

The University of Texas at El Paso
Department of Sociology and Anthropology
Fall 2022

Soci 3341: 15095/Anth 4370: 15078
Special Topics Course: Race & Racism
T/R 9:30-10:20pm; Old Main 205

Professor

Dr. Aurelia Lorena Murga, Associate Professor of Sociology
Contact information: Old Main 305; almurga@utep.edu
Student Hours: please email for an appointment

Teaching Assistant (TA)

Samantha Sanchez
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Student Hours: Wednesday 11:00am-2:00pm & by appointment

Goals and Objectives

The objective of this course is to provide you with a knowledge base that allows you to critically examine race, racial categories, and racial and ethnic inequality in the U.S. The first part of this course will provide you with a brief overview of racial and ethnic theoretical perspectives. These theories will lay the framework for our discussions of the dynamics of racial oppression and privilege in the U.S. We will then examine the connection between race and nation by discussing the institution of slavery, legal and social constructions of race (e.g., whiteness), and the racial/ethnic order (e.g. racial continuum, racial hierarchy) of the U.S. During the second part of the course we will focus on the institutional dynamics of racial/ethnic inequality as they relate to issues of housing, education, health, environmental racism, and other relevant conversations within the discipline. Finally, we will conclude the semester with a discussion about the future of racial and ethnic relations in the U.S.

Required Course Materials

1. Pdfs and links for assigned readings will be made available via Bb.
2. Please purchase a set of notecards (3 in x 5 in) to use for tickets-to-class (see “participation” section below).

Assessments (Grading)

Memos

Undergraduate Students (35%)

Students will be required to submit 13, 1 page single-spaced response memos over the course of the semester. A copy of these should be submitted via Bb on Thursday by 11:59 pm. The memos should assume that everyone has already read the materials, thus excessive summary is unnecessary. Instead, the memos should raise questions and/or develop a critique of a conceptual, substantive, or methodological concern raised by *at least two of the required readings for the week*. Students should try to have the readings speak to one another and to address issues of similarity and difference across ideas

and arguments raised in the readings. I encourage students to make no more than two central claims in the memo in order to develop an economical argument given the page limitation.

Graduate Students (35%)

Graduate Students will be required to submit 13, 2-3 page single-spaced response memos over the course of the semester. A copy of these should be submitted via Bb on Thursday by 11:59 pm. The memos should assume that everyone has already read the materials, thus excessive summary is unnecessary. Instead, the memos should raise questions and/or develop a critique of a conceptual, substantive, or methodological concern raised by *at least three of the required readings for the week*. Students should try to get the readings to speak to one another and to address issues of similarity and difference across the ideas and arguments raised in the readings. I encourage students to make no more than two central claims in the memo in order to develop an economical argument given the page limitation.

Undergraduate and Graduate Students

Midterm Exam 20%

Your midterm exam will be a take-home exam. You'll have from Tuesday at 9:00 am – Thursday 12:59 pm (Week 8 of the semester) to complete the exam. The exam will include a series of short response and essay questions. It will cover assigned readings and may include information covered during class discussions and lectures. Exam questions will differ for undergraduate and graduate students. The exam is worth up to 100 points.

Final Exam 20%

Your final exam will follow the UTEP schedule. It will include short response and essay questions. It will cover assigned readings and may also include information covered during class discussions and lectures. Exam questions will differ for undergraduate and graduate students. Exam questions will differ for undergraduate and graduate students. The exam is worth up to 100 points.

Gains Report 15%

Students will be required to complete and submit a list of 10 "things I learned" in Soci 3341: Race & Racism. You will make a list of 10 bullet points with each including 4-5 sentences of writing. I am not asking you to simply list the topics covered, but to thoughtfully engage with what you have learned during the semester, so if you simply list topics covered in the class, you will be awarded 0 points for this exercise.

Participation 10%

Throughout the semester we will have discussions over the material and concepts we are covering. You will need to come to class prepared. You should come to class with the reading assignment for the day already read, your notes on the readings, and your ticket-to-class (discussion questions) ready to hand in to engage in classroom conversations.

For the ticket-to-class, which you will submit as you come into class on a note card with your name and the date, you will develop at least 1 question for each reading assignment for the day using Bloom's Taxonomy Higher Order Thinking. Specifically, you should use your critical thinking skills and pose a question that involves evaluation, synthesis, analysis, or application. No credit will be given to questions that are tapping into the levels of remembering and understanding. These are not the making of high-quality discussion questions. I may ask you to elaborate on your question so be prepared to point to the section in the text, if necessary, where you drew your question from.

Make-Up Assignment Policy: Make-up assignments/in-class quizzes and exams are strongly discouraged and WILL ONLY BE ADMINISTERED WITH THE SUBMISSION OF A UNIVERSITY EXCUSED ABSENCE.

Grading Scale

A	90-100%
B	89-80%
C	79-79%
D	60-69%
F	59% and below

Course expectations

Workload: As a general rule, in any 3-credit hour course, students are expected to spend 3 hours per week in the classroom and 6-9 additional hours per week doing coursework outside the classroom. The time commitment may vary from week to week, depending on the amount of reading and other assigned work. Some weeks may require significantly fewer hours, some may require more.

Active Participation: As a friendly reminder, you should log on to Bb on a regular basis (I suggest at least once a day) to check for any announcements or emails. All coursework (e.g., Inquisitive quizzes and exams) must be submitted via Bb (except any in-class writing responses). If you encounter any problems with Bb, contact the UTEP Helpdesk (747-4357) for assistance.

You are highly encouraged to attend every class if you expect to do well in this course. I will NOT drop students from the course. If you choose to drop the course, it is your responsibility to do so. Keep in mind that failure to withdraw from the course will result in a grade of "F" for the course.

Friendly reminder: Problems with your computer are NOT an acceptable reason for deadline extensions. If you encounter computer problems that cannot be resolved in time, you should use another computer to complete the work prior to the deadlines. It's a good idea to have an alternative computer identified BEFORE you run into problems.

Email Policy

Please feel free to reach out to me via email with any questions you may have regarding the class or assignments. During the week, Monday-Friday, you can expect a reply from me within 24 hours. If you email me over the weekend, I will respond on the next weekday.

Classroom Conduct

You must demonstrate the highest level of respect for your peers and for the instructor. All points of view will be welcomed and respected; however, statements or behaviors that are disrespectful towards individuals or groups will not be tolerated. Behaviors that are distracting to your peers and to the instructor are not acceptable (e.g. coming in late, packing up or leaving early, using cell phones, and having side conversations).

Copying and Plagiarism

The materials used in this course are copyrighted. Course materials include and are not limited to: syllabi, quizzes, exams, course assignments, review sheets, outlines, lecture notes, and power points. Since these materials are copywritten you do not have permission to copy them, unless I expressly grant you permission.

Plagiarism is commonly defined as passing off as one's own the ideas, words, writings, etc., that

belong to another. Therefore, you are committing plagiarism if you copy someone's work without attributing it to the original author, and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the most serious academic sins, because it destroys the trust among colleagues without which research cannot be safely communicated.

ADA Policy

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS' Staff are the only individuals who can validate and if need be authorize accommodations for students with disabilities.

Please note: Instructor reserves the right to modify the schedule/syllabus at any time during the semester—any modifications will be announced during class and/or through Bb.

Course Schedule

Week 1. Social Construction of Race

Tuesday

Introductions & Distribution of syllabus

Thursday

Theories and Conceptual Frameworks

Klarlund, Susan E. 1994. "The origins of racism: the critical theory of Oliver C. Cox." *Mid-American review of Sociology*: 85-92

Bell, Derrick. 1995. "Who's Afraid of Critical Race Theory." *U. Ill. L. Rev.* 893

Due: Memo 1 on Bb

Week 2. Theories and Conceptual Frameworks

Tuesday

Smith, Andrea. "Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing."

Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62(3):465–80.

Thursday

Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics Society* 27(1): 105-138.

Hill Collins, Patricia. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology*. 41:1-20.

Due: Memo 2 on Bb

Week 3. Colonialism, Imperialism, & Slavery

Tuesday

Du Bois, W.E.B. 1920. *Darkwater: Voices from Within the Veil*. Chapter: The Souls of White Folk.

Reséndez, Andrés “Perspective: The Other Slavery” *Smithsonian* pages 1-8

Thursday

Glenn, Evelyn Nakano. 2015. “Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation.” *Sociology of Race and Ethnicity* 1(1): 54-74.

Bacon, J.M. 2020. “Dangerous Pipelines, Dangerous People: Colonial Ecological Violence and Media Framing of Threat in the Dakota Access Pipeline Conflict.” *Environmental Sociology* 6(2): 143-153.

Due: Memo 3 on Bb

Week 4. (Im)migration

Tuesday

Ngai, Mae M. 1999. “The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924.” *The Journal of American History* 86(1): 67-92.

Molina, Natalia. *How Race is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*. pages 1-67.

Thursday

In-class: Race the power of an Illusion

Li, Y., & Nicholson Jr, H. L. (2021). When “model minorities” become “yellow peril”—Othering and the racialization of Asian Americans in the COVID-19 pandemic. *Sociology Compass*, 15(2), e12849.

Due: Memo 4 on Bb

Week 5. Whiteness

Tuesday

Moore, Wendy Leo. The Mechanisms of White Space(s). *American Behavioral Scientist*

Jennifer C. Mueller, Producing Colorblindness: Everyday Mechanisms of White Ignorance, *Social Problems*, Volume 64, Issue 2, May 2017, Pages 219–238.

Thursday

Bonilla-Silva, Eduardo, Goar, Carla, Embrick, David G. 2006. “When Whites Flock Together: The Social Psychology of White Habitus.” *Critical Sociology* 32(2–3):229–53.

Brunnsma, David L., Eric S. Brown, and Peggy Placier. 2012. “Teaching Race at Historically White Colleges and Universities: Identifying and Dismantling the Walls of Whiteness.” *Critical Sociology* 39(5):717–38.

Due: Memo 5 on Bb

Week 6. Housing

Tuesday

Video: [Why Are Cities Still so Segregated?](#) Note: There is a curse word in the first few seconds of the video. You can start the video at 0:22. :<https://www.youtube.com/watch?v=O5FBjyqfoLM>

Mapping Inequality. 2016-present (look up 5 cities)

<https://dsl.richmond.edu/panorama/redlining/#loc=12/41.815/-71.506&city=providence-ri&text=intro>

Massey-reflections on the dimensions of segregation

<https://academic.oup.com/sf/article/91/1/39/2235865>

Li, Min and Faxi Yuan. 2022. "Historical Redlining and Resident Exposure to COVID-19: A Study of New York City." *Race and Social Problems* 14:85-100.

Thursday

Desmond, Matthew. 2012. "Eviction and the Reproduction of Urban Poverty." *American Journal of Sociology*. 118(1): 88-133

Goetz, Edward. 2011. "Gentrification in Black and White: The Racial Impact of Public Housing Demolition in American Cities." *Urban Studies* 48(8): 1581-1604.

Due: Memo 6 on Bb

Week 7. Education

Tuesday

Bell, Derrick. 1980. "Brown v. Board of Education and the Interest-Convergence Dilemma." *Harvard Law Review* 93(3): 518-533.

Red Nation podcast. Dr. Nick Estes with Dr. Denise Lajimodiere "American Indian Boarding Schools."

<https://www.youtube.com/watch?v=J9CVSZVHqWY>

Thursday

Diamond, John B. and Amanda E. Lewis. 2019. "Race and Discipline at a Racially Mixed High School: Status, Capital, and the Practice of Organizational Routines." *Urban Education* 54(6): 831-859.

Ayala, Maria Isabel and Sheila Marie Contreras. 2019. "It's Capital! Understanding Latina/o Presence in Higher Education." *Sociology of Race and Ethnicity* 5(2): 229-243.

Due: Memo 7 on Bb

Recommended/Required for Graduate Student:

Bell, Derrick. *Silent Covenants*

Week 8. Midterm week

Tuesday & Thursday

Midterm—released on Bb on Tuesday at 9:00 am due Thursday by 11:59 pm via Bb.

Week 9. Health

Tuesday

Washington, Harriet A. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. Chapters TBD

Williams, David R. 2018. "Stress and the Mental Health of Populations of Color: Advancing Our Understanding of Race-Related Stressors." *Journal of Health and Social Behavior* 59(4):466–85.

Thursday

Hummer RA, Powers DA, Pullum SG, Gossman GL & Frisbie WP. 2004. "Paradox found (again): Infant mortality among the Mexican-origin population in the United States." *Demography* 44:441-457.

Rogelio Sáenz & Marc A Garcia. "The Disproportionate Impact of COVID-19 on Older Latino Mortality: The Rapidly Diminishing Latino Paradox." *The Journals of Gerontology: Series B*, Volume 76, Issue 3, March 2021, Pages e81–e87

Due: Memo 8 on Bb

Recommended/Required for Graduate Student:

Washington, Harriet A. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*.

Week 10. Environmental Racism/Justice

Tuesday

<https://www.hamptonthink.org/read/racial-justice-is-climate-justice-racial-capitalism-and-the-fossil-economy>

McClintock, Nathan. 2018. "Urban agriculture, racial capitalism, and resistance in the settler- colonial city." *Geography Compass*.

Thursday

Pellow, D. N. 2004. The politics of illegal dumping: An environmental justice framework. *Qualitative sociology*, 27(4), 511-525.

Pulido, Laura. 2016. "Flint, environmental racism, and racial capitalism". *Capitalism Nature Socialism*

Due: Memo 9 on Bb

Week 11. Racial Capitalism

Tuesday

Kelley, Robin D.G. 2016. "What did Cedric Robinson Mean by Racial Capitalism" *Boston Review*: <https://bostonreview.net/articles/robin-d-g-kelley-introduction-race-capitalism-justice/>

Johnson, Walter, 2016. "To Remake the World: Slavery, Racial Capitalism, and Justice" *Boston Review*: <https://bostonreview.net/forum/walter-johnson-to-remake-the-world/>

Thursday

Makalani, Minkah 2021. "Cedric Robinson and the Origins of Race" *Boston Review*: <https://bostonreview.net/articles/minkah-makalani-cedric-robinson-and-origins-race/>

Kelley, Robin D.G. 2021. "Why Black Marxism, Why Now?" *Boston Review*:
<https://bostonreview.net/articles/robin-d-g-kelley-tk-2/>

Leong, Nancy. 2013. "Racial Capitalism." *Harvard Law Review* 126(8): 2151-2226

Due: Memo 10 on Bb

Week 12. Racial Violence & Terror

Tuesday

Ida B. Wells, *The Red Record: Tabulated Statistics and Alleged Causes on Lynching in the United States*. 1895. (Preface; Chs. 1-2 and 4)

Cox, Oliver C. 1945. "Lynching and the status quo." *The Journal of Negro Education* 14(4).

Thursday

<https://docs.house.gov/meetings/JU/JU01/20190906/109889/HHRG-116-JU01-Wstate-MunozMartinezM-20190906.pdf>

Endo, Rachel. 2021. "Asian/American Women Scholars, Gendered Orientalism, and Racialized Violence: Before, During, and After the 2021 Atlanta Massacre." *Cultural Studies, Critical Methodologies* 21(4):344-350.

Due: Memo 11 on Bb

Recommended/Required for Graduate Student:

Equal Justice Initiative. *Lynching in America: Confronting the Legacy of Racial Terror*. 2017 ed. (p. 1-61).
<https://eji.org/wp-content/uploads/2005/11/lynching-in-america-3d-ed-110121.pdf>

Week 13. Criminal Justice

Tuesday

Ross, Luana. *Inventing the Savage: The Social Construction of Native American Criminality* pages 1-72

Thursday

Alexander, Michelle. 2007. *The New Jim Crow*. Chapters TBD

Flores, Jerry, Ariana Ochoa Camacho, and Xuan Santos. 2017. "Gender on the Run: Wanted Latinas in a Southern California Barrio." *Feminist Criminology* 12(3) 248-268.

Due: Memo 12 on Bb

Recommended/Required for Graduate Student:

Alexander, Michelle. 2007. *The New Jim Crow*.

Week 14. Thanksgiving

Tuesday

Out of class assignment: work on your Gains Report

Thursday

No classes – UTEP closed (holiday)

Week 15. Progress & Justice

Tuesday

A New Origin Story: The 1619 Project → Chapter on Progress

A New Origin Story: The 1619 Project → Chapter on Justice

Thursday

Feagin, Joe. 2000. "Chapter 8 – Antiracist Strategies and Solutions" pages 455-474.

Bonilla-Silva, Eduardo. 2006. "Postscript: What Is to Be Done (For Real)" pages 475-481.

Due: Memo 13 on Bb & Gains Report

Week 16. Finals Week

Follow UTEP's Final Exam date & time.