“The danger is that people may mistake what is basically a change in vocabulary for a change in behavior, practices, and attitudes. While practically all Americans have learned to talk inoffensively, not enough have learned to think differently, nor act positively,” said Whitney Young, former Director of the Urban League, about race in America. Despite the myth of the American “melting pot” race and ethnicity have proven some of the most durable social, economic, and political cleavages in American society, as these identities are central to how people view both themselves and others. What are “race” and “ethnicity”? How has America been shaped by issues of race and ethnicity? How have American racial and ethnic identities and statuses been shaped by political shifts? How and why does race persist in an era of official colorblindness? Are we in a post-racial America? When and how does race show up in our popular culture? In this course, you will have an opportunity to explore the evolution of the concept of race and its political consequences. We will examine topics such as, racial stereotypes and prejudice, group consciousness, and political representation.

Required Texts

There is no official course textbook. The course will utilize open source material instead. This means **YOU’RE RESPONSIBLE FOR ACCESSING ALL REQUIRED COURSE MATERIALS.** You will, therefore, need to acquaint yourselves with how to use journal databases, which are available via the Temple University Library homepage [http://library.temple.edu/](http://library.temple.edu/)

What does this mean?

1. Where you have complete citations for journal articles, you have to find them yourself.
2. All of this material is available to you remotely using your TU Account to login on the library website to access these material.
3. Google Scholar is another tremendous resource to remember ([google.com/scholar](http://google.com/scholar))
4. If you’re unsure of how to locate a journal article, CONTACT THE LIBRARY STAFF ASAP!

Other texts for the class that are not available to you electronically via the library database, will be available via Blackboard. Materials you can find on Blackboard are noted with a (BB) and available under Course Content in a folder named Readings. Films for the course, unless otherwise noted, are accessible via library databases [http://library.temple.edu/database-finder?f%5B0%5D=field_subjects%3A611](http://library.temple.edu/database-finder?f%5B0%5D=field_subjects%3A611)

The Role of the Syllabus

Think of the syllabus as your road map to the course. In it you’ll find all pertinent information, such as reading schedules, assignments, and assignment due dates. Because I have given you this document I don’t plan on having to remind you when your assignments and readings are to be done. You all are mature adults and I will treat you as such, which is why I’ve tried to make the syllabus as explicit as possible. If you have any questions contact me as soon as possible before problems arise.

Course Goals

1. To think more critically about the material that you come in contact with
2. To engage the readings and your colleagues in meaningful discussion
3. To become better informed and more insightful on matters of race
4. To clearly express your ideas in writing.
5. The ability to locate, evaluate, and effectively use needed information.
How to Prepare for this Course

You should make sure that you keep up with your readings. Because we are not meeting each day in a classroom setting this requires you to be proactive. I will add assignments and other activities to keep you on track, however, it is up to you to keep up with the broad reading schedule as outlined. PLEASE NOTE, READING WILL BE HEAVIER AT CERTAIN PERIODS THAN OTHERS.

Read each article/book/essay thoroughly and critically. This means that by the end of any reading you should have questions. You may want to quickly summarize the article's main points, such as the theory, hypotheses, methodology, and results.

Also, don't try to cram and read only to answer a particular question. Although there will be more reading at certain points than others it's a good idea to give yourself time to read and absorb the information being imparted to you. Some articles are short, but are chock full of vocabulary that may be unfamiliar. Sometimes you may have to read something more than once before you get it, that's okay and fairly standard. Ask me if you’re unsure about something I’m available.

Role of Blackboard for the Course

You’ll be able to find the syllabus and other assignments where given. Announcements will also be posted there, so please check Blackboard on a regular basis for updates etc.

ALL ASSIGNMENTS WILL BE SUBMITTED VIA THE COURSE BLACKBOARD SITE. PLEASE TAKE TIME TO GET USED TO THE FORMAT.

Office Hours

I’m in my office at the hours listed above. As stated, I will have some office hours by appointment on Wednesday if needed. We can also arrange online office hours via WebEx or Skype during the appointed times if that is preferable. Online meetings will require a prior request, however.

Course Guidelines

This is an introductory course, but that doesn’t mean you should think of it as an “easy A”. I expect you all to participate and fully engage the learning process. This means that you not only read materials thoroughly, but that you seriously consider these readings as well. Reading critically is a primary aim of this course and will not only help your progression in the class, but your growth as a scholar. I am certain, therefore, that you will have plenty of questions on what you read and will bring them up with me and/or your classmates.

Proper Forms of Address & Mutual Respect

In an online environment it may be very tempting to be more casual. However, you should bear in mind that this is a formal relationship albeit virtual. Likewise, any conversation that we engage in should be governed by the same mutual respect and mores we would expect “in the real world.” Thus, I expect you to write in complete sentences (texting shorthand will not work for this course), avoid slang, and address your colleagues in a respectful manner. There will be no anonymous postings allowed for course discussion in an effort to maintain decorum.

Email Etiquette

I expect when you send me an email message that it comes with a proper greeting and closing. Therefore, any email that does not address me by name, will go unanswered. Thus, in order to get a response you should

1) Have a proper opening (i.e. Dear Prof. Carter) and
2) a clear explication of your question/issue/problem (This book had me ROTFL—is unclear) and
3) a proper closing with your name (Thank you/Best/Something like this, John).

I know this should go without saying, but I frequently get emails addressed to “Hey” and that’s not the most respectful way we can communicate with each other.
Availability
I’m available to you primarily via email. Of course, if I get your messages, phone calls, and the like earlier in the day I can respond much more quickly and effectively. Still, you can expect a response to your query within 24-48 hours. Therefore, it’s best to be proactive and try to contact me as soon as something goes awry. I’ve also established virtual office hours so you can speak to me directly. Please don’t wait to tell me you’re having difficulty with an online quiz or reading assignment until it’s due.

Late Assignments
I DO NOT ACCEPT LATE ASSIGNMENTS. YOU HAVE UNTIL 11:59 pm ON THE DUE DATE TO GET AN ASSIGNMENT UPLOADED TO BLACKBOARD. DO NOT EMAIL ASSIGNMENTS TO ME. YOU NEED TO ACQUAINT YOURSELF WITH HOW TO UPLOAD ASSIGNMENTS VIA BLACKBOARD. PLEASE REFRAIN FROM EMAILING ASSIGNMENTS TO MY EMAIL ACCOUNT.

Academic Integrity
Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity.

Academic dishonesty is, in most cases, intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. If an assignment is plagiarized you will be failed for this assignment and reported to proper university authorities.

For more information on student responsibilities, please go to: http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm

Disability
Any student who feels he or she may need an accommodation based on the impact of a university acknowledged disability should contact me privately as soon as possible to discuss his or her specific needs. I rely on official confirmation from Temple University to verify the need for reasonable accommodations based on documentation on file in that office.

Grading Scale
This is the grading scale for the course. I do not grade on a curve. There is no extra credit.

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
<td>100-97</td>
<td>B-</td>
<td>82-80</td>
<td>66-63</td>
<td>D</td>
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<tr>
<td>A</td>
<td>96-93</td>
<td>C+</td>
<td>79-77</td>
<td>62-60</td>
<td>D-</td>
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<td>A-</td>
<td>92-90</td>
<td>C</td>
<td>76-73</td>
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<tr>
<td>B+</td>
<td>89-87</td>
<td>C-</td>
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<tr>
<td>B</td>
<td>86-83</td>
<td>D+</td>
<td>69-67</td>
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</tbody>
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Course Requirements

| 4 Exams                | 80% |
| Discussion Participation | 10% |
| Pop Quizzes            | 10% |

Exams
Some exams cover multiple units so it is crucial that you take good notes from the readings as you go. Exams will be a mix of short answer questions (which tend to cover material from the text book) and essay
questions (that cover material from book chapters, articles, and films assigned to you). Whenever answering an essay question you must refer to things you have read or viewed—that is your “evidence” for your answer and also shows me that you have done the required assignments. The goal always is to show what you know—show that you have read, viewed, and comprehended what I assigned. Please see below for all relevant exam dates etc.

**Discussion Participation**

*You all will be distributed into several discussion groups by Week 2.* Each week a member from the group will be designated the discussion leader. This person is responsible for raising an issue/set of issues/questions that group members must respond to. As discussion leader, you can bring in current events, popular happenings and the like. This can take the form of a small editorial, an editorial accompanied by a news story/video, a set of questions elicited by the readings, or uncertainty regarding the meaning of the material. You really do have a lot of latitude here as discussion leaders. As responders you MUST address at least one of the questions/issues the leader raises. The purpose of all of this is to make sure that you’re engaging the material, understanding its contemporary relevance, AND engaging one another. You all will be evaluated individually on the thoughtfulness of your prompts and your responses. As you can imagine “I don’t like it,” is probably not the best response you can give. **Discussion leaders must post their questions each THURSDAY by 11:59pm. Respondents must respond no later than SATURDAY by 11:59pm. Your discussion groups will be pre-assigned by me and your discussion leadership days will be assigned by me.**

**Pop Quizzes**

These little evaluative tools need no introduction. They will appear several times over the course of the semester to make sure you all are staying on track with your reading.

**Exam Dates**

- Exam 1  September 12
- Exam 2  October 10
- Exam 3  October 31
- Exam 4  November 21

**The professor reserves the right to change all or part of this syllabus where needed. Students will be notified of said changes in advance.**
READING SCHEDULE

I. Racial Formations: Framing the Discussion
Week 1 (August 26-August 30) Introduction to Course

Michael Omi & Howard Winant  Racial Formations (BB)

Ian Haney-Lopez, “The Legal Construction of Race,” (BB)

Film: Race: The Power of an Illusion The Difference Between Us (available via Temple U Libraries – TU secure password needed)


Week 2 (September 3-6)

U.S. Census Bureau, OMB Directive 15

Racial and Ethnic Classifications used in Census 2000 and Beyond
http://www.census.gov/population/www/socdemo/race/racefactcb.html

American Anthropological Association Response to OMB Directive 15
http://www.aaanet.org/gvt/ombdraft.htm


Is Race Real? (Read: Duster, Hammonds, and Morning)
http://raceandgenomics.ssrc.org

Film: The Sandra Laing: A Spiritual Journey via Youtube
http://www.youtube.com/watch?v=cYZvyvpsCjQ

II. The Development of Whiteness & Racial Otherness
Week 3 (September 9-13): Native Americans  Exam 1


Matthew Fletcher, “Tribal Membership and Indian Nationhood,” American Indian Law Review (2012-2013), Forthcoming

American Indian & Alaskan Native Policy of the U.S. Government
http://www.census.gov/aian/pdf/Appendix-F.pdf

List of Federally Recognized Tribes

Film: Incident at Oglala
Week 4 (September 16-20): Latinos

A Statistical Portrait of Hispanics in the U.S. (for informational purposes only)


http://her.hepg.org/content/231151762p82213u/fulltext.pdf

The DREAM Act http://nile.org/dreamsummary.html

Film: Chicano! Taking Back the Schools
http://www.youtube.com/watch?v=NL4rQHKza9Y#t=13

Week 5 Asian Americans (Sept 23-27)

We The People: Asians in the United States, Census 2000 Special Reports


Henry Yu, “Mixing Bodies and Cultures: The Meaning of America’s Fascination with Sex Between ‘Orientals’ & ‘Whites’,”
http://www.sscnet.ucla.edu/history/faculty/henryyu/history429/h429p/Yu_Fascination.pdf

Film: Who Killed Vincent Chin?

Week 6 White Americans (September 30-October 4)

Karen Sacks, How Jews Became White Folks (BB)

Matthew Frye Jacobson, Introduction from Making Whiteness (BB)

Eric L. Goldstein, The Price of Whiteness “Introduction”


**Week 7 African Americans (October 7-11)**

F. James Davis, *Who is Black? One Nation’s Definition*, Ch. 1 (BB)


An Introduction to the WPA Narratives [http://memory.loc.gov/ammem/shtml/snintro00.html](http://memory.loc.gov/ammem/shtml/snintro00.html)


Voices from the Days of Slavery (MUST listen to at least one interview in part) [http://memory.loc.gov/ammem/collections/voices/title.html](http://memory.loc.gov/ammem/collections/voices/title.html)


**Week 8 Black Ethnics (October 14-18)**


III. Race & Reaction: Racism, Prejudice and Nationalism

Week 9 (October 21-October 25)


Week 10 (October 28-November 1)


Film: A Class Divided http://www.pbs.org/wgbh/pages/frontline/shows/divided/

Week 11 (November 4-8)

Lawrence Bobo, James R. Kluegel, and Ryan A, Smith, "Laissez-Faire Racism: The Crystallization of a 'Kindler, Genter' Anti-black Ideology" (BB)

Take Implicit Association Test (IAT) (Focus on Skin Color/Race) https://implicit.harvard.edu/implicit/demo/

Unconscious Racism I am Not a Racist…(Parts 1&2) via Youtube http://www.youtube.com/watch?v=UHBByTGALFg

IV. Racing to the Future

Week 12 (November 11-15)

Loving v. Virginia http://www.encyclopediavirginia.org/Loving_v_Virginia_1967

Peggy Pascoe “Miscegenation Law, Court Cases, and Ideologies of “Race” in the 20th Century” (BB)

Film: Mildred and Richard Loving Documentary (Pts. 1, 2 & 3)
http://www.youtube.com/watch?v=B4FafoL_euI
http://www.youtube.com/watch?v=c8VsCawzqiE
http://www.youtube.com/watch?v=HG1XWDddTHo

Week 13 (November 18-22)
Voting Rights Act (1965)


Week 14 (November 25-26)


Census: White Majority Gone by 2043

William Frey, “The New Metro Minority Map,”
http://www.brookings.edu/~media/research/files/papers/2011/8/31%20census%20race%20frey/0831_census_race_frey

Week 15 (December 2-4) — LAST WEEK OF CLASSES
Wrap up & Housekeeping