

Theories of Race and Racism
SOC 759R (#2694)

Instructor:	Dr. Abigail A. Sewell
Days and Time:	M 1:00 – 4:00 PM
Location:	206 Tarbutton
Office:	204 Tarbutton
Office Hours:	M 11:00 AM – 12:00 PM, or by appointment
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Class Webpage:	http://blackboard.emory.edu

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. More recently, social scientists have called for a closer examination of how the sociopolitical construct of racism both creates and perpetuates race schemas and racial thinking. In this course, we will discuss both the biological myth and sociopolitical reality of race. Specifically, this course provides an overview of the prominent theories and theorists of race, ethnicity, and racism, and is concerned with: 1) Understanding how the early science of race was used to justify racial classification and racial thinking; 2) Understanding the theories regarding the nature and persistence of race and ethnicity as meaningful social groupings in society; 3) Explaining the social significance of these group identities and 4) Examining how these group identities are informed by the sociopolitical construct of racism.

This course attempts to cover the major theoretical statements and prominent/influential theorists/theories in the area of race and racism. Furthermore, this course includes “dissenting” or non-traditional perspectives on race and racism. During this class, students will be exposed to the history of thought about race and ethnicity in general, and, in particular, the evolution of theories of debates regarding race in Sociology. We begin with the origins of the concept race, then discuss the concept racism. We then move from early perspectives to the present in an aim to understand the influential theories and theorists. As we proceed in our investigation we will continuously ask: 1) What are the key assumptions, propositions and concepts of each theory?, 2) How is the theory located within the larger theoretical tradition? 3) Does this theory agree or disagree with other views in the field? 4) What is the level of empirical support for the theory? 5) To what extent does the theory help to explain contemporary patterns of race and racism across time and space in the United States?

A survey of theories of race and ethnicity is an ambitious undertaking. We will cover a large amount of complex material over a relatively short period. In order to be successful, we require maximum commitment and effort from all participants. Since this is a graduate seminar, the format will involve presentations/overviews/summaries of assigned readings for the day to be followed by a critical discussion of the readings and related source materials. Students are required to play an active role in this process sharing the responsibility of presenting, leading

discussions, and critiquing with the instructor. Given the requirements of the course, you are encouraged to think and work collaboratively.

The class meets on Mondays between 1:00 p.m. and 4:00p.m. in 206 Tarbutton Hall. My office is located at 204 Tarbutton Hall. I will be available in my office on Mondays between 11:00 am. to 12:00 pm. or by appointment. I prefer that you make an appointment before you come during my office hours. My email address abigail.a.sewell@emory.edu.

Course requirements include: 1) Regular class attendance and participation in discussions; 2) taking a lead role in the presentation of two (2) days of materials; 3) regular (i.e., weekly) short reaction papers to be submitted by 5pm on the Sunday prior to class (no more than one page focusing on a particular reading or topic); 4) one reflection/review essay; and 5) a final seminar paper. The tabular breakdown of your final grade is below:

COURSE REQUIREMENTS

Participation	5%
Weekly Reaction Papers	20%
Lead Discussion	20%
Reflection/Review Essay	15%
Final Paper	40%

PARTICIPATION (5%)

The assignments outlined herein serve as preparation for seminar discussions. Your active participation in seminar throughout the semester constitutes a separate element of your final grade. I expect active and constructive participation.

WEEKLY REACTION PAPERS (20%)

Each Tuesday, by 5pm on the day before class, please post discussion questions via the course website to all seminar participants (you can choose one or several of each week's readings). I will pick some of those questions and reserve part of meeting time just to address those.

LEAD DISCUSSION (20%)

Each student will give lead two (2) discussions during the semester. It should include the following elements:

Clear and Concise Summary: The first and most important obligation of discussion leaders is to put before the rest of the class for discussion the core ideas and evidence contained in the readings for the day. Fulfilling this duty involves: 1) motivating an interest in the specific issue or problems, and 2) reviewing in reasonable detail the core questions and objectives of the research, the central argument and evidence developed in the research, and any major conclusions drawn in the work. The best way to accomplish this task is to think of yourself in the role of the author(s): specifically, present the material as someone who is an advocate for the position taken.

Positives: The second obligation of the discussion leader is to address what you see as the strengths of the research. Be explicit about the strong points, interesting observations, useful contributions, or provocative insights offered in the work. What are the important contributions of the work and why do you feel that way?

Negatives: The third obligation is to address the weaknesses of the research. Again, be explicit about the shortcomings, or failings even, of the work.

Materials included in the "positives" and "negatives" sections should proceed at two levels of analysis. First, take the material on its own terms. That is, within the confines of the research problem as defined in the work, what does it deliver on well and what does it fail to deliver on? Second, consider how the work bears on the larger questions and themes of the course. Does it make a clear and meaningful contribution to our understanding of how race and ethnicity may affect social behaviors and outcomes?

In general, the "summary" section of the presentation should be the longest portion of the talk. Handouts, tables, figures, illustrations, videos/film clips, and discussion questions may all be useful tools in facilitating discussion.

REFLECTION ESSAYS (15%)

Three (3) reflection essays are required for this course. The purpose of the reflection essays is to put the readings in perspective through critical consideration. This means: relate the readings to each other (where feasible), to readings from other weeks (where feasible) and pay close attention to the theoretical frameworks on which they draw. Use this lens to ascertain how/why arguments complement or contradict each other. Start out with a question that begs an accompanying response/explanation for each of the week's readings. You may, but do not have to, ask a question that encompasses all readings. Do not write several questions (or answers) for different readings. One good question and one comprehensive answer will do. Draw on all relevant materials from this course to answer your question and feel free to draw on related, relevant materials you have encountered in other seminars. Just make sure you stick to the issue you raised in the beginning.

Reflection essays should contain three parts:

- (1) Your summary (brief!) of the most important point(s) of the week's core readings. This should include a discussion of the links between the readings (or lack thereof). 1 page.
- (2) One question of clarification, interpretation, relevance etc. you would like us to address in class. You may ask abstract theoretical questions, raise conceptual issues, issues concerning textual analysis/interpretation, or even methodological questions for the empirical pieces assigned. ½ page.
- (3) For the question you ask, make sure you explain why that question is important. What is at stake? Try to find an answer to your question, but keep in mind that you do not have to have answers to everything in advance. It is my hope that the seminar discussion will serve that purpose—finding answers to questions. 3 pages.

The first reflection essay should focus on readings from Sessions 1-4. *The first reflection essay is due by Friday, October 7, 2016.* The second reflection essay should focus on readings from Sessions 5-9. *The second reflection essay is due by Friday, November 18, 2016.* The third reflection essay should focus on readings from Sessions 10-13. *The third reflection essay is due by Friday, December 9, 2016.*

FINAL PAPER (40%)

The final paper should help you integrate issues raised in this seminar with your own research interests. You will have discretion of the format of your final paper. Some of you may choose to write a research proposal (including, but not limited to, a literature review), while others may prefer to use this opportunity to write a dissertation chapter or provide an ongoing research project with the theoretical framework necessary to submit a paper for publication. The length of these proposals will vary depending on their purpose, but you should aim for about 20 double-spaced pages. To help you get an early start on this paper, *please discuss your paper ideas with me before Monday, September 26, 2016.*

An initial 5-page prospectus is due by noon on Monday, October 17, 2016. Please submit your prospectus via the course website and give a paper copy of your prospectus to one of your peers. This initial prospectus is worth **15 percent** of your Final Paper grade. In turn, *please provide one of your peers with written comments on their proposals by noon on Monday, November 7, 2016.* Similarly, *a first draft of the paper is due Monday, November 14, 2016.* Submit the first draft via the course website and give a paper copy of the draft to a different one of your peers. The first draft is worth **15 percent** of our Final Paper Grade. Providing comments on your peers' prospectus and first draft is worth **10 percent** of your Final Paper Grade. *The due date for the final paper is Wednesday, December 16, 2016 at midnight.* I will not accept late papers.

PARTICIPATION AND ATTENDANCE

Participation is encouraged and considered as part of your final grade. Attendance is required. One excused absence is allowed for any reason. One point of the final grade will be deducted for each session of the class missed beyond the excused absence. One point will be deducted for missing any portion of the lecture beyond the excused absence.

You are expected to be in class, on time, every day.

Roll call will be taken.

If you are not in your seat by the time your name is called, you will be considered late. After the second tardy mark, there will be a three (3) percent reduction in your grade for the course. No exceptions.

Turning assignments in late is not acceptable. Late assignments will not be accepted. If they are graded, a twenty (20) percent reduction in assignments will be levied against any work turned in late. No exceptions.

REQUIRED READING MATERIALS

^ From Back and Solomos Reader

* Blackboard Course Resources

- (1) Back, Les and John Solomos (2001). *Theories of Race and Racism: A Reader*. New York: Routledge. ISBN: 978-0415412544
- (2) Bonilla-Silva, Eduardo (2003) *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman and Littlefield. ISBN: 9781442202184
- (3) Bonilla-Silva, Eduardo (2001) *White Supremacy and Racism in the Post-Civil Rights Era*. Boulder, CO: Lynne Rienner Publishers. ISBN: 9781588260321
- (4) Du Bois, W.E.B. (1899 [1996]) *The Philadelphia Negro: A Social Study*. Philadelphia, PA: University of Pennsylvania Press. ISBN: 9780199383702
- (5) Elias, Sean and Joe R. Feagin. (2016) *Racial Theories in the Social Science: A Systemic Racism Critique*. New York: Routledge. ISBN: 978-1138645226
- (6) Emirbayer, Mustafa and Matthew Desmond (2015) *The Racial Order*. Chicago: University of Chicago Press. ISBN: 9780226253527
- (7) 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
- (8) Lieberman, Stanley (1980) *A Piece of the Pie: Blacks and White Immigrants, 1980-1930*. Berkeley and Los Angeles: University of California Press. ISBN: 9780520043626
- (9) Oliver, Melvin and Thomas Shapiro (1995) *Black Wealth, White Wealth: A New Perspective on Racial Inequality*. New York: Routledge. ISBN: 9780415913751
- (10) Omi, Michael and Howard Winant (1994) *Racial Formation in the United States: From the 1960s to the 1990s*. 2nd Edition. New York: Routledge. ISBN: 9780415908641
- (11) Royster, Deirdre A. (2003) *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*. Berkeley and Los Angeles: University of California Press. ISBN: 9780520239517
- (12) Wilson, William J. (1978) *The Declining Significance of Race: Blacks and Changing American Institutions*. Chicago: University of Chicago Press. ISBN: 9780226901411
- (13) Yancey, George (2003) *Who is White? Latinos, Asians, and the New Black/NonBlack Divide*. London: Lynne Rienner Publishers. ISBN: 9781588263377

WEEKLY SCHEDULE

MONDAY, AUGUST 29, 2016

Session 1. Biology of Race

Readings:

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

^Banton, Michael. "The Idiom of Race: A Critique of Presentism"

*Montagu, Ashley. (1962). "The Concept of Race." *American Anthropologist* 64(5): 919-928.

Recommended:

Galton, Francis. (1892 [1972]). *Hereditary Genius: An Inquiry into It's Laws and Consequences*. Honolulu, HI: University Press of the Pacific. Pp. 45-88 and 373-415.

Hirschman, Charles. 2004. "The Origins and Demise of the Concept of Race," *Population and Development Review* 30(3):385-415.

MONDAY, SEPTEMBER 5, 2016

Labor Day: NO CLASS

MONDAY, SEPTEMBER 12, 2016

Session 2. A DuBoisian View of Race

Readings:

^Du Bois, W.E.B. "The Conservation of Races"

Du Bois, W.E.B. (1899 [1996]) *The Philadelphia Negro: A Social Study*. Philadelphia, PA: University of Pennsylvania Press. ISBN: 9780199383702

Recommended:

Du Bois, William Edward Burghardt, and Brent Hayes Edwards. 2008. *The Souls of Black Folk*. New York: Oxford University Press.

McDaniel, Antonio. (1998). "The "Philadelphia Negro" Then and Now: Implications for Empirical Research." PP. 155-194 in *W.E.B. Du Bois, Race, and the City: The Philadelphia Negro and Its Legacy*. Michael Katz and Thomas Sugrue, eds. Philadelphia, PA: University of Pennsylvania Press. (Chapter 6)

Bobo, Lawrence D. 2000. "Reclaiming a Du Boisian perspective on racial attitudes." *The Annals of the American Academy of Political and Social Science* 568(1): 186-202.

MONDAY, SEPTEMBER 19, 2016

Session 3. Early Sociological Theories of Race and Ethnicity

Readings:

Lieberson, Stanley (1980) *A Piece of the Pie: Blacks and White Immigrants, 1980-1930*. Berkeley and Los Angeles: University of California Press. ISBN: 9780520043626

^Myrdal, Gunnar. "Racial Beliefs in America"

^Park, Robert E. "The Nature of Race Relations"

Recommended:

^Hall, Stuart. "Old and New Identities, Old and New Ethnicities."

Drake, St. Clair. 1987. *Black Folks Here and There: An Essay in history and anthropology*. Los Angeles: Center for Afro-American Studies, UCLA. Volumes 1. Pp. 13-94 (Ch. 1 & 2).

Glazer and Moynihan. 1963. *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. Cambridge, MA: M.I.T. Press. Pp. 1-22 (Introduction).

Gordon, Milton M. 1961. "Assimilation in America: Theory and Reality." *Daedalus, Journal of the American Academy of Arts and Sciences* 90(2):263-285.

Lyman, Stanford M. 1968. "The Race Relations Cycle of Robert E. Park." *Pacific Sociological Review* 11:71-80

MONDAY, SEPTEMBER 26, 2016

Session 4. Traditional Theories of Race, Status, and Assimilation

Readings:

Wilson, William J. (1978) *The Declining Significance of Race: Blacks and Changing American Institutions*. Chicago: University of Chicago Press. ISBN: 9780226901411

*Bashi, Vilna and Tukufu Zuberi. 1997. "A Theory of Immigration and Racial Stratification," *Journal of Black Studies* 27(5): 668-682.

Recommended:

Jankowski, Martin Sanchez. "The Rising Significance of Status in U.S. Race Relations," in *The Bubbling Cauldron: Race, Ethnicity, and the Urban Crisis*, Michael Peter Smith and Joe R. Feagin, eds. Pp. 77-98 (Chap. 4).

^Rex, John. "Race Relations in Sociological Knowledge."

MONDAY, OCTOBER 3, 2016

Session 5. Power, Politics, and Race

Readings:

Omi, Michael and Howard Winant (1994) *Racial Formation in the United States: From the 1960s to the 1990s*. 2nd Edition. New York: Routledge. ISBN: 9780415908641

*Blauner, Robert. "Internal colonialism and ghetto revolt." *Social problems* 16, no. 4 (1969): 393-408.

*Carmichael, Stokely, and Charles V. Hamilton. 2001. "Black Power: The Politics of Liberation in America." *Racism: Essential Readings* 1, no. 18 (2001): 111-122.

*Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8, no. 4 (2006): 387-409.

Recommended:

Blauner, Bob. 1972. *Racial oppression in America*. Harper Collins College Div.

^Goldberg, David Theo. "Racial Knowledge."

Hamilton, Charles, and Kwame Ture. 2011. *Black Power: Politics of Liberation in America*. Vintage, 2011.

MONDAY, OCTOBER 10, 2016

Fall Break: NO CLASS

MONDAY, OCTOBER 17, 2016

Session 6. Fundamental Racial Inequalities

Readings:

Oliver, Melvin and Thomas Shapiro (1995) *Black Wealth, White Wealth: A New Perspective on Racial Inequality*. New York: Routledge. ISBN: 9780415913751

*Bonilla-Silva, Eduardo. 1996. "Rethinking Racism: Toward a Structural Interpretation," *American Sociological Review* 62(3): 465-480.

*Massey, Douglas S. "American apartheid: Segregation and the making of the underclass." *American journal of sociology* (1990): 329-357.

Recommended:

Massey, Douglas S., and Nancy A. Denton. 1993. *American apartheid: Segregation and the making of the underclass*. Cambridge, MA: Harvard University Press.

Wellman, David. 1977(1993). *Portraits of White Racism*. Cambridge, UK: Cambridge University Press. Pp. 27-63 (Chap. 2) and 206-222 (Chap. 9).

MONDAY, OCTOBER 24, 2016

Session 7. Theories of Racism

Readings

Bonilla-Silva, Eduardo (2001) *White Supremacy and Racism in the Post-Civil Rights Era*. Boulder, CO: Lynne Rienner Publishers. ISBN: 9781588260321

^Memmi, Albert. "Racism and Difference"

^Fanon, Franz. "The Fact of Blackness"

Recommended

^Taguieff, Pierre-André. "On Antiracism"

^Todorov, Tzvetan. "Race and Racism"

MONDAY, OCTOBER 31, 2016

Session 8. Classifying Racial Groups

Readings:

Yancey, George (2003) *Who is White? Latinos, Asians, and the New Black/NonBlack Divide*. London: Lynne Rienner Publishers. ISBN: 9781588263377

^Bonilla-Silva, Eduardo. "From Bi-Racial to Tri-Racial"

^Gilman, Sander L. "Are Jews White?"

*Collins, Patricia Hill. "Toward a new vision: Race, class, and gender as categories of analysis and connection." *Race, Sex & Class* (1993): 25-45.

Recommended:

^Jacobson, Matthew F. "Looking Jewish, Seeing Jews"

MONDAY, NOVEMBER 7, 2016

Session 9. Racial Attitudes

Readings:

Bonilla-Silva, Eduardo (2003) *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman and Littlefield. ISBN: 9781442202184

*Blumer, Herbert. 1958. "Race Prejudice as a Sense of Group Position," *Pacific Sociological Review* 1(1): 3-7.

Recommended:

Bobo, Lawrence and Vincent L. Hutchings. 1996. "Perceptions of Racial Group Competition: Extending Blumer's Theory of Group Position to a Multiracial Social Context," *American Sociological Review* 61(6): 951-972

MONDAY, NOVEMBER 14, 2016

Session 10. Racial Orders

Readings:

Emirbayer, Mustafa and Matthew Desmond (2015) *The Racial Order*. Chicago: University of Chicago Press. ISBN: 9780226253527

*Golash-Boza, Tanya. "A Critical and Comprehensive Sociological Theory of Race and Racism." *Sociology of Race and Ethnicity* (2016): 2(2):129-141.

Recommended:

Desmond, Matthew, and Mustafa Emirbayer. "What is racial domination?." *Du Bois Review: Social Science Research on Race* 6.02 (2009): 335-355.

King, Desmond S., and Rogers M. Smith. "Racial orders in American political development." *American political science review* 99.01 (2005): 75-92.

MONDAY, NOVEMBER 21, 2016

Session 11. Systemic and Critical Racism Theories

Readings:

Elias, Sean and Joe R. Feagin. (2016) *Racial Theories in the Social Science: A Systemic Racism Critique*. New York: Routledge. ISBN: 978-1138645226

^Crenshaw, Kimberle. "Race, Reform, and Retrenchment"

Recommended:

Feagin, Joe, and Sean Elias. "Rethinking racial formation theory: a systemic racism critique." *Ethnic and Racial Studies* 36.6 (2013): 931-960.

Omi, Michael, and Howard Winant. "Resistance is futile?: a response to Feagin and Elias." *Ethnic and Racial Studies* 36.6 (2013): 961-973.

Bracey, Glenn E. "Toward a critical race theory of state." *Critical Sociology* (2014): 0896920513504600.

MONDAY, NOVEMBER 28, 2016

Session 12. Racism, Anti-Racism, and Feminism

Readings:

Collins, Patricia Hill. 2002. *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. New York: Routledge.

*Crenshaw, Kimberle. 1991. "Mapping the margins: Intersectionality, identity politics, and violence against women of color." *Stanford law review* 1241-1299.

*Lorde, Audre. 1984/2007. "The Master's Tools Will Never Dismantle the Master's House." *Sister Outsider: Essays and Speeches*. Ed. Berkeley, CA: Crossing Press. 110- 114.

Recommended:

^Frankenberg, Ruth. "White Women, Race Matters"

^hooks. "Racism and Feminism"

^Williams, Patricia J. "Race and Rights"

MONDAY, DECEMBER 5, 2016

Session 13. Race, Racism, and Social Class

Readings:

Royster, Deirdre A. (2003) *Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*. Berkeley and Los Angeles: University of California Press. ISBN: 9780520239517

*Bonacich, Edna. 1972. "A Theory of Ethnic Antagonism: The Split Labor Market," *American Sociological Review* 37(5): 547-559.

*Bonacich, Edna. 1973. "A Theory of Middleman Minorities," *American Sociological Review* 38(5): 583-594.

Recommended:

Blau, Judith (2003) *Race in the Schools: Perpetuating White Dominance?* Boulder, CO: Lynne Rienner Publishers. ISBN: 9781588263339

Cox, Oliver Cromwell. 1948. *Caste, Class, and Race: A Study in Social Dynamics*. New York: Doubleday.

^Young, Lola. "Imperial Culture"

^McClintock, Anne. "The White Family of Man"