For next time: reduce readings from *Race in an Era of Change* to only focus on the ones that I really plan to talk about; several students said they didn’t like *Growing Up in America* (but others said they liked all three texts); the Friday discussion groups were unanimously a big hit; one student suggested having students write reading responses and then swapping them anonymously (I like this idea).
This course explores how race operates as an organizing principle of life in the United States, focusing on the post-Civil Rights era. Students will develop a theoretical toolkit and vocabulary for understanding structural and institutional racism as the context for all social interactions, and will gain a better understanding of how contemporary social institutions perpetuate racial inequality. Purposeful self-reflection is a major anchor of the class, built in at regular intervals; all students are expected to apply the ideas we are encountering to their own lives through frequent short papers and active engagement in discussions.

Learning Objectives:
- Understand and apply a range of theories on racism and racial inequality.
- Learn how contemporary social institutions perpetuate racial inequality.
- Think critically about the relationship between structure and agency as it relates to interactions within racialized institutions such as school, work, family, and the economy.
- Reflect on one’s own identity as a racialized person, including the influence of family, peers, schooling, religious institutions, work, and other forces.

Required Texts:
Additional required readings are posted on electronic reserves and noted in the Course Schedule.

Assignments & Grading
- Attendance and Participation in MW sessions 20 percent
- Attendance and Participation in F sessions 10 percent
- Two Identity Essays (Mandatory) 25 percent
- Two Social Institution Essays (Pick 2 of 4 options) 25 percent
- Final Learning Analysis 20 percent
- Total 100 percent

Course Policies
- Attendance and Participation. The success of this class fundamentally depends on your consistent attendance, preparedness, and active participation as well as your courage, humility, and honesty. Whenever possible, please notify me in advance if you will be absent. You will be held responsible for all material covered during the missed class session. Please make arrangements to get the notes from a classmate, and check with me to see if there were any handouts or announcements you missed.

- Discussion Sections. This class includes weekly discussion sections, which are intended to create an informal, yet structured space to explore the personal implications of the theories and ideas we are studying. You are expected to attend and participate in all Friday discussion sections; attendance at each class meeting is worth one percent of your overall grade. Your TA will take attendance and brief me regularly on the scope and progress of your group discussions. You should treat your discussion sections with the same seriousness of purpose as the Monday-Wednesday lectures.
Late work. It is imperative that you turn in your work on time, so that I may provide you with thoughtful feedback in a way that makes sense for the overall rhythm of the class. I do not accept late papers except in case of extreme illness, documented by a physician, or family emergency. I reserve the right to not accept papers that are more than one week late, regardless of the reason.

COURSE SCHEDULE

Week One
Monday, March 26
Introductions; Definitions; Assumptions and Core Convictions

Wednesday, March 28
Racial Formation Theory
- **SHORT PAPER #1 DUE (Mandatory for all students):** Write a 3-page essay in response to the following questions: How do you identify racially, and why? Describe the first time you became aware of your racial identity, and explain why that experience was significant.
- **Readings:** Selections by Omi and Winant, Garroutte, and De Genova and Ramos-Zayas in *Race in an Era of Change* (pp. 3-37).
- Group assignments and meeting locations will be announced

Week Two next time around: put both Claire Jean Kim’s triangulation article and readings on intersectionality before this set of readings
Monday, April 2
Racial Thinking and the Social Construction of Race
- **Readings:** Selections by Nagel, Hobson, Rothman, Boas, Hunter, Dalmage, and DuBois in *Race in an Era of Change* (pp. 41-68; 83-106; skip reading by Bonilla-Silva et al.)

Wednesday, April 4
Whiteness and White Privilege
- **Readings:** Selections by Twine and Gallagher, Duster, Eichstedt, and Douglass in *Race in an Era of Change* (pp. 107-150)
- **In-Class Film Screening:** The Pathology of Privilege

Week Three
Monday, April 9
Intersectionality

Wednesday, April 11
Racial Identities
- **SHORT PAPER #2 DUE (Mandatory for all students):** Write a 3-page essay in response to the following question: Bearing in mind the concept of intersectionality, how has your racial identity been shaped and intersected by your gender, class, sexual, and national identities?
- **Readings:** Selections by Lei, Elia, Asher, Talahongva, Flores, and Foner in *Race in an Era of Change* (pp. 153-213).
Week Four
Monday, April 16
The limits of civil rights
• Readings:

Wednesday, April 18
Race, the Family, and Peer Groups
• Readings:
  ➢ Selections by Roberts, and Perreira et al., in Race in an Era of Change (pp. 361-387)
  ➢ Christerson, Edwards, and Flory, Growing Up in America, Chs. 1-3

Week Five
Monday, April 23
Race in/and the Education System
• SHORT ESSAY #3 DUE (Option #1 of 4): First, decide whether you wish to focus on either family or peer groups -- don’t do both. Then, in a 3- to 4-page essay, first summarize Christerson et al. ‘s arguments about the socializing influences of family or peers on racial identity (1 page). Then, evaluate the extent to which their arguments apply to your own experience. How have your family or your peer groups shaped and influenced your racial identity and experience? Make sure to provide both concrete examples and analysis of your experience.
• Readings:
  ➢ Selection by Darling-Hammond in Race in an Era of Change (pp. 275-287)

Wednesday, April 25
Racialized Identities and Interactions in School
• Reading:
  ➢ Christerson, Edwards, and Flory, Growing Up in America, Ch. 4.
• In-Class Film Screening: What’s Race Got to Do With It?

Week Six
Monday, April 30
Race and Religion
• SHORT ESSAY #4 DUE (Option #2 of 4): In a 3- to 4-page essay, explain how your own racial identity and opportunities have been shaped by your education. Identify at least 2 “trigger
concepts” you encountered in the relevant readings that have helped you to make better sense of your own experience.

- **Reading:** Christerson, Edwards, and Flory, *Growing Up in America*, Chs. 5 and 6

Wednesday, May 2
Race, Work, and the Economy
- **Readings:**
  - Selections by Cable and Mix, and Bertrand and Mullainathan, in *Race in an Era of Change* (pp. 217-231)

Week Seven
Monday, May 7
Race, Housing, and Neighborhood
- **SHORT ESSAY #5 DUE (Option #3 of 4):** For this paper, you will focus on either religion or the economy -- not both. In a 3- to 4-page essay, analyze how your racial identity and your opportunities or constraints have been shaped by your location within either a religious or economic context. Identify at least 2 “trigger concepts” you encountered in the relevant readings and explain how they have helped you to make better sense of your own experience.
- **Readings:** Selections by Howell, Pattillo, and Norgaard in *Race in an Era of Change* (pp. 233-274)

Wednesday, May 9
Environmental Justice and Health Care
- **Readings:**
  - Laura Pulido. “Rethinking Environmental Racism: White Privilege and Urban Development in Southern California.” *Annals of the Association of American Geographers* 90 (2000): 12-40 [Moodle] consider moving this to a separate day, or including with the stuff on housing and neighborhood, next time around
  - Selections by Anderson et al., and Starr Sered and Fernandopulle, in *Race in an Era of Change* (pp. 389-402)
- **In-Class Film screening:** *Unnatural Causes*, selected episodes

Week Eight
Monday, May 14
Race and the Media
- **SHORT ESSAY #6 DUE (Option #4 of 4):** In a 3- to 4-page essay, respond to the following questions: How has the neighborhood(s) in which you grew up shaped your racial identity? How did living there influence your life chances and opportunities? How did living in your neighborhood(s) shape your ideas and beliefs about your own racial group? About other racial groups? Identify at least 2 “trigger concepts” you encountered in the relevant readings that have helped you to make better sense of your own experience, and weave them into your analysis.
- **Readings:** Selections by Padin, Markowitz, and Collins in *Race in an Era of Change* (pp. 327-359; 416-428)

Wednesday, May 16
Color-Blindness
• Reading: Bonilla-Silva, Racism without Racists, Chs. 1-3

Week Nine
Monday, May 21
Color-Blindness
  • Reading: Bonilla-Silva, Racism without Racists, Chs. 4-6

Wednesday, May 23
Color-Blindness, Cont’d
  • Reading: Bonilla-Silva, Racism without Racists, Chs. 7-10

Week Ten
Monday, May 28
NO CLASS: MEMORIAL DAY

Wednesday, May 30
Anti-Racism
  • Readings:

Friday, June 2
Presentation by TAs and Discussion of our Learning Process this Quarter
  ➢ FINAL LEARNING ANALYSIS DUE (Mandatory for all students): In 5 to 6 pages, please respond to the following questions: Now that this class is over, what new understandings do you have about yourself as a racialized subject? How did you develop this enhanced understanding? What were the most important “trigger concepts,” and why? What were the most important conversations or interactions you had, and why? What do you think you contributed to the class? What do you think, or hope, that others learned from you?