

RACIAL AND ETHNIC RELATIONS

AAS 247 (#2427) | SOC 247 (#4877)

Dr. Janeria Easley

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canvas.emory.edu

Meeting ID: 994 1966 4331

Password: 197730

Zoom Office Hrs: Mondays

11:00am- 2:00pm

To Signup:

[https://calendly.com/](https://calendly.com/jeasle2/15min)

[jeasle2/15min](https://calendly.com/jeasle2/15min)

TA: Kayla Harris

kkharr2@emory.edu

Office hours by appt.

Inside This Syllabus

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Course Texts

- (1) This syllabus.
- (2) Perusals readings. See Below
- (3) Graves, Jr., Joseph L. 2001. *The Emperor's New Clothes: Biological Theories of Race at the Millennium*. New Brunswick, NJ: Rutgers University Press.

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 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.





Contacting Me

Email me at

janeria.easley@emory.edu

Please put **"AAS/SOC247"** in the subject line, so it is clearly known that the e-mail pertains to this course.

Zoom In Class Sessions will be recorded

- Zoom sessions are recorded for students who cannot attend
- Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded
- Students who participate orally are agreeing to have their voices recorded

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, modules for each week, 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 Wednesday at 5 pm to see if there have been any modifications for the week.

Zoom Participation

You can join our sessions here

<https://emory.zoom.us/j/99419664331?pwd=S2RWMGFZYTUxYjVYTEJUZjZg5eDFwQT09>

Meeting ID: 994 1966 4331

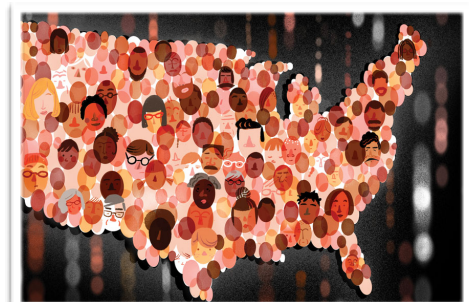
Passcode: 197730

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



Perusall

We will be using Perusall (<https://perusall.com/>) to collectively comment on a subset of our reading assignments.

To register, utilize course code:
EASLEY-M7TFH

Please enter Perusall comments by 10:00 am on the day of class. Students must provide at least 3 comments, one for each of the below criteria.

1. Provide a critique or support for a claim made by the author.
2. Compare/Contrast the perspectives in this article with that of another course reading or from an earlier lecture.
3. Reply to a comment or question provided by a classmate.
4. Optional* If there are portions of the text that you find unclear or would like additional information, you can pose questions about the reading

with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.

Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.

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:

[Link Will Be Here](#)

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

<https://emory.zoom.us/j/93107040618?pwd=QkUrcExyT3VsRos4NnhPNkJ6MzRvQT09>

Meeting ID: 931 0704 0618

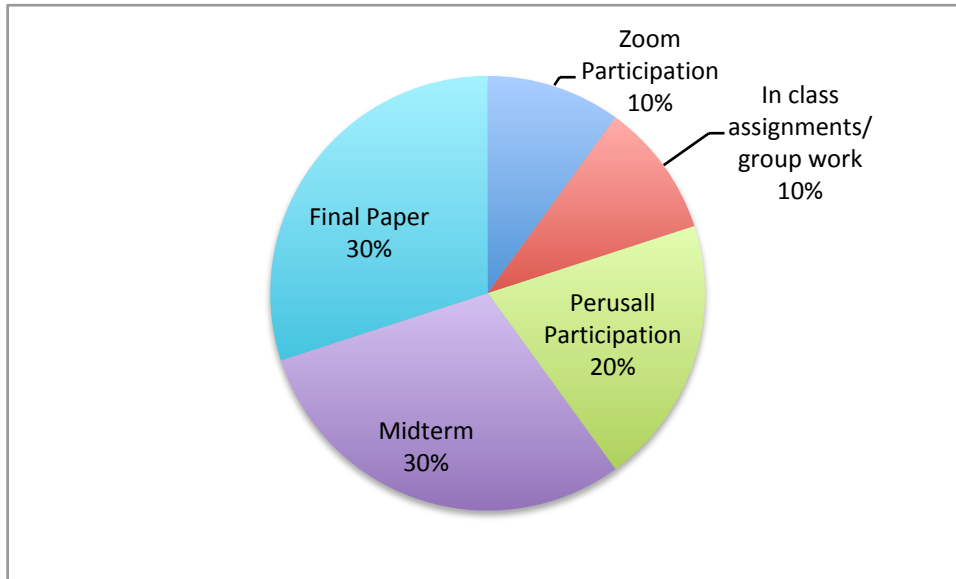
Passcode: 341811

PERUSALL

Perusall serves as participation grade. You can receive either satisfactory or excellent. Please make sure you are taking the time to do the reading, otherwise it will be evident. Consistently completing Perusals assignments can greatly boost your final grade. If you need an extension please do not hesitate to reach out.

GRADING

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



| | | |
|---------------------------------|-----|-----|
| Zoom Participation | 200 | 10% |
| In class assignments/Group work | 200 | 10% |
| Perusall Participation | 400 | 20% |
| In Class Presentations | 600 | 30% |
| Final Paper | 600 | 30% |

By Percentages and Points:

| | | | |
|---------------|-----------|---------------|-----------|
| A 92.5-100% | 1850-2000 | 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+ 66.4-69.4% | 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 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.

Midterm

Midterm project -Explicating racism through a metaphor map

Due 10:00 pm, March 12th

Final

- Final project - Research Proposal about an empirical topic covered in class

Due 10:00 pm, May 11th

Zoom Participation

To receive maximum credit you must attend regularly and actively participate. Credit can also be received for participation via chat and in office hours.

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 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

I am happy to accommodate students, given that they communicate with me and we discuss alternative arrangements. Please email me and propose a make up date so that we can discuss.

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/>. 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

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 completing the weekly module, the reading listed under each date should be done **BEFORE** our synchronous Tuesday meeting, so that you will be prepared for discussion.

Part I: Introducing Key Concepts

In the first portion of the course, we introduce concepts such as “race”, “ethnicity”, and “intersectionality”.

Week 1 (Jan 26th)

- **Introduction and Overview**

Reading: SYLLABUS

Week 2 (Feb 2nd)

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

Reading: Zuberi (2001) “The Evolution of Racial Classification”

Week 3 (Feb 9th)

- **Latinx is an ethnicity, but...**

Reading: Lacayo (2017). Perpetual inferiority: Whites’ racial ideology toward Latinos”

Optional reading: Vickerman, Milton “Recent Immigration and race”

Week 4 (Feb 16th)

- **Intersectionality**

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

Part II: Sociological Theories of Racism

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.

Week 5 (Feb 23rd)

- **Many Theories of Racism**

Reading: Golash-Boza (2016) A Critical and Comprehensive Sociological Theory of Racism
Reading: Clair & Denis (2015) “Sociology of Racism”

Optional: Clair & Denis (2015) “Sociology of Racism”

Week 6 (March 2nd)

- **Colorblind Racism**

Reading: Bonilla-Silva, E. (2015). The structure of racism in color-blind, “post-racial” America.

Optional: Bobo. (2017). “Racism in Trump’s America: reflections on culture, sociology, and the 2016 US presidential election”

Week 7 (March 9th)

- **Racial Formation**

Reading: Omi and Winant, (1994). “Racial Formation: Understanding Race and Racism in the Post-Civil Rights Error”

March 12th Midterm Project Due

Part III: 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.

Week 8 (March 16th No Class)

Take a well deserved break

Week 9 (March 23rd)**• Historical Race/ Early Science of Race I**

Reading: Graves (2001) The Emperor's New Clothes - Chapter 1-2

Week 10 (March 30th)**• The Early Science of Race II/ Darwinism and Eugenics**

Reading: Graves (2001) The Emperor's New Clothes - Chapter 3-4

Week 11 (April 6th)**• Darwinism and Eugenics**

Reading: Graves (2001) The Emperor's New Clothes - Chapter 5-6

Part IV: Empirical Research on Race and Racial Inequality

The fourth 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.

Week 12 (April 13th)

• Race and IQ: Racial Theory Meets Racial Statistics

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

Week 13 (April 20th)

• Race and Segregation

Reading: Massey et. al. (2016) “Riding the stagecoach to hell: A qualitative analysis of racial discrimination in mortgage lending.”

Week 14 (April 27th)

• Race and Crime

Reading: Sampson and Wilson (2005) “Toward a Theory of Race, Crime, and Urban Inequality”

**Final Project Due 10:00 pm, May
11th**
