

## **Racial and Ethnic Relations Seminar**

SYD 6706/LAS 6938

Fall 2017

Thursday Periods 9-11 (4:05-7:05)  
Turlington 2303

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Office Hrs (Be sure to Schedule an Appointment): Wednesdays 9am-11am  
360 Grinter Hall

### **Description:**

Race has been conceptualized as an idea, identity, ideology, a schema, performance, skin color, biological distinction, demographic characteristic, status-based characteristic, social construction, hierarchical classification system, structure, political project, myth, and others. In this course we will probe definitions of race and racism, and consider the multitude and divergent ways that sociologists challenge and conceptualize some of these notions. We will consider theories of race and racial stratification and explore their potential transformations over time. We will discuss historical and contemporary forms of racial progress and racist progress in the United States at both macro and micro-levels of analysis. We will consider how spaces become imbued with racial meaning, whether and how racial boundaries become rigid or malleable, and how racial domination operates as an organizing feature of U.S. society.

### **Course Goals:**

- Learn foundational and dominant frames for the study of race and ethnicity in sociology
- Assess different methods and approaches used in the study of race and ethnicity
- Examine the cues and mechanisms that shape racialization in the U.S.
- Consider if/how different racialized groups have shaped and been shaped by the U.S. system of racial hierarchy

## **Assignments and Evaluation:**

Grades will be based on 100 points and divided as follows:

- (15 points) Class Participation
- (12 points) Discussion Facilitations
- (33 points) 4 Reaction papers (6 points each) + 6 Weekly Notes (1.5 points each)
- (40 points) Research Paper/Proposal
- 100 total points**

Attendance: Because this is a discussion based seminar, attendance is mandatory. In graduate seminars we must rely on one another to attend class and be prepared for discussion each day. An unexcused absence will result in a final grade reduction of 10 points (1 full letter grade). Excused absences are permitted only in very extreme circumstances, and with proper documentation detailing said circumstance.

### Participation in Class Discussions

This course is organized as a seminar. Seminars are most useful and enjoyable when everyone attends class prepared having read ALL assigned readings. Informed questions, comments, and critiques about each assigned reading are expected of all students. This format allows for a deep and critical exploration of ideas. Commentary that does not illustrate knowledge of the assigned readings will not earn points.

### Weekly Notes (6)

For 6 classes, students will write at least 1 full page of single spaced notes that cover all of the day's assigned readings. These notes are informal. There is no correct format or style, but they should incorporate independent thoughts, critiques, and commentary. It is expected that you will develop a style that best allows you to organize your thoughts. The following are some guidelines adopted from Jusionyte (2015) to help get you started:

- Write down the main points, new concepts, important quotes or phrases you would like to remember from the readings, and explain them in your own words;
- If you are puzzled by the text (or its parts) or would like to know more about a certain subject, write down your questions;
- You can list the arguments you disagree with and why;
- Use the material from the text to reflect on your research subject or on another topic that is of interest to you;
- Compare and contrast the text with other readings assigned for the class.

Reading notes are due on Canvas by the start of class each week. You should also bring a print copy to class. You will receive credit if you complete the assignment in a timely manner and engage with all assigned texts.

### Reaction Papers: (4)

Students will complete four weekly reaction papers (3-4 pages each) as careful reflections of the week's readings. Guidelines for these papers are adapted from White (2016) and Embrick (2014). An ideal reaction paper references most/all of the required readings. The paper may take the form of a critique, an insight provoked by the readings that is distinct from the readings' findings, or some combination of critique and insight. Critiques should not focus primarily on the writing or style, but rather, on the

substantive arguments, soundness of the methodology, and the veracity/robustness of the evidence provided to reach the author's conclusions. Critiques that emphasize errors of omission (i.e., "Author did not focus on "X" topic") should be careful to consider the relevance of any omitted measure given the paper's stated objectives as well as the length limits of journal articles. A stronger critique of omission would argue that in accordance with previous scholarship on omitted topic "X" (cite sources, detail findings), the author would have likely reached alternative "Y" conclusion.

A strong reaction paper demonstrates a close understanding of the readings and some careful original thinking. The reaction paper does not summarize the arguments and findings of the designated papers and spends little time reporting the papers' results. Instead, the paper assumes the reader understands all the key results and emphasizes the development of an original argument. Papers will be evaluated according to the strength of the argument and supporting analysis. Reaction papers are limited to 3- 4 double-spaced pages. Anything in excess of four pages will not be read. There is no need for a title page. A list of references is necessary for cited references that do not appear on this syllabus (inclusion of external peer-reviewed sources encouraged).

### Facilitating Discussions

Over the course of the semester, you will be asked to facilitate class discussions. You will sign up for these days the first day of class. Discussion facilitators are entirely responsible for planning and leading an informed discussion of the readings. This is best accomplished when discussion facilitators provide a list of discussion questions on Canvas several days in advance so that others can consider said questions when reading the material. On some days, there will be two facilitators. On these days you may work in collaboration or independently--each taking charge of specific readings.

### Research Paper:

At the beginning of the final class meeting of the semester (at 4:05 p.m. that day), a final paper related to the sociology of race and ethnicity will be due. This paper can be either (1) a work of original empirical social scientific research; or (2) an empirical research proposal. Students must clear their topic with me in person by the end of Week 10. There is no formal page limit, but papers are typically between 16-25 pages in length. Empirical research proposals should specify the empirical object of study and indicate, with as much specificity as possible, how ze would go about studying it, the kinds of sources to be used, the kinds of cases one would select, or the specific dataset and variables to be used, and, in general, how one would deploy ideas or methods covered in this course when addressing that empirical problem. The goal should be to have a project that will be ready for presentation at a conference, and/or a paper that will eventually be suitable for publication. This might also serve as the basis for an MA thesis, or a chapter of a dissertation.

### **Grading:**

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-70 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	<60 = E

### **Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **Course Feedback**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **UF Honor Code**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### **COURSE SCHEDULE:**

#### **Aug 24: (Week 1) Introduction to the Course**

1. Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review*, 62(3): 465-480.

#### **Aug 31: (Week 2) Racial Formations**

1. Omi, Michael and Howard Winant. 2014 (Third Edition). *Racial Formation in the United States*. New York, NY: Routledge. (Introduction & Chapters 1- 5, Pp. 1-154)

#### **Sep 7: (Week 3) Constructing Identities, Classifications, and Meanings**

1. Nagel, Joane. 1994. "Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture." *Social Problems*, 41(1): 152-176.
2. Morning, Ann. 2014. "And you thought we had moved beyond all that: biological race returns to the social sciences." *Ethnic and Racial Studies*, 37(10): 1676-1685.
3. Croll, Paul R. 2007. "Modeling Determinants of White Racial Identity: Results from a New National Survey." *Social Forces*, 86(2): 614-42.

4. Okamoto, Dina. 2003. "Toward a Theory of Panethnicity: Explaining Asian American Collective Action." *American Sociological Review* 68(6):811-842.
5. Mora, Cristina G. 2014. "Cross-Field Effects and Ethnic Classification: The Institutionalization of Hispanic Panethnicity, 1965-1990." *American Sociological Review*, 79(2): 182-210.
6. Johnson, Micah E. 2017. "The Paradox of Black Patriotism: Double Consciousness." *Ethnic and Racial Studies*, Online First.

#### **Sep 14 (Week 4) Disentangling Race/Ethnicity Paradigms**

1. Valdez, Zulema and Tanya Golash-Boza. 2017. "U.S. Racial and Ethnic Relations in the 21<sup>st</sup> Century." *Ethnic and Racial Studies*, Online First. Pgs 1-29.
2. Aldana Marquez, Beatriz and Wendy Leo Moore. 2017. "Including Exclusion: The Enduring Problematic Gap Between the Race and Ethnicity Paradigms." *Ethnic and Racial Studies*, 1-7. (Online First)
3. Aranda, Elizabeth. 2017. "An Ethnoracial Perspective: Response to Valdez and Golash-Boza." *Ethnic and Racial Studies*, 1-8 (Online First).
4. Lewis, Amanda E. and Tyrone A. Forman. 2017. "Race, Ethnicity, and Disciplinary Divides: What is the Path Forward?" *Ethnic and Racial Studies*. 1-8. (Online First).
5. Sue, Christina. 2017. "U.S. Racial and Ethnic Relations in the Twenty-First Century: Are Old Divisions Prevailing?" *Ethnic and Racial Studies*, 1-8. (Online First).
6. Valdez, Zulema and Tanya Golash-Boza. 2017. "Towards an Intersectionality of Race and Ethnicity." *Ethnic and Racial Studies*, 1-6. (Online First).

#### **Sep 21 (Week 5) (Re)Constructions of the U.S. Racial Hierarchy?**

1. Bonilla-Silva, Eduardo (2004). From Bi-Racial to Tri-Racial: Towards a New System of Racial Stratification in the USA. *Ethnic and Racial Studies*, 27(6): 931-950.
2. Lee, Jennifer and Frank Bean. 2007. "Reinventing the Color Line: Immigration and America's New Racial/Ethnic Divide." *Social Forces*, 86(2): 561-586.
3. Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics and Society*, 27(1): 105-138.
4. Cohn, Nate. 2014. "More Hispanics Declaring Themselves White." *New York Times: The Upshot*. May 21, 2014.
5. Vargas, Nicholas. 2015. "Latina/o Whitening?: Which Latina/os Self-Classify as White and Report Being Perceived as White by Others?" *Du Bois Review: Social Science Research on Race*, 12(1): 119-136.

### **Sep 28 (Week 6) White Racism and White Antiracism**

1. Hughey, Matthew. 2012. *White Bound: Nationalists, Antiracists, and the Shared Meanings of Race*. Stanford University Press.

### **Oct 5 (Week 7) The Limited Bounds of Whiteness**

1. Maghbouleh, Neda. 2017. *The Limits of Whiteness: Iranian American and the Everyday Politics of Race*. Stanford University Press.

### **Oct 12: (Week 8) Racial Ideologies**

1. Bonilla-Silva, Eduardo. 2017. *Racism without Racists*. 5<sup>th</sup> Edition.
2. Blumer, Herbert. 1958. Race Prejudice as a Sense of Group Position. *Pacific Sociological Review*, 1(1): 3-7.

### **Oct 19: (Week 9) Interlocked Webs of Racial Segregation and Stratification**

1. Orfield, Gary and Erica Frankenberg. 2014. "Increasingly Segregated and Unequal Schools as Courts Reverse Policy." *Educational Administration Quarterly*, 50(5): 718-734.
2. Tomaskovic-Devey, Catherine Zimmer, Kevin Stainback, Corre Robinson, Tiffany Taylor, and Tricia McTague. 2007. "Documenting Desegregation: Segregation in American Workplaces by Race, Ethnicity, and Sex, 1966-2003." *American Sociological Review*, 71 (August: 565-588).
3. Wilson, William Julius. 1997. *When Work Disappears: The World of the New Urban Poor*. New York: Alfred A. Knopf. (Chapters 5 and 6).
4. Charles, Camille Zubrinsky. 2003. "The Dynamics of Racial Residential Segregation." *Annual Review of Sociology*, 29: 167-207.
5. Pager, Devah, Bruce Western, and Bart Bonikowski. 2009. "Discrimination in a Low-Wage Labor Market: A Field Experiment." *American Sociological Review*, 74(5): 777-799.
6. Kendi, Ibram. 2017. "Racial Progress is Real. But so is Racist Progress." *New York Times*. January 21, 2017. <https://www.nytimes.com/2017/01/21/opinion/sunday/racial-progress-is-real-but-so-is-racist-progress.html>

### **Oct 26: (Week 10) Race and Education**

1. Lewis, Amanda and John Diamond. 2015. *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*. Oxford University Press.
2. Gaddis, Michael. 2015. "Discrimination in the Credential Society: An Audit Study of Race and College Selectivity in the Labor Market." *Social Forces*, 93(4): 1451-1479.

**Nov 2: (Week 11) CLASS CANCELED (AHS Conference)**

**Nov 9: (Week 12) The Injustice System**

1. Gonzalez Van Cleve, Nicole. 2016. *Crook County: Racism and Injustice in America's largest Criminal Court*. Stanford University Press.

**Nov 16: (Week 13) Race and Space**

1. Anderson, Elijah. 2011. *The Cosmopolitan Canopy: Race and Civility in Everyday Life*. W.W Norton & Company. New York, NY.

**Nov 23: (Week 14) THANKSGIVING BREAK**

**Nov 30: (Week 15) Pathways Forward in Academia and Beyond: Theory, Coalitions, and Policies**

1. Doane, Ashley W. 2017. "Beyond Color-blindness: (Re)Theorizing Racial Ideology." *Sociological Perspectives*. Online First.
2. Zamora, Sylvia and Chinyere Osuji. 2014. "Mobilizing African Americans for Immigrant Rights: Framing Strategies in Two Multi-Racial Coalitions." *Latino Studies*, 12(3): 424-448.
3. Tanehisi Coates. 2014. "The Case for Reparations," *The Atlantic*.  
<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
4. Darity Jr, William, and Darrick Hamilton. 2012. "Bold Policies for Economic Justice." *The Review of Black Political Economy* 39, no. 1: 79-85.