
Sociology 31-A26L (50846)

Race and Ethnic Relations

Spring 2017
T/Th. 10-11:15a Colston 422

Instructor: Professor Devin T.
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Office Hours:

Overview

Race and ethnicity remain two of the most salient features of life, discrimination, and inequality the world over. This class examines the construction of race and ethnicity, the development of racial and ethnic inequality, and the struggle by racial and ethnic minorities to overcome institutionalized racism and discrimination. Using the sociological concept of racial formation and policing as a lens, this class will explore the historical origins of race and ethnicity including colonialism, slavery, scientific racism, and nativism, explain the enduring power of whiteness and white privilege, document the ways that racial inequality is recreated and maintained in the United States and the world, and explore the ways that people all over the world, but especially in the United States, are combatting racial and ethnic inequality.

This class is part of a Learning Community with CRJ 22-A51L: Introduction to Policing. We will be using policing, broadly defined, to explore dimensions of racial inequality and racial formation in the United States and abroad. Specifically, we will be discussing the ways that law enforcement, immigration policing and border security, the military and the militarization of law enforcement, vigilantism, and surveillance combine to create racialized categories of exclusion and how communities of color participate in and resist these various forms of policing activities.

This is a writing intensive course. You can expect to participate in a variety of formal and informal writing assignments both in and outside of class.

Course Goals and Learning Objectives

Through discussions, exams, and written assignments students will:

- understand the origins of racial and ethnic identities and racial and ethnic conflict.
- explain how racial and ethnic inequality is institutionalized.
- evaluate social problems that intersect with race and ethnicity.

Materials

All reading and viewing materials are available on or via Blackboard

Important Dates

Jan. 31
First Day of Class

Feb. 19
Final Paper Topics Due

Feb.21 - Mar. 2
Topic Conferences

Mar. 11
Final Research Paper Annotated Bibliography Pt. 1 due

Mar. 25
Final Research Paper Annotated Bibliography Pt. 2 due

Apr. 11-18
No Class - Spring Recess

- compare efforts to prevent racial and ethnic inequality and restore justice.

Requirements

Your overall class grade is weighted and based on the following required assignments. A brief summary of each component of your grade follows in the assignments section:

- Attendance and Participation (25%)
- 6 Response Papers (15%)
- Reading Quizzes (10%)
- Final Essay Exam (20%)
- Final Research Paper (30%)

Grade Scale

A+ 100-97%	A 96-93%	A- 92-90%
B+ 89-87%	B 86-83%	B- 82-80%
C+ 79-77%	C 76-73%	C- 72-79%
D+ 69-67%	D 66-63%	D- 62-60%
F 59-0%		

Assessment

Attendance and Participation (25%)

Attendance and participation are mandatory except in case of family emergency, health related reasons, or due to the observance of religious beliefs. You must also be in class on time and prepared to participate fully in classroom activities. At the start of each class make sure that you sign the sign-in sheet, as this is the official record of whether or not you are in class. Failing to sign the sign-in sheet equals an unexcused absence and could result in the loss of points. Students who are habitually late will also lose points on their attendance/participation grade. Students are asked to inform the instructor in advance (if possible) of any classes that will be missed for any reason even if the reason would not result in an excused absence. In cases where advanced notice is not possible, such as in the case of a sudden family, personal, or health related emergency, students are asked to inform their professor as soon as possible and within 24 hours of missing class. In either case, you must provide documentation of your absence (doctor's note, note from school, note from relative, etc.) for your absence to be excused. **Undocumented absences will not be excused.**

Your attendance and participation grade is determined in the following manner: students are allowed one (1) **unexcused** absence. For each absence after your first, you will lose one full letter grade from your attendance and participation grade. All students must attend class on time and be prepared for discussion.

Apr. 22
Final Research
Paper Intro and
Outline due

May 2
Final Research
Paper Rough
Draft Due

May 16
Final Research
Paper Revised
Draft Due in class

May 20
Final Research
Paper Due

May 22-26
Final Exam TBA

In addition to attendance, your participation grade is based on your activity in class discussions and in-class exercises. You are expected to come to class having read the assigned reading (or watched the assigned film) for that day and prepared to discuss the assigned material. Frequent lateness will also negatively affect your participation grade. Participation accounts for half of your overall attendance/participation grade.

Response Papers (15%)

To do well in this course, it is very important that students keep up with the reading and engage with the content. Response papers are designed to help students keep up with the reading and critically engage with the articles and chapters that they read. Each student must write six (6) 1.5-2-page response papers over the course of the semester. Students will select which readings/films to write about at the start of the semester. Response papers are always due on Blackboard 30 minutes before the start of class for which we have a reading or film viewing assignment due and are based on all of the readings/films that are due that day. Response papers will not be accepted in class, via email, or in any manner other than via the Blackboard assignment drop.

More detailed Response Paper guidelines are located in the "Assignments" folder on Blackboard. **Make sure that you carefully read the assignment guidelines before starting and submitting your work.**

Reading Quizzes (10%)

At the start of most class periods, students will take a short quiz about the readings and films that were due for that class. The quizzes will consist mainly of multiple choice and some short answer questions based on the argument and key themes of the reading and/or films. The quizzes are aimed at testing the students' basic understanding and completion of the assigned readings/films.

Final Exam - TBA

The final exam will be an in-class multi-format exam. The test will include multiple-choice, short answer, and essay questions based on the readings, films, and discussions from the entire class. The exam is aimed at assessing how well students understand the key themes of the class.

Final Research Paper - Due May 12

To demonstrate their ability to put the ideas they have learned to work, students will write a 3,000-word research paper about policing and race/ethnicity. Students have a lot of latitude as to how they approach this assignment. They can focus on any kind of policing such as law enforcement, immigration control, surveillance, discipline, incarceration, and the like, so long as they are able to show how that method of policing does or does not create and maintain categories of racial and/or ethnic difference and inequality. They can also focus on

efforts to resist methods of policing that create racial and ethnic inequality such as #Blacklivesmatter and #NoDAPL.

The paper should combine a discussion and analysis of at least four readings from class and at least four peer-reviewed sources (articles or books) that students gather from the library or one or more of the library databases. They may, though are not required to, conduct original research that engages in dialogue or debate with the literature selected for your topic, such as interviews, surveys, media analysis, or ethnographic research. In either case, you are expected to think carefully about how sociologists and other scholars think about and discuss your topic, how they complement or contradict one another, and how we should think about your topic. You will also want to make sure that you clarify what future research should be done to fill in the gaps in the literature.

You will work on the final research paper throughout the semester and will have periodic deadlines according to the following schedule. All assignments are required and failure to complete one assignment will result in failing the entire research paper assignment.

February 19: 1-page research proposal that outlines the topic of your research, research question(s), why you want to study it, and how you are going to go about researching the topic (i.e. focus on library research or conduct independent research). Due on Blackboard

February 28-March 7: Conferences. Students will meet with Professor Molina to discuss their topics and to get feedback.

March 11: Annotated Bibliography Part I comprised of the full and correct bibliographic information, in alphabetical order by author last name, for two in-class readings/films and two peer-reviewed library resources (books or articles are OK) and one 150 word annotation for *each* of the four sources. The bibliography should follow American Sociological Association guidelines. Due on Blackboard

March 25: Final Annotated Bibliography comprised of the edited entries that you submitted on Oct. 15 and two more in-class and external resources and 150-word annotations for *each* of the resources for a total of 8 annotated entries. The bibliography should follow American Sociological Association guidelines. Due on Blackboard

April 22: Introduction and detailed outline of your final paper.

May 2: Rough draft of the final research paper due in class. Should be at least 1,500 words, though the more complete the paper the better off you will be at the end of the project. Bring two copies of the draft to class

May 16: Revised draft due IN CLASS and should be around 3,000 words.

Dec. 12: Final Draft due on Blackboard by 11:59p.

More specific details about the assignment and sub-assignments and how they will be graded are located in the “Assignments” menu of Blackboard.

A note on word counts: the word count should include only the text of the paper and not footnotes/endnotes or the works cited/reference list. Also, the word count limit for each of these assignments is a rough guide; papers can be shorter or longer as long as they accomplish the assignment goals.

Policies

Academic Integrity:

The faculty and administration of Bronx Community College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy can be found at this site:

<http://www.cuny.edu/about/administration/offices/sa/policies/AcademicIntegrityPolicywithoutmemo.pdf>. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST** report the violation. Plagiarizing or cheating will result in failing the assignment and may result in failing the class.

Late Work:

Late work is not accepted under any circumstances except for family, health, or other documentable emergency. If you are unable to meet a deadline, please contact the instructor as early as possible, and **before the deadline**, so that steps can be taken to make sure that you are able to complete the assignment. Once a deadline passes, you will not be able to turn in any work regardless of the reason if you have not contacted the professor beforehand. Please take note of assignment due dates and how they should be submitted. Response papers are due 30 minutes before class begins and all other Blackboard assignments are due at 11:59pm on the due date listed.

Electronic Devices:

It is vitally important that we maintain an environment conducive to learning. Small laptops, tablets, and other electronic learning aids are permitted as long as they remain silent and are used solely for approved classroom uses, such as taking notes or referring to electronic copies of course readings. Chatting, emailing, social networking, and other non-educational activities are not permitted and will result in the revocation of the privilege of using your electronic device in class *for everyone*. Please, **turn off and put away** all cellular phones prior to the start of class. If you require your phone to remain on during class for any reason, including accessing course

materials, please consult with the instructor **first** to obtain permission.

Students with Disabilities:

In order to receive disability-related academic accommodations students must first be registered with the Office of Disability Services. Students who have a documented disability (including temporary disability) or suspect they may have a permanent or temporary disability are invited to apply for services at the Office of Disability Services in Loew Hall, Room 213. If you have already registered with the Center for Student Disability Services please provide the instructor with your accommodation letter/card. Students cannot be accommodated unless they have documentation from the Office of Disability Services.

Communication:

To do well in this course it is vital that you maintain communication with your instructor and with each other. Please make sure that the email associated with your Blackboard account is accurate and up to date and make sure to check that email address at least once each day. The best way to get in touch with Professor Molina outside of class is via email. When emailing the professor, please place the title of the course (Sociology 31) in the subject heading and a brief descriptive subject (e.g. help with quiz two). Please remember that email is a form of professional correspondence so use proper grammar, language, spelling, and tone. You can expect a response to emailed questions within 24 hours during the week, and 48 hours on the weekend. If you do not receive a response within that time, please feel free to follow up with another email.

Schedule and Assignment Due Dates (subject to change)

I. Introduction to Race, Ethnicity, and Policing

January 31: Introduction to the course

Read: Class syllabus

February 2

Watch: [*Race - The Power of an Illusion: Episode Two - The Story We Tell*](#)

February 7

Read: [*Smedley and Smedley Race in North America: Origin and Evolutions of a Worldview*](#) Ch. 1 and Ch. 4

February 9: Library Research Session

Read: *Research Paper Guidelines*

Meet in Library Rm 210

February 14

Read: Omi and Winant [*Racial Formation in the United States*](#) Ch. 4

February 16: Research Paper

No Reading - Bring research topics to class

February 19 Research Paper Topic Proposal Due on Blackboard

II. Policing the Plantation

February 21

Read: Fields "[Slavery, Race and Ideology in the United States of America](#)"

February 23

Read: Hadden [Slave Patrols](#) Ch. 4

February 28:

Read: Wells "[A Red Record](#)" and DuBois [Black Reconstruction](#) Ch. XVI

III. Policing the Reservation

March 2

Read: Stark "[Criminal Empire: The Making of the Savage in a Lawless Land](#)"

March 7

Read: Woodard "[The Police Killings No One Is Talking About](#)"

March 9

Watch: [Seventh Generation: Youth at the Heart of the Standing Rock Protests](#)

Read: Heatherton "[Policing the Crisis of Indigenous Lives](#)"

March 11 Annotated Bibliography Part I Due

IV. Policing the Border

March 14

Read: Lee "[Enforcing the Borders](#)"

March 16

Read: Haney-Lopez [White By Law](#) Ch. 1

March 21

Read: Maril [Patrolling Chaos](#) "Gumbys"

March 23

Read: Molina "[A Comment on the Minuteman Militia of the U.S. and Neoliberal State Activity](#)"

March 25: Final Annotated Bibliography Due

March 28

Read: [Who Killed Vincent Chin?](#)

March 30

Watch: Bayoumi "[American Girl](#)"

V. Policing the Bedroom

April 4
Read: Lubheid [Entry Denied](#) Ch. 2

April 6
Read: Shih "[Not in My 'Backyard Abolitionism'](#)"

April 11: **No Class - Spring Recess**

April 13: **No Class - Spring Recess**

April 18: **No Class - Spring Recess**

VI. Policing the Ghetto

April 20
Read: Gay "[On the Death of Sandra Bland and Our Vulnerable Bodies](#)" and Morris "[Race, Gender, and the School-to-Prison Pipeline](#)"

April 22 Introduction and Outline Due

April 25
Read: Alexander [The New Jim Crow](#) Ch. 5

April 27
Read: Iyer [We Too Sing America](#) Ch. 7

May 2: Peer Editing Work Shop
Bring rough draft of final paper to class
Rough Draft Due

May 4
Read: Onion "[Are We in the Midst of a New Civil Rights Era?](#)" and Rickford "[Black Lives Matter: Toward a Modern Practice of Mass Struggle](#)"

VII. Policing the Planet

May 9
Watch: [America's War Workers](#)
Read: Bornstein "[Borders and the Utility of Violence](#)"

May 11
Read: LeBrón "[Mano Dura Contra El Crimen and Premature Death in Puerto Rico](#)"

May 16: Second Draft
Bring complete rough draft to class for peer review
Second Rough Draft Due

May 18: Class Review

May 20: Final Research Paper Due

May 22-26 Final Exam TBA