

# Race, Racism and Privilege

## SOCI X255

### Spring 2015

### Monroe Hall 528

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### Course Description

What is “race”? How is it possible for racism to exist even if no one is intentionally being racist? How is it possible to be “black” in one country but “white” in another? These are some of the kinds of questions we will discuss in this course. We begin by thinking and reading about what race is, how race has fundamentally shaped the experience of national inclusion or exclusion, and how racial categories differ across time and across countries. We will also consider the varied forms that racism takes—both those that are obvious and those that are much less obvious to the untrained eye. Throughout our conversation, we consider how race and racism are experienced by different groups and engage in critical reflection that helps us to better understand how different dimensions of race and racism create areas of struggle and/or privilege in our own lives. We gain this critical consciousness of our own lives by engaging in intersectional analysis that takes into account how one’s race interacts with class, sex, sexual orientation, and other aspects of identity and social structure. Finally, during the concluding weeks of the course we compare and contrast different models of racial justice that might help us to address the challenges of race and racism we have been studying throughout the course.

### Course Objectives

This course aims to contribute to the following objectives of **Loyola’s Common Curriculum**:

- Critical and analytic reasoning skills
- Effective skills in research, writing, speaking, reading, and listening
- Comprehension of the great historical, economic, political, social, and technological forces that shape societies.
- The ability to reflect on and critique the presupposed values latent within our world, our commitments, our beliefs, our methodologies, our institutions, and our courses of study.
- A commitment to social justice

In addition, the course aims to contribute to the following learning objectives developed by the **Department of Sociology**:

- Appreciation for discipline of sociology and its role in contributing to our understanding of social reality.
- Knowledge of basic concepts in sociology.
- Understand the role of theory in sociology and applying theories to social phenomena.
- Ability to think critically about the social world.
- An appreciation for the social diversity of U.S. society and an understanding of the position of the U.S. in the global system.
- Ability to identify and think critically about one's own position and the positions of others on social justice issues and the ways in which they are pursued in the community through social action.

## **Disability Services and Accommodations**

If you have a disability and wish to receive accommodations, please contact Sarah Mead Smith, Director of Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

## **Plans for Instruction During Emergency/Evacuation**

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.

*In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:*

3. Pack textbooks, assignments, syllabi and any other needed materials for each course ad bring during an evacuation/suspension
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.

*Assuming a power source is available....*

6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site ([www.loyno.edu](http://www.loyno.edu)) for general information.
8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.

9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

## Required Readings

*Racial Domination, Racial Progress* by Matthew Desmond and Mustafa Emirbayer, McGraw Hill, ISBN: 0072970510

**Other required readings will be posted on Blackboard.**

Course Requirements	Total Points	Percentage of Course
Online Sessions	20	15%
In-Class Participation	15	15
Analytical Essays	40	25
Service Learning	40	25
Final Exam	30	20
<b>TOTALS</b>	<b>145</b>	<b>100%</b>

### Grading Breakdown (by percentage):

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	<60	F

### Teaching and Learning Philosophy

Much learning takes place through hands on experience and through conversation with others who know more than we do about these experiences. While we cannot travel across the country or around the world to experience much of what we will discuss first-hand, we can enter into these experiences through texts, film, and different kinds of online simulations and activities. For this reason, our Friday sessions will ALL take place online where we will reflect with each other on what we have read, seen or heard that week. The section below on “Online Sessions” will explain how these Friday virtual meetings work.

Informed discussion and dialogue is a central part of learning. For this reason, you will need to come to class having carefully read and reflected upon the material we will discuss each Monday and Wednesday during our face-to-face meetings.

### Online Sessions

All Monday and Wednesday sessions will meet face to face and all Friday sessions will

be conducted online. The content of the Friday online sessions will vary. Most will include one or more of the following: a reading, film, or online simulation or activity.

For online sessions you will be required to complete the reading, film or online activity and then complete the activities outlined for that session. These sessions are mandatory and will be graded.

### In-Class Participation

This part of your grade is based on a combination of attendance and verbal participation in class discussions on Mondays and Wednesdays. I will take attendance and will make note of your participation in Monday and Wednesday discussions.

### Salons

Three times during the semester you have the opportunity to participate in a “salon”. These meetings consist of discussion over refreshments or a meal outside of class and are restricted to 10 participants. Salons are designed to allow us to wrestle with and reflect upon the issues we are studying as well as to help us think about the personal and social implications of what we have been studying. There will therefore be ample time for discussing how what we have been studying makes a difference for our lives.

Each “salon” earns a participant extra credit toward the final grade in the course. Sign-ups for the salons will occur early in the semester. Every attempt will be made to allow each class member to be part of at least one salon.

### Analytical Essays

There will be TWO analytical essays. These essays will ask you to reflect carefully and critically on key concepts or theories we have been studying.

### Service Analysis Papers

Service learning provides a wonderful opportunity for you to apply abstract ideas to concrete experience. A minimum of 15 hours of service is required at an approved service site. You will be asked to complete service analysis papers that will be based on critical reflection on your service work and on course readings and lectures.

**NOTE:** Failure to complete the full 15 hours that are required will result in the following penalties: 1) a loss of 2% points from this portion of the final grade for every hour not completed by the final day of class; AND 2) no notation on your transcript that service learning was a part of the course.

### Final Exam

The final exam will be cumulative.

## Policy on Late Work

*Online Participation and Assignments:* NO late work will be accepted. If the online contribution has not been received by the due date and time it will not be accepted.

*Service Learning Reflections AND Analytical Essays:* Any paper EXCEPT for the last of the semester may be turned in up to 7 days late with 10% taken off of the grade for each day late (Saturdays and Sundays are also included as days where points will be lost). The last paper in each of these two categories will NOT be accepted late.

### IMPORTANT:

- Bring your reading to EVERY class. This means that you must bring the textbook and/or print out the readings from Blackboard each time we meet.

<b>Conceptual and Theoretical Foundations: Race, Racism and Privilege</b>		
W	1/7	<ul style="list-style-type: none"> <li>• Chapter 1 “Race in the Twenty-First Century”, in <i>Racial Domination, Racial Progress</i> by Matthew Desmond and Mustafa Emirbayer</li> </ul>
F	1/9	Online Session Due by 5pm on Saturday January 10 <sup>th</sup>
M	1/12	<ul style="list-style-type: none"> <li>• Chapter 2 “The Invention of Race” in <i>Racial Domination, Racial Progress</i> by Matthew Desmond and Mustafa Emirbayer</li> </ul>
W	1/14	<ul style="list-style-type: none"> <li>• Introduction and Overview from <i>The Racial Contract</i> by Charles Mills, pp.1-40</li> </ul>
F	1/16	Online Session Due by 5pm on Saturday January 17 <sup>th</sup>
M	1/19	<b>Martin Luther King Jr Holiday</b>
W	1/21	<ul style="list-style-type: none"> <li>• EXCERPT from <i>Critical Race Theory: The Key Writings That Formed the Movement</i> by Kimberle Crenshaw and Neil Gotanda</li> </ul>
F	1/23	Online Session Due by 5pm on Saturday January 24 <sup>th</sup>
M	1/26	<ul style="list-style-type: none"> <li>• EXCERPT from <i>Critical Race Theory: The Key Writings That Formed the Movement</i> by Kimberle Crenshaw and Neil Gotanda</li> </ul>
W	1/28	<ul style="list-style-type: none"> <li>• “Epistemologies of Ignorance: Three Types”, by Linda Martín Alcoff, pp.39-57 in <i>Race and Epistemologies of Ignorance</i>, eds. Shannon Sullivan and Nancy Tuana, (Albany, NY: State University of New York Press), 2007</li> <li>• EXCERPT <i>Good White People: The Problem with Middle Class White Anti-Racism</i> by Shannon Sullivan – One of the editors of <i>Epistemologies of Ignorance</i></li> </ul>
F	1/30	<p>*****<b>Analytical Essay 1 Due by 2:00pm in My Office Mailbox HARD COPY ONLY</b>*****</p> <p>Online Session Due by 5pm on Saturday January 31<sup>st</sup></p>

M	2/2	<ul style="list-style-type: none"> <li>EXCERPT <i>Good White People: The Problem with Middle Class White Anti-Racism</i> by Shannon Sullivan – One of the editors of <i>Epistemologies of Ignorance</i></li> </ul>
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<b>Race, Racism and Privilege in Politics and Economics</b>		
W	2/4	<ul style="list-style-type: none"> <li>Chapter 3 “Politics” in <i>Racial Domination, Racial Progress</i> by Matthew Desmond and Mustafa Emirbayer</li> </ul>
F	2/6	Online Session Due by 5pm on Saturday February 7 <sup>th</sup>
M	2/9	<ul style="list-style-type: none"> <li>History of racism and immigration timeline (Routledge)</li> <li>“Myths and Realities of Tribal Sovereignty” by Joseph Kalt and Joseph William Singer</li> </ul>
W	2/11	<ul style="list-style-type: none"> <li>Chapter 4 “Economics” in <i>Racial Domination, Racial Progress</i> by Matthew Desmond and Mustafa Emirbayer</li> </ul>
F	2/13	<p>*****<b>Service Analysis 1 Due by 2:00pm in My Office Mailbox HARD COPY ONLY</b>****</p> <p>Online Session Due by 5pm on Saturday February 14<sup>th</sup></p>
M	2/16	<b>Mardi Gras Holidays</b>
W	2/18	<b>Mardi Gras Holidays</b>
F	2/20	<b>Mardi Gras Holidays</b>
M	2/23	<ul style="list-style-type: none"> <li>“Are Emily and Greg More Employable than Lakisha and Jamal?” by Marianne Bertrand and Sendhil Mullainathan, <i>The American Economic Review</i> vol 94 no. 4, (Sep. 2004), pp.991-1013</li> </ul>

<b>Race, Racism and Privilege in Housing and Education</b>		
W	2/25	<ul style="list-style-type: none"> <li>Chapter 5 “Housing” in <i>Racial Domination, Racial Progress</i> by Matthew Desmond and Mustafa Emirbayer</li> </ul>
F	2/27	Online Session Due by 5pm on Saturday February 28 <sup>th</sup>
M	3/2	<ul style="list-style-type: none"> <li>“Quietly Indians Reshape Cities and Reservations”, by Timothy Williams, April 13, 2013, New York Times</li> <li>“Gentrification and its Discontents: Notes from New Orleans” by Richard Campanella</li> </ul>
W	3/4	<ul style="list-style-type: none"> <li>Chapter 7 “Education” in <i>Racial Domination, Racial Progress</i> by Matthew Desmond and Mustafa Emirbayer</li> </ul>
F	3/6	Online Session Due by 5pm on Saturday March 7 <sup>th</sup>
M	3/9	<ul style="list-style-type: none"> <li>EXCERPT <i>Place Not Race</i> by Sheryll Cashin</li> <li>Critical Reply to Cashin</li> </ul>

<b>Race, Racism and Privilege in Crime and Punishment</b>		
W	3/11	<ul style="list-style-type: none"> <li>Chapter 6 "Crime and Punishment" in <i>Racial Domination, Racial Progress</i> by Matthew Desmond and Mustafa Emirbayer</li> </ul>
F	3/13	<p>*****<b>Service Analysis 2 Due by 2:00pm in My Office Mailbox HARD COPY ONLY</b>*****</p> <p>Online Session Due by 5pm on Saturday March 14<sup>th</sup></p>
M	3/16	<ul style="list-style-type: none"> <li>"Introduction" in <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander</li> <li>"The Lockdown", Chapter 2 in <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> by Michelle Alexander</li> </ul>
W	3/18	<ul style="list-style-type: none"> <li>EXCERPT <i>Invisible Men: Mass Incarceration and the Myth of Black Progress</i> by Becky Petit</li> </ul>

<b>Race, Racism and Privilege in Aesthetics and Intimate Life</b>		
F	3/20	Online Session Due by 5pm on Saturday March 21 <sup>st</sup>
M	3/23	<ul style="list-style-type: none"> <li>Chapter 8 "Aesthetics" in <i>Racial Domination, Racial Progress</i> by Matthew Desmond and Mustafa Emirbayer</li> </ul>
W	3/25	<ul style="list-style-type: none"> <li>Chapter 10 "Intimate Life" in <i>Racial Domination, Racial Progress</i> by Matthew Desmond and Mustafa Emirbayer</li> </ul>
F	3/27	<p>*****<b>Service Analysis 3 Due by 2:00pm in My Office Mailbox HARD COPY ONLY</b>*****</p> <p>Online Session Due by 5pm on Saturday March 28<sup>th</sup></p>
M	3/30	<b>Easter Holiday</b>
W	4/1	<b>Easter Holiday</b>
F	4/3	<b>Easter Holiday</b>
M	4/6	<b>Easter Holiday</b>

<b>Race, Racism and Privilege in Associations</b>		
W	4/8	<ul style="list-style-type: none"> <li>Chapter 9 "Associations" in <i>Racial Domination, Racial Progress</i> by Matthew Desmond and Mustafa Emirbayer</li> </ul>
F	4/10	<p>*****<b>Analytical Essay 2 Due by 2pm in My Office Mail Box – HARD COPY ONLY</b>*****</p> <p>Online Session Due by 5pm on Saturday April 11<sup>th</sup></p>

<b>Towards Conceptions and Practices of Racial Justice</b>		
M	4/13	<ul style="list-style-type: none"> <li>Chapter 11 "Toward Racial Justice" in <i>Racial Domination, Racial</i></li> </ul>

		<i>Progress</i> by Matthew Desmond and Mustafa Emirbayer
W	4/15	<ul style="list-style-type: none"> <li>• “Why go to Anti-Racism Training?” by Katy Schuman Clemens, Guild Notes Winter 2008</li> <li>• Anti-Racist Alliance: A Web-Based Curriculum on Whiteness <a href="http://www.antiracistalliance.com/home.html">http://www.antiracistalliance.com/home.html</a></li> </ul>
F	4/17	Online Session Due by 5pm on Saturday April 18 <sup>th</sup>
M	4/20	<ul style="list-style-type: none"> <li>• "The Imperative of Integration", Chapter 4 in <i>The Imperative of Integration</i> by Elizabeth Anderson</li> </ul>
W	4/22	<ul style="list-style-type: none"> <li>• “The Burdens of Integration” by V. Denise James, pp.2-5 (PDF Version) in <i>Symposia on Gender, Race and Philosophy</i>, vol. 9, no. 2 Fall 2013</li> <li>• “Commentary on Elizabeth Anderson’s The Imperative of Integration” by Ronald Sundstrom pp.15- 18 (PDF Version) in <i>Symposia on Gender, Race and Philosophy</i>, vol. 9, no. 2 Fall 2013</li> <li>• “Reply to My Critics” by Elizabeth Anderson, pp.25-32 (PDF Version) in <i>Symposia on Gender, Race and Philosophy</i>, vol. 9, no. 2 Fall 2013</li> </ul>
F	4/24	<p>*****<b>Service Analysis 4 Due by 2pm in My Office Mail Box – HARD COPY ONLY</b>*****</p> <p>Online Session Due by 5pm on Saturday April 25<sup>th</sup></p>
M	4/27	<ul style="list-style-type: none"> <li>• “Prologue” in <i>Talking to Strangers</i> by Danielle S. Allen</li> <li>• “Epilogue: Powerful Citizen” in <i>Talking to Strangers</i> by Danielle S. Allen</li> </ul>
W	4/29	<b>Wrap-Up Discussion</b>
F	5/1	<b>Final Exam 11:30am-1:30pm</b>