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 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

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., weekly). It is best to check the Canvas class page on Monday to see if there have been any modifications for the week.

Zoom Participation

You can join our sessions here

https://emory.zoom.us/j/93703244253?pwd=WkFqZ3QweGIzcUkwQ2hOdWd1SG9Kdz09
Meeting ID: 937 0324 4253
Passcode: 088251

You are expected to be present and to participate in weekly zoom sessions. With that said, this is an extremely unusual semester for all of us given the pandemic. I ask that you communicate with me regarding the need to miss sessions and any barriers to full participation. Likewise, if your situation changes regarding health, housing, or in any other regard with respect to your ability to participate in the class, please contact the appropriate Emory student support organization first and then me as soon as feasible. It is easier for me to address your needs if I know about them as soon as they arise. This does not mean I can successfully respond to every request for consideration, but I emphasize that my goal is to treat you all equitably and do what I can to help you succeed in this course.

Our class sessions on Zoom / our in-person class sessions will all be audio and visually recorded for students in the class to refer back to the information, and for enrolled students who are unable to attend live.
Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image.

Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Lectures and other classroom presentations presented through video conferencing and other materials posted on Canvas are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act.

**ZOOM OFFICE HOURS**

My zoom hours will be held on Tuesdays from 2:00 pm to 4:00 pm EST. However you cannot make the allotted time due to class or work conflicts, or because of other responsibilities, please contact me to arrange a time in which we can meet. Please reserve a slot at:

https://www.wejoinin.com/sheets/gihqr

Once you have signed up, you can join our sessions here:

https://emory.zoom.us/j/96556234097?pwd=THRLZUJ6dy9FUlltb3dxeXZ3SHpOZz09

Meeting ID: 965 5623 4097
Passcode: 684686
GRADING

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

- Zoom Participation: 200 points (10%)
- Lecture Participation: 200 points (10%)
- Perusall Participation: 400 points (20%)
- Assignments: 600 points (30%)
- Final Project: 600 points (30%)

By Percentages and Points:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
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<td>1850-2000</td>
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<tr>
<td>A-</td>
<td>89.5-92.4%</td>
<td>1790-1849</td>
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<td>B+</td>
<td>86.5-89.4%</td>
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<td>B</td>
<td>82.5-86.4%</td>
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<tr>
<td>B-</td>
<td>79.5-82.4%</td>
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Class Etiquette

- All viewpoints are welcome in class. Each of us will be respectful of each other.

Lecture Participation

- Class lectures contain information that is not in your text. You are expected to be familiar with information covered in lecture.

Assignments

- There will be a mid term assignment and a final assignment.

1) Midterm Assignment - Explicating racism through a metaphor map

2) Final Assignment - Due Dec. 15th
   Original Op Ed illuminating the link between racism and a contemporary racial disparity
COURSE POLICIES

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 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](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
I am happy to accommodate students, given that they communicate with me and we discuss alternative arrangements

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

Accommodations
Students who are eligible for should contact the Office of Accessibility Services. As the instructor of this course I endeavor to provide an inclusive learning environment. I want every student to succeed. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request accommodations. In order to receive consideration for reasonable accommodations, you must register with the DAS at [http://accessibility.emory.edu/students/](http://accessibility.emory.edu/students/). Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact me as early as possible in the semester to discuss the plan for implementation of your accommodations.

For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or [accessibility@emory.edu](mailto:accessibility@emory.edu)
**SEMESTER 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.**

In addition to watching the weekly lecture, the reading listed under each date should be done **BEFORE** our synchronous Thursday meeting, so that you will be prepared for discussion.

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

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 16th century and the early science that validated the racial construct, the associated social hierarchy, and the eugenics movement.

<table>
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<tr>
<th>Week 1 (Aug 20th)</th>
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| • Introduction and Overview  
  Reading: SYLLABUS |

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<th>Week 2 (Aug 26th)</th>
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| • And Then There Was Race... A Brief Historical Overview  

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<th>Week 3 (Sept 3rd)</th>
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| • Historical Race/ Early Science of Race I  
  Reading: Graves (2001) The Emperor’s New Clothes - Chapter 1-3 |

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<th>Week 4 (Sept 10th)</th>
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| • The Early Science of Race II/ Darwinism and Eugenics  
  Reading: Graves (2001) The Emperor’s New Clothes - Chapter 4-6 |
Part 2: Sociological Theories of Race

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.

October 13th Midterm Project Due

Week 5 (Sept 17th)
- Overview of Definitions of Racism
  Reading: Clair & Denis (2015) “Sociology of Racism”

Week 6 (Sep 24th)
- Racism without Racists

Week 7 (Sept 3rd)
- Racial Projects

Week 8 (Oct 8th)
- Contemporary Applications
  Reading: Bobo (2017) Racism in Trump’s America

Part 3: Empirical Research on Race and Racial Inequality
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.

**Week 9 (Oct 15th)**

- **Race and IQ: Racial Theory Meets Racial Statistics**  
  Reading: Graves (2001) The Emperor’s New Clothing- Chapter 10 and Conclusion

**Week 10 (Oct 22nd)**

- **Racism without Racists**  

**Week 11 (Oct 29th)**

- **Labor Market Discrimination**  

**Week 12 (Nov 5th)**

- **Race and Crime**  

**Week 13 (Nov 12th)**

- **Race and Crime**  

**Week 14 (Nov 19th)**

- **Intersectionality**  
  Reading: Collins (2015) “Intersectionality’s Definitional Dilemmas”

**FINAL PROJECT DUE Dec 15th**