Memo

To: CAS Academic Policy Committee and Susan Jackson, Associate Dean, College of Arts and Sciences
Cc: Peter Law, Sr. Academic Administrator, College of Arts and Sciences
From: John K. Thornton, Director, African American Studies and Nazli Kibria, Chair, Department of Sociology
Date: February 5, 2016

Subject: CAS AA/SO 408 Seminar as alternate required course

This is a proposal to add CAS AA/SO 408 Seminar in Racial & Ethnic Relations as an alternate course to satisfy AFAM minor course requirement currently being satisfied by CAS AA580 History of Racial Thought. The course, CAS AA/SO 408 Seminar in Racial & Ethnic Relations is being proposed as an alternate choice for the required course, CAS AA 580 History of Racial Thought. This course covers many of the topics deemed important to the study of the African American experience. In addition, this will give students the opportunity to choose a discipline that may align more closely with their research interests. This course would supplement CAS AA 580 as a choice in filling a requirement that counts toward the minor in African American Studies. However, CAS AA 580 may still be taken as a course towards the minor, in addition to CAS AA 408, as no significant overlap exists. To clarify, the course CAS AA 580 will still fill the AFAM minor requirement, but students now will also have the option of taking CAS AA/SO 408 for this purpose.

As a minor requirement, CAS SO/AA 408 is currently being taught every semester by Professor Saida Grundy. We anticipate offering the course at least once a year, but plan to alternate semesters with CAS AA 580, to ensure availability to students in the same academic year.
Minor in African American Studies

The minor in African American Studies provides an introduction to the global study of the African American experience and to various forms of collective identity such as race and ethnicity.

Requirements

The minor requires six 4-credit courses, completed with a grade of C or higher:

- CAS AA 371 African American History
- CAS AA 580 The History of Racial Thought or CAS AA 408 Seminar: Ethnic, Race, and Minority Relations
- four additional courses in African American Studies (AA), chosen from the list below:

Courses

- CAS AA 103 Introduction to African American Literature (HU Divisional Studies credit)
- CAS AA 207 Sociology of Race and Ethnicity (SS Divisional Studies credit)
- CAS AA 215 Arts of Africa and Its Diaspora
- CAS AA 304 Introduction to African American Women Writers
- CAS AA 305 Toni Morrison’s American Times
- CAS AA 310 History of the Civil Rights Movement
- CAS AA 316 African Diaspora Arts in the Americas
- CAS AA 363 Race and the Development of the American Economy: A Global Perspective
- CAS AA 385 Atlantic History
- CAS AA 395 Power, Leadership, and Governance in Africa and the Caribbean
- CAS AA 396 Atlantic Africa and the Slave Trade
- CAS AA 408 Seminar: Ethnic, Race, and Minority Relations
- CAS AA 489 The African Diaspora in the Americas
- CAS AA 490 Blacks and Asians: Encounters Through Time and Space
- CAS AA 491, 492 Directed Study in African American Studies
- CAS AA 501 Topics in African American Literature
- CAS AA 502 Topics in African American Literature
- CAS AA 504 African American and Asian American Women Writers
- CAS AA 507 Literature of the Harlem Renaissance
- CAS AA 510 African American Drama
- CAS AA 514 Labor, Sexuality, and Resistance in the Afro-Atlantic World
- CAS AA 537 Studies in West Indian Literature: Caribbean Fiction
- CAS AA 538 Studies in West Indian Literature: Caribbean Poetry
- CAS AA 569 African American Economic History
- CAS AA 571 African American Art
- CAS AA 580 The History of Racial Thought
- CAS AA 588 Women, Power, and Culture in Africa
- CAS AA 590 The World and the West
SO/AA 408/808 Racial & Ethnic Relations
Fall 2015
Tuesday 12:30-3:30 SOC41

COURSE SYLLABUS

Your first assigned reading is this very syllabus.

Professor: Saida Grundy

Office: 261 Sociology Dep, 100 Cummington Mall
Phone: 617.353.2591
Email: grundy@bu.edu (please include SO408 in subject line)
Mailbox: 100 Cummington Mall Room 260 (box over “Grundy”)
Office hours: Tues and Thurs by appointment (please email at least 24hrs in advance to schedule)

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”

--THOMAS JEFFERSON, THE DECLARATION OF INDEPENDENCE

“The Blacks are inferior to the Whites in the endowments both of body and mind.”

--THOMAS JEFFERSON, NOTES ON THE STATE OF VIRGINIA

“The problem of the twentieth century is the problem of the color line.”

-- WEB DUBOIS, THE SOULS OF BLACK FOLK (1903)

COURSE DESCRIPTION:

The United States is one few countries that were founded after its racial hierarchy had already been socially, legally, and politically established. For nearly 400 years, race has continued to be embedded into the center of pre-colonial and post-colonial American life and shapes all of our life chances and interactions. This course critically surveys advanced theoretical and empirical approaches regarding race/ethnicity and the current state of race relations in the U.S. We will be concerned with the institutions, processes, behaviors, and ideologies, and outcomes analyzed by race and ethnicity scholars, including assimilation,
identity, residential segregation, wealth inequality, historical stratification, employment, crime and incarceration, and education.

**REQUIRED TEXTS:**


All other readings are located on the Blackboard course site.

**COURSE REQUIREMENTS:**

1. **Regular attendance and active participation in seminar (15%)**—Class attendance, with on time arrival, is expected. *It is your responsibility to keep up with material and notes from your missed day (also known as “Do Not Contact Your Professor About What You Missed”).*

2. **One in-class presentation (20%)**—Students will distribute a memo to the entire class in which they summarize the main point of the readings, identify the merits and weaknesses of the readings, relate the week’s readings to issues raised in prior readings, and pose questions to a discussion that they will facilitate.

3. **Weekly response papers (30%)**—Each week you will upload to the Blackboard site, by 8pm the Sunday before class, a 1-2 double spaced essay that discusses the readings in conversation with each other and your reactions to them. Response papers will be graded on a “check” “check plus” and “check minus” style of evaluation.

4. **Discussion questions (15%)**—Along with response papers, you will also post at least one discussion question to the Blackboard discussion forum by 9pm Sunday night. These questions should not have yes/no answers, or be too broad or detached from the readings. To the contrary, they should relate directly to the readings and broaden the readings to discussions that can benefit the class’s understanding of the topics at hand.
5. **Term paper (35%)**— in response to essay questions circulated by the instructor. The length of the first two pages is 6-8 double-spaced pages. The third paper, due by 5pm on the day of our scheduled final, is to be 8-10 double-spaced pages in length.

6. **Technicalities:** all papers are to be submitted via the course Blackboard site. Late papers will be penalized a full letter grade for every day they are late. Please no hardcopies.

**ACADEMIC DISHONESTY:**
Cheating and plagiarism are not permitted under any circumstance at Boston University. Students will receive and automatic F on plagiarized or cheated assignments and will be reported to the Academic Conduct Committee. Because you receive points based on attendance, falsifying emergencies or documentation for absences is considered cheating. Almost all of your work in this class will be uploaded to the Blackboard course site that uses automatic screen software to detect plagiarism. This software compares identical phrasing from your assignment to the entirety of searchable web content for as few as three consecutive words. *Always* cite your sources and credit quotes (APA style citation is preferred but use any accepted academic citation format with which you are comfortable and knowledgeable). Plagiarism includes 1) copying words or ideas from others without citation or credit; 2) turning in work done by others; 3) Failing to place a quote—either full or partial—within quotation marks; 4) falsifying the source of information; 5) changing words but mimicking the sentence structure of a statement without crediting/citing its author; 6) Paraphrasing passages and borrowing so many ideas that the majority of your work is similar to someone else’s—whether you cite them or not (source: Plagiarism.org).

**HTTP://WWW.BU.EDU/ACADEMICS/POLICIES/ACADEMIC-CONDUCT-CODE/**

**INSTRUCTOR CORRESPONDENCE:**
Email is by far my preferred means of corresponding with students. I usually respond to emails promptly, but please note that I will not respond to same-day emails about assignments due that day unless I deem a reply necessary. Please do not wait until the last minute or morning of class/due date to ask me questions regarding material/assignments/attendance for that day. **If you do not receive a response from me—barring my untimely death or cartel kidnapping—it is likely because the answer is on the syllabus.** The subject line of your emails should always include “SO408” to facilitate a quick response.

**COPYRIGHT AND NO-RECORD POLICY:**
Lecture slides are copyrighted and may not be reproduced for anything other than personal academic use without my written permission. At no point may you record (or live-feed, transmit, etc.) any video, still images, or audio of our time in class for any reason. Any violation of this no-record policy will be reported immediately to the Dean of Students.

**SPECIAL NEEDS:**
I will always do my best to accommodate special needs and will always keep this information confidential. Students with special needs that might impact their ability to complete the requirements for the course (e.g. note taking, presentation or film captioning) should inform me as soon as possible and provide appropriate documentation.

**COURSE SCHEDULE:**

**Week 1:** NO CLASS

**Week 2: Tues  9/8**

- Introductions + Course overview
- In-class Reading: Bobo. “The Color Line”
- In-class Film: “American Denial”

**Week 3**

**Tues 9/15**

- The Science of Race? vs The Invention of Race
- Film (watch on your own in soc): “The Human Family Tree”
- Graves, Joseph. *Why We Pretend Race Exists* (intro + chap 1)
- Ferber, Abby. “Planting the Seed: The Invention of Race”
- Omi & Winant. *Racial Formation.* (chap 4)
- Film (watch in class) “Race: Power of an Illusion: The Story We Tell”

**Week 4**

**Tues 9/22**

- Ideologies of Race & Racism
- Bonilla-Silva. *Racism Without Racists.* (selected chapters)
- Chesler, Mark, Melissa Peet and Todd Sevig “Blinded by Whiteness: the Development of White College Students’ Racial Awareness”

**Week 5**
Tues 9/29

Deconstructing Whiteness

Roediger *Working Toward Whiteness* (selected chapters)

Frankenburg “Growing Up White” in *White Women, Race Matters* (chap 3)

Brodkin ‘How Did Jews Become White?’


Film (watch in class: Race): “The Power of an Illusion: The House We Live In”

**Week 6**
Tues 10/3

Race and Racism as Culture


Film (watch in class): “Pass or Fail in Cambodia Town” (26:46) [http://video.pbs.org/video/2365363645/](http://video.pbs.org/video/2365363645/)

Lee, Jennifer and Min Zhou. “What is Cultural About Asian American Achievement?”


Fordham & Ogbu. 1986. ‘Black Students’ School Success: Coping With the Burden of Acting White”
Supplemental (and totally worth it) reading:
http://www.salon.com/2015/05/18/duke_university_spokesman_decries_professors_racist_comments_at_new_york_times/

**Week 7**

**Tues 10/13**  NO CLASS (insert praise-hands emoji here)
(no office hours)

**Op-Ed #4 Due**

**Week 8**

**Tues 10/20**  Immigration, Citizenship, and creating the “Perpetual Other”

Conzen. “The Invention of Ethnicity in the United States”


Smith. *Mexican New York.* (selected chapters)


**Week 9**

**Tues 10/27**  Historical Inequalities: The Penalties of Blackness

Shapiro. *The Hidden Cost of Being African-American.* (pt 1)

Coates. “The Case for Reparations”

Oliver & Shapiro *Black Wealth/White Wealth* (selected chapters)


Baptiste. *The Half that has Never Been Told* (selected chapters)
Film (watch on your own) “Slavery by Another Name” (1hr 24 min)
http://www.pbs.org/tpt/slavery-by-another-name/watch/

Film (watch in class): “Banished: How Whites Drove Blacks Out of Town in America” (1hr 18 min)
https://www.youtube.com/watch?v=FwF9Q8TayVU&list=WL&index=4

**Week 10**

Tues 11/3  Historical Inequalities: The Unearned Advantages of Whiteness

Katznelson. *When Affirmative Action was White* (entire)

**Week 11**

Tues 11/10  Class & Capital: The Marginalized and The Elites

Khan. *Privileged.* (entire)

Wilson. “The Truly Disadvantaged” (selected chapters)

Young. “The Minds of Marginalized Black Men” (selected chapters)

Film (watch in class): “Born Rich”

Film (watch on your own): “Park Avenue: Money, Power & the American Dream” (53 min)
http://video.pbs.org/video/2300849486/

**Week 12**

Tues 11/17  Race & Residence: The Lingering Persistence of Segregation

Massey & Denton. *American Apartheid* (chaps 4 & 5)


Farley & Squires. “Fences and Neighbors: Segregation in 21st Century America”

Patillo. “Black Picket Fences” (selected chapters)
Heather Beth Johnson and Thomas M. Shapiro, “Good Neighborhoods, Good Schools: Race and the ‘Good Choices’ of White Families”

**Week 13**

Tues 11/24  The Racial Construction of Crime

Muhammad. *The Condemnation of Blackness* (entire)

Film (watch on your own) Frontline: Locked Up (1hr 23min)

Clip (watch on your own): Alice Goffman TED Talk “How We’re Priming Some Kids for College and Others for Prison” (16 min)

Film (watch in class): “The House I Live In”

**Week 14**

Tues 12/1  Race & Education

Ferguson. *Bad Boys: Public Schools in the Making of Black Masculinity* (entire)

Lewis and Pattison ‘Cracking the Educational Achievement Gap” (291)

Podcast (listen on your own) “This American Life: Three Miles” (acts 1: 24 min, act 2: 21min)

Film (watch on your own) “Frontline: Dropout Nation”

Film: (watch in class): Separate and Unequal

**Week 15**

Tues 12/8  Race & Employment

Pager, Devah. “The Mark of a Criminal Record”

Bertrand and Mullainthan-- Are Emily and Greg More Employable than Lakisha and Jamal?

Sampson, Robert and William Julius Wilson, “Toward a Theory of Race, Crime and Urban Inequality (pg 351)

Clip (Watch in Class): “The Jobless Rate for People Like You”

Small. *Unanticipated Gains.* (selected chapters)

**FINAL PAPER DUE BY 5PM THE DAY OF SCHEDULED FINALS**

I, PROFESSOR GRUNDY, RESERVE THE RIGHT TO CHANGE THIS SYLLABUS AT ANY TIME.

A VERY SPECIAL THANKS TO MY ESTEEMED COLLEAGUES PROFS. RASHAWN RAY, MATTHEW HUGHEY, AND KARYN LACY FOR ASSISTING IN THE PREPARATION OF THIS SYLLABUS.