociological Theories of Race,” we will review a number of theoretical readings on the social science of race and ethnicity. The readings and lectures for this part of the course are largely based on social scientific explanations of race and ethnic relations. After assessing social scientific interpretations of biological constructions of race, we will survey early and contemporary sociological theories of race and ethnic relations and attend to the conceptual distinctions among prejudice, discrimination, and racism.

The third portion of the course – “Empirical Research on Race and Racial Inequality” – will survey select empirical readings in Sociology on social sources of race, racial inequality, and racial policy in Sociology. After critically reviewing the current biological perspective on the relationship between race and intelligence, we examine sociological research that applies a social constructionist perspective to the study of crime, wealth, residential segregation, and labor markets. We conclude the course by assessing post-Civil Rights changes in America’s racial attitudes, racial classification system, and racial policies.

The end product of the course is an in-depth understanding of the origins of race, the structure of racial hierarchy in the United States, and a fundamental understanding of many sociological theories and empirical analyses of race and racial stratification in America.

## COURSE REQUIREMENTS

The class meets on Mondays and Wednesdays between 2:30 p.m. and 3:45 p.m. in 218 Tarbutton Hall. My office is located in 204 Tarbutton Hall. I will be available there on Mondays between 1:15 p.m. and 2:15 p.m., or by appointment. I will also be available via email during my office hours. My email address is [abigail.a.sewell@emory.edu](mailto:abigail.a.sewell@emory.edu).

For this course, I will rely on Canvas to distribute information about the course, including course materials (such as the syllabus, announcements, handouts, readings not in the assigned book, and grades). You can access the Canvas website at <http://canvas.emory.edu> with your university account. It is your responsibility to check the class Canvas website regularly (i.e., daily).

### ***Required Reading Materials***

- (1) Graves, Jr., Joseph L. 2001. *The Emperor's New Clothes: Biological Theories of Race at the Millennium*. New Brunswick, NJ: Rutgers University Press. (ISBN: 9780813533025)
- (2) Ray, Rashawn. 2010. *Race and Ethnic Relations in the 21<sup>st</sup> Century: History, Theory, Institutions, and Policy*. San Diego, CA: University Readers. (ISBN: 9781935551607)
- (3) Taylor, Keeanga-Yamahtta. 2016. *From #BlackLivesMatter to Black Liberation*. Chicago, IL: Haymarket Books. (ISBN: 9781608465620)
- (4) Selected readings available under the "Course Content" tab of the Canvas site. These are short articles from sources other than the textbooks.
- (5) This syllabus.

Graves (2001), Ray (2010), and Taylor (2016) can be found at the Emory Bookstore.

### ***Attendance***

Class attendance will be factored into your final grade. Accordingly, if you are not in class, you will be penalized.

Class lectures contain information that is not in your text. You will be held accountable for the information discussed in class regardless of whether you are there. There will be in-class assignments given occasionally, so it is in your best interest to be in class every day and on time. **The full slides will be posted on Canvas 24 hours before each class. You are responsible for taking your own lecture notes.** If you do miss class, *you should contact a classmate to find out what was covered.* You are responsible for all knowledge transmitted in the course delivered via readings and lectures.

*Please arrive on-time for class.* Attendance will be taken during each class. An absence is equivalent to: 1) not being present for the entire class; 2) arriving late; and/or 3) leaving early. Three absences are allowed for any reason. After the third absence (regardless of the reason, other than university-sanctioned absences), points will be deducted. Each additional absence will result in a final grade reduction equivalent to 20 points (i.e., 1% of the total points available in the class). For example, a student with 6 total absences will have their final grade reduced by 3% of the total possible points accumulated for the course. Moreover, a student who is late to class 4 times and not present for the entire class 2 times during the semester will have their final grade reduced by 3% of the total possible points accumulated for the course. *Students with perfect attendance will have 3% of the total possible points accumulated for the course added to the total points they earned during the course.*

### ***Reading Reflections***

Reading reflections must be completed by *noon* on the assigned dates listed below. Your lowest reading reflection grade will be dropped.

<b>Assignment Description</b>	<b>Materials Covered</b>	<b>Date Due and Time</b>
1 <sup>st</sup> Reading Reflection	Weeks 1, 2, 3, and 4	Noon, Friday, September 15, 2017
2 <sup>nd</sup> Reading Reflection	Weeks 5, 6, and 7	Noon, Friday, October 6, 2017
3 <sup>rd</sup> Reading Reflection	Weeks 8, 9, 10, and 11	Noon, Friday, November 10, 2017
4 <sup>th</sup> Reading Reflection	Weeks 12, 13, 14, and 15	Noon, Friday, December 8, 2017

Each reflection should focus on *two* (2) assigned article or chapter examined in the designated weeks relevant to the due date. *Each reflection contributes 75 points to your final grade.*

Credit for these assignments will be assessed by addressing each of the following issues in 1-3 sentences for each of the articles/chapter:

- 1) Identify the main thesis.
- 2) Identify one claim that the authors provide to support the main thesis.
- 3) Provide an additional supporting claim for the author's main thesis that is not mentioned in the article/chapter.
- 4) Provide a critique of the main thesis/supporting claim that the authors provide.
- 5) Provide a supporting claim for the critique that you leverage against the author's main thesis/supporting claim.
- 6) Compare the perspectives on racial/ethnic inequality adopted or pursued by the two readings – that is, note similarities.
- 7) Contrast the perspectives on racial/ethnic inequality adopted or pursued by the two readings – that is, note differences.
- 8) Make a decision: Which reading provides a better tool for eliminating racial and ethnic inequality? Defend your position.

In all, the reflection should have between 8 and 24 sentences. The sentences may be simple or complex. However, points will be deducted on reflections that have less than 8 sentences or more than 24 sentences. One point will be deducted for each sentence above and/or below the requirements. For instance, a reflection with either 7 sentences or 25 sentences will receive a *one point* deduction to the final reflection grade for that week.

### ***In-Class Assignments***

I will give 4 quizzes/assignments in class that will cover material from the lectures, class discussions, and films. These assignments will be unannounced and can only be completed by those who are present in class when the assignments are given. Each quiz contributes *75 points* to your final grade.

### **Exams**

I will give two (2) in-class exams (400 points each) and one final exam (600 points each) that will cover material from the readings, lectures, class discussions, and films. Exams may contain a combination of multiple choice and short answer/ essay questions.

All exams will take place in 218 Tarbuton Hall unless otherwise noted. Plan to arrive promptly. Extra time cannot be given to complete the exam. The schedule for the exams is as follows:

In-Class Exam 1:	Wednesday, September 20, 2017 (2:30-3:45 PM)
In-Class Exam 2:	Monday, October 30, 2017 (2:30-3:45 PM)
Final Exam:	Thursday, December 7, 2017 (8:00-10:30 AM)

In-class exams are not cumulative – that is, they only address material covered in the portion of the course prior to the in-class exam. The final exam is cumulative.

Exams will only be given during the scheduled time. *Arrange your travel plans accordingly.*

### **Grading**

You will be graded on a 2000 point scale, broken down as follows:

Reading Reflections	4 Reflections @ 75 pts. each	300	15%
In-Class Assignments	4 Quizzes @ 75 pts. each	300	15%
In-Class Exam 1	1 Exam @ 400 pts. each	400	20.0%
In-Class Exam 2	1 Exam @ 400 pts. each	400	20.0%
Final Exam	1 Exam @ 600 pts. each	600	30.0%
Attendance*	Penalized Absence @ 20 pts. each	-20/absence	-1%
	Perfect Attendance @ 60 pts	60	3%

\*See Class Policies below for more information on penalized absences.

### **By Percentages and Points:**

A	92.5-96.4%	1850-2000 points	C	72.5-76.4%	1450-1529
A-	89.5-92.4%	1790-1849	C-	69.5-72.4%	1390-1449
B+	86.5-89.4%	1730-1789	D+	66.5-69.4%	1330-1389
B	82.5-86.4%	1650-1729	D	62.5-66.4%	1190-1329
B-	79.5-82.4%	1590-1649	F	0-59.4%	0-1189
C+	76.5-79.4%	1530-1589			

## CLASS POLICIES

If you must miss class often because of a university-sanctioned absence (e.g., religious holiday), please let me know in the first two weeks of class. If you require accommodation for a university-sanctioned absence, please submit notification to me **by September 6<sup>th</sup>**.

### ***Contacting Me***

**Email.** Email me at: [abigail.a.sewell@emory.edu](mailto:abigail.a.sewell@emory.edu). Please put “SOC/AAS247” in the subject line, so it is known that the e-mail pertains to this course. If you do not put “SOC/AAS247” in the title, it is likely that I will not read the email in a timely fashion. ***Do not use Canvas as a means to email the TA or me.***

As a rule, unless there are emergency circumstances, email will be checked at least once a day. Just to play it safe, please try to email *before* 5p.m. if possible.

**Office Hours.** My office hours are 1:15 p.m. – 2:15 p.m. Monday and Wednesday. If you cannot make my office hours, please contact me to arrange a time in which we can meet.

**Class Etiquette.** All viewpoints are welcome in class. Each of us will be respectful of each other.

### ***Technology***

***Laptops:*** Laptops are permitted for the purposes of *taking notes during class only*. Laptops are not to be used for other purposes (e.g., browsing the internet, playing games, social networking) during class. *I reserve the right to confiscate your laptop until the end of class if you are in violation of this policy.*

***Cell phones:*** As a sign of respect, please silence or turn off your phone before class begins. If you will have situations/circumstances in which you need to have access to your phone, please notify me accordingly. Note: Cell phones are not allowed during an exam. *The presence of a cell phone during the exam will be counted as cheating.*

***Recording Lectures:*** You are **not** permitted to record **any** portion of the class (audio and/or visual) without the expressed consent from the instructor.

## CLASS REQUIREMENTS

### ***Academic Integrity:***

The Emory University Honor Code applies fully to this course. When you sign an exam or submit your assignments, you are pledging to the honor code. Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, or facilitating academic dishonesty constitutes as a breach of academic integrity. Such breaches can result in serious consequences ranging from reprimand to expulsion. The University's policy on academic integrity can be found at: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>.

*Cheating during exams will not be tolerated.* During exams, all desks will be cleared (including cell phones), and no notes should be visible on the floor near your desks. You are not permitted to have earphones on/in during an exam. You are not permitted to wear hats nor have your cellphone in view. You may not use the restroom during an exam, unless there is an emergency situation *of which I am aware*. Violations of these terms will result in similar consequences as that of plagiarism.

### ***Canvas***

We will use the Canvas site for this course regularly. Please check the site several times a week in order to ensure that you are aware of class announcements and so forth. We may also use the site to arrange discussions with your colleagues in the course.

### ***Make ups and Late Assignments***

**Exams.** *There will be no make-up exams, except under extreme circumstances!* I fully expect you to notify me of your situation as soon as possible. In order for me to consider excusing an exam absence, you *must* provide me with documentation of some sort, including, but not limited to: copies of police reports, death notices/obituaries, etc. I reserve the right to ascertain the validity of your documentation. If there is an emergency and you have adequate documentation *and* have taken the necessary steps to contact me, I will allow you to arrange a make-up exam with me, **but** this exam may differ in nature from the rest of the class, and will be graded to reflect the additional time that you have had to prepare for it.

**Reading Reflection.** *Late reading reflection papers will not be accepted.*

**Incompletes.** In accordance with departmental and university policies, I will not grant an incomplete unless extremely unusual and documented circumstances exist.

### ***Students with Special Needs***

Students with disabilities must contact the Office of Disability Services (<http://www.ods.emory.edu/>; 404-727-6016) to obtain proper documentation if accommodations are needed. Please do this early in the semester in order to make sure that everything is in order.

### ***Electronic Equipment***

Electronics are only permitted in the classroom to the extent that they *facilitate* learning for you and do not distract others. Please turn off your mobile and multimedia devices, etc. during class time.

## **COURSE SCHEDULE**

\*\*This is the tentative course schedule, which might need slight adjustments as we progress through the semester. As such, I reserve the right to make changes as needed. Any changes will be announced in class prior to the effective date. It is your responsibility to be aware of those changes.

\* Indicates that this reading is located in *The Ray Reader*

^ Indicates that this reading is posted under “Files” tab of class Canvas page

**SYLLABUS** = Syllabus for SOC/AAS 247: Racial and Ethnic Relations (...you are reading it)

The reading listed under each date should be done **BEFORE** class, so that you will be prepared for lecture and discussion.

### **Part 1: The Science of Race and Racial Inequality**

#### **Week 1**

Aug 23

#### **Introduction and Overview (FIRST DAY OF CLASS)**

*Reading:*       **SYLLABUS**

#### **Week 2**

Aug 28

#### **The Aim of Sociology**

*Reading:*       ^“Quetelet on the Study of Man” (1996)

                  ^Du Bois, W.E.B. (1898) “The Study of Negro Problems”

Aug 30

#### **And Then There Was Race...A Brief Historical Overview**

*Reading:*       \*Drake (1987) “White Racism and the Black Experience”

                  \*Zuberi (2001) “The Evolution of Racial Classification”

*Film Clip:*     Implicit Attitudes Test

#### **Week 3**

Sep 4

#### **LABOR DAY (NO CLASS)**

Sep 6

#### **Historical Race**

*Reading:*       Graves (2001) *The Emperor’s New Clothes* - Chapter 1

                  Graves (2001) *The Emperor’s New Clothes* - Chapter 2

*Film Clip:*     The Matrix

**Week 4**

Sep 11

**The Early Science of Race I**

Reading: Graves (2001) *The Emperor's New Clothes* - Chapter 3  
^Benjamin (2013) *People's Science*, "Race for Cures" – Chapter 4  
Film Clip: The Power of Illusion – Part 2

Sep 13

**The Early Science of Race II/Social Darwinism**

Reading: Graves (2001) *The Emperor's New Clothes* - Chapter 4  
Graves (2001) *The Emperor's New Clothes* - Chapter 5

**Week 5**

Sep 18

**Early Eugenics**

Reading: Graves (2001) *The Emperor's New Clothes* – Chapter 6  
Film Clip: The Power of Illusion – Part 1

Sep 20

**IN-CLASS EXAM #1**

**Part 2: Sociological Theories of Race**

**Week 6**

Sep 25

**Social Eugenics: Galton's *Hereditary Genius***

Reading: ^Galton (1892) "The Comparative Worth of Different Races"  
^Galton (1892) "Comparison of Two Classifications"

Sep 27

**The Race Relations Cycle**

Reading: ^Lyman (1968) "The Race Relations Cycle of Robert E. Park"

**Week 7**

Oct 2

**Overview of Sociological Theories of Race/Ethnicity: Post-Park**

Reading: \*Omi and Winant (1996) "Racial Formation: Understanding Race and Racism in the Post-Civil Rights Era"

Oct 4

**Protecting Privilege**

Reading: \*Blumer (1958) "Race Prejudice as a Sense of Group Position"

**Week 8**

Oct 9 **FALL BREAK (NO CLASS)**

Oct 11 **An Economic Theory of Racial/Ethnic Antagonism**

Reading: ^Bonacich (1972) “A Theory of Ethnic Antagonism: The Split Labor Market”

**Week 9**

Oct 16 **Prejudice, Discrimination, and Privilege**

Reading: ^Wellman (1977) “Prejudiced People Are Not the Only Racists in America”

Oct 18 **Racism without Racists**

Reading: ^Bonilla-Silva (2006) “The Strange Enigma of Race in America”  
Taylor (2016) Chapters 1 (“A Culture of Racism”) and 2 (“From Civil Rights to Colorblind”)

**Week 10**

Oct 23 **Race as Structure/Systemic**

Reading: \*Feagin (2006) “Racist America: Racist Ideology as a Social Force”

Oct 25 **IN-CLASS EXAM #2**

**Part 3: Empirical Research on Race and Racial Inequality**

**Week 11**

Oct 30 **Race and IQ: Racial Theory Meets Racial Statistics**

Reading: Graves (2001) The Emperor’s New Clothing – Chapter 10  
Graves (2001) The Emperor’s New Clothing – Conclusion

Nov 1 **Racial Wealth Disparities**

Reading: \*Oliver and Shapiro (2006) “Black Wealth/White Wealth: Wealth Inequality Trends”  
Taylor (2016), Chapter 3, “Black Faces in High Places”

## **Week 12**

Nov 6

### **Race, Crime, and Policing**

Reading: \*Sampson and Wilson (2005) "Toward a Theory of Race, Crime, and Urban Inequality"  
^Lopez (2010) "Post-Racial Racism: Racial Stratification and Mass Incarceration in the Age of Obama"

Nov 8

### **Racial Residential Segregation**

Reading: ^Williams and Collins (2001) "Racial Residential Segregation as a Fundamental Cause of Health"  
\*Dixon (2006) "The Ties that Bind and Those that Don't: Toward Reconciling Group Threat and Contact Theories of Prejudice"

## **Week 13**

Nov 13

### **Labor Market Discrimination**

Reading: \*Bertrand and Mullainathan (2004) "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination"  
\*Pager (2003) "The Mark of Criminal Record"

Nov 15

### **Race in Higher Education**

Reading: \*Katznelson "When Is Affirmative Action Fair? On Grievous Harms and Public Remedies"

## **Week 14**

Nov 20

### **Racial Attitudes at the Millennium**

Reading: \*Bobo (2001) "Racial Attitudes and Relations at the Close of the Twentieth Century"

Nov 22

### **Cumulative Racism (Online Lecture: Class Will NOT Meet)**

Reading: ^McIntosh, Peggy (1990) "White Privilege: Unpacking the Invisible Knapsack"  
Film: "Tim Wise on White Privilege @ Bloedel Hall"

## **Week 15**

Nov 27

### **Race in U.S. Immigration Policy**

Reading: ^Takaki (1989) *Asian Americans: Myth of the Model Minority*  
\*V. Ray (2010) “One Drop to Rule Them All? Colorism and the Spectrum of Racial Stratification in the Twenty First Century”

Nov 29

### **Race and Contemporary Social Movements**

Reading: Taylor (2016) *From #BlackLivesMatter to Black Liberation*, Chapters 4-7

## **Week 16**

Dec 4

### **Race as an Intersecting System of Oppression**

Reading: ^Crenshaw (1989) “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics”  
^Collins (2015) “Intersectionality’s Definitional Dilemmas”

Dec 7

**FINAL EXAM, 8:00a.m. – 10:30a.m., Tarbuton 218**

**CLASSMATE CONTACT INFORMATION**

I have provided space for you to record the names and e-mail address of a few students in this class. This will help if you have questions about assignments or miss a day of class and need to get notes.

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