

RACE, CLASS AND GENDER IN THE UNITED STATES

AFRICAN AMERICANS STUDIES W111

SUMMER SESSION 2015

JUNE 22 - AUGUST 14

PROFESSOR STEPHEN SMALL

GSIs: TBD Office hours PST: TBA

About the Course

Course Description

The goal of this course is to describe, interpret and explain the circumstances of African Americans, with regard to race, class and gender stratification in the contemporary USA. We begin with consideration of key concepts, including racialization, racism and ethnicity; Black nationalism, leadership and identity; wealth, income and inequality; sex, gender and the gender division of labor; intersectionality; feminism and Black feminism; and globalization and international migration. We briefly explore the historical background to contemporary stratification by considering theories of 'the declining significance of race' (as argued by William Julius Wilson) and the move from plantation to ghetto, and then from ghetto to penitentiary as controlling institutions used against African Americans (as argued by Loic Wacquant). We also consider how Black women and girls have been left out of the larger debates on these issues (as argued by Nikki Jones), and how consideration of them complicates the analysis. We move on to consider the role of economics, politics, demography, class relations, and racist ideologies in the prevalent patterns of stratification; and the role of black leadership and cultural strategies in reducing inequality. We also consider the principles underlying federal policies for alleviating racial inequality and promoting equal opportunities. Throughout the analysis we consider the impact of gender ideologies on these experiences, and we distinguish the experiences of men and women. We then examine the changing relationship of racist images and racialized structures in the age of Obama and the 'post-racial' society; and assess how globalization impacts African Americans. As the course unfolds we will also consider the unique experiences of African Americans in California, as compared with African Americans across the USA in general, to assess what are the common and what are the distinctive patterns. Most of the time we will focus on African Americans; but we will also consider how their experiences compare with those of other Blacks, especially West Indians and Africans born abroad, but whose children are

born/raised in the USA.

Course Objectives

Upon completion of this course, you will be able to:

Describe and apply the key concepts of race and ethnicity, racism and new racism, racialization. Describe and apply the key concepts of gender, the gender division of labor, intersectionality and the feminization of poverty. Describe and apply the two theoretical frameworks of color blind and color conscious policies to achieve equal opportunities in the United States. Describe and apply the theoretical framework of feminism, and of Black feminism. Understand the main dimensions of violence against Black women, and violence between Black women, including proposed policies for the reduction of violence. Describe the main contours of mass incarceration in the United States, and the consequences for Black ex-prisoners, and the Black community generally. Describe and interpret the key dimensions of globalization, including the extent of recent Black immigration. Identify the key aspects of Black organizations and Black leadership in the contemporary United States. Understand and interpret the ways in which historical patterns shape contemporary patterns.

Course Materials / Requirements

Reading Requirements Books

Michael K Brown, Martin Carnoy, Elliott Currie, Troy Duster, David B. Oppenheimer, Marjorie M. Shultz and David Wellman - *Whitewashing Race. The Myth of a Color-Blind Society*, 2003.

Nikki Jones - *Between Good and Ghetto: African-American Girls and Inner-City Violence*, 2010. Michelle Alexander - *The New Jim Crow. Mass Incarceration in the Age of Colorblindness*, The New Press, 2010. **Online readings in .PDF format**

Barak Obama – Speech on Race Stephen Small – Racialization Robert Miles and Stephen Small – Racism and Ethnicity Oliver and Shapiro – Wealth and Income, Chapter One Loic Wacquant – The New 'Peculiar Institution' Kimberlé Crenshaw – Mapping the Margins Amott and Matthaei – Gender Nielson – Work and gender division of labor Audre Lorde – Age, Race, Class and Sex Hull, Scott, Smith – Black Feminist Statement Patricia Hill Collins – Black Women's Community Work John Logan – African and Caribbean Immigration to the USA

Learning Activities

The following learning activities will be used:

Commentary topics (multimedia lectures) Reading assignments (textbooks

and articles in PDF format) Videos Discussion assignments (forum) Midterm Exam (online) Final Exam (proctored)

Method of Instruction or Learning Activities

Each student will be expected to fully participate in the course including daily reading, watching the multimedia lecture presentations, interacting with peers in discussions forums, taking one quiz, completing the mid-term, and final examinations.

Participation = 20% Quiz = 10% Mid-term = 30% Final examination = 40%

Extensions and incompletes will only be granted in rare circumstances; and only within University guidelines.

Readings

Read the assigned chapters for each Module. View the assigned multimedia presentations. The Module's learning objectives and multimedia lectures will provide an overview to assist students in focusing their study. Readings and multimedia (PPTs, video links, pdfs) are listed under each respective Module and subsequent lectures (there are four lectures for Modules 1-7, and three lectures for Module 8). Specific reading assignments are listed under "Learning Activities" for each Module.

Multimedia Lectures

All links to PowerPoint lectures and video links can be located under "Learning Activities" for each Module.

Virtual Office Hours

The professor and GSIs hold virtual office hours when students can communicate in real time (synchronously).

These "chats" are optional and are to be used to pose questions about the course material. These chats are optional; no points are awarded for participation. Days and times for Virtual Office Hours are posted on the course site in multiple places and listed at the top of the syllabus.

You may also communicate through the course messaging service. Please allow 24 hours for all replies. That said, do not wait until the last minute if you have substantive questions about the course material for upcoming due dates.

Participation Discussion Forum (20%)

As indicated in the syllabus, 20% of the final grade will be reflective of your

level of participation in the discussion forum. Because this is an online course, and we do not meet regularly, these discussions are very important and provide students a generous and collaborative intellectual environment in which to work. The objective of these discussions is to provide students with the opportunity to discuss material that might be novel and surprising, and discussions help with the comprehension of new concepts. This is an opportunity to engage with the readings and PPTs and share reflections, observations, and comments. Students are encouraged to question and critique, and go beyond just summarizing to discuss with each other the implications and importance of the material. Personal opinions are welcome, but should be secondary.

Each student should post a minimum of at least 1 succinct paragraph **for each** question in the Module. Each Module has two questions. Please remember that while your posts need not be lengthy, they must be written in a formal academic style respecting the rules of grammar and spelling. Here is a sample post to demonstrate the quality and style that are expected:

"The history of racialization shapes present aspects of racialization because it gives us context; we're able to mark how far we've come from the earlier and more narrow ways of ascribing racial definitions to people, ideologies or institutions. I'm thinking in particular of Professor Small's example of the 2000 US Census—how people were able to choose more than one box to define their own ethnicity. In contrasting this with the "one drop rule," we can clearly delineate our history's ongoing redefinition of race. Scientists, politicians and the public play an enormous role in defining these concepts because each of these entities inform one other in redefining race."

If you are responding to other students please reply to their posts directly. And all students are required to be respectful and courteous to each other. Acknowledge and show respect for the diversity of opinions presented by your classmates. Discussions will be monitored closely by the professor and GSIs who will intervene periodically.

The discussions will be open for a limited time period, which will correspond to the module we are covering for each week (see below for all due dates and the list of questions). Each module's discussion questions will be available for one week, and then locked. *Your answers to the discussion questions will be due each Thursday at midnight. You must reply to two other students and these replies are due the following Sunday at midnight.* You are encouraged to post and reply anytime throughout the week, as long as you meet your weekly deadlines.

The goal of this learning activity is to encourage enthusiastic participation IN DUE TIME. It is required that students keep up with the program set up in the syllabus. Diligent participation in the discussion forum will help students do well on the quiz, midterm, and final.

Professor Small and your GSIs will monitor the discussion posts regularly,

intervening when necessary, and providing feedback periodically. While each week's posts will not be graded, your participation grade will be based on the quality and quantity of your overall participation. This is your opportunity to "speak up", as if you are in a discussion section in a classroom. In an online forum, the content, relevance, and number of posts and responses will determine your overall participation grade.

Please respect the discussion forum as an intellectual space. The discussion forum may NOT be used for the transmission of personal messages between students or to the professor or GSIs. For the latter, the course's e-mail messaging service must be used.

Questions and Answers Forum

Please use this forum to post questions about the course material, assignments, the learning management system or online homework. The instructor/GSIs will monitor this forum, but you should also feel free to post answers to help other students. This helps to create a general FAQ so that all students in the course may benefit from the exchange.

Quiz (Date TBA) 10%

There will be 1 quiz based on short answer questions. The quiz will consist of 4 questions. You must answer two questions from this total. Once you begin a quiz, you will have 30 minutes to complete it. The quiz will be available for 24 hours.

Mid-term Examination (Date TBA) 30%

The mid-term examination will consist of essay and short answer questions.

Final Examination (Thursday, August 13) 40%

After you have completed all the other requirements, you will take a three-hour, proctored, closed book final exam, on **Thursday, August 13th from 1-4 p.m., in location TBA.**

There will be no make-up exam. You must pass the final exam to receive credit for the course. Students must take the final examination in person or possibly arrange to have the examination proctored if you cannot come to campus. Please contact your Program Coordinator at summer_online_support@berkeley.edu to make alternative arrangements. Off-site proctors must be approved prior to July 17, 2015.

Remember to carefully review the university's policies on Academic Integrity and Student Conduct. Plagiarism and cheating will not be tolerated. Any violation of University policy will result in failure of course and possible academic suspension.

Technical Support

If you are having technical difficulties please alert one of the GSIs immediately. However, understand that neither the GSIs, nor the professor can assist you with technical problems. You must call or e-mail tech support and make sure you resolve any issues immediately. Be sure to document (save e-mails and transaction numbers) for all interactions with tech support.

Extensions and late submissions will not be accepted due to "technical difficulties".

For 24/7 Tech Help Support: Call **1-866-786-8197** or e-mail onlinehelp@berkeley.edu

VERY IMPORTANT

You won't be able to access your course material until you read and make your pledge to Academic Integrity. Go to the Modules page and click on the "START HERE" link. Click on the first link, "READ THIS", to learn about what constitutes cheating, plagiarism, and false information. If you think you already know, think again! You'll be surprised by what you find out. As a UC Berkeley student, you are expected to abide by these rules. Once you've read the agreement, click "AGREE TO THIS". Once you've clicked "OK", you gain access to the course.

Credit Requirements

Course grades are based on the following:

You must pass the examination to pass the course.

In the Discussion Assignments forum, I'll also be looking for evidence of participation:

Participation (Discussion Forum)	20%
Quiz	10%
Midterm Exam (online)	30%
Final Exam	40%

Although your grades for assignments are recorded in the course gradebook and are available for you to see, you should not count on seeing your final grade recorded there by the time your access to the course ends. Your final letter grade will be mailed to you by the Registrar's office.

Course Policies

Late Work

Late work will be accepted only after the student has received permission from the instructor to submit it past the due date. Permission will be granted on a case-by-case basis, only under exceptional circumstances, and only within the guidelines of university policy.

Collaboration and Independence

Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments are to be completed independently and materials submitted as homework should be the result of one's own independent work.

Cheating

A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. In order to guarantee that you are not suspected of cheating, please keep your eyes on your own materials and do not converse with others during the quizzes and exams.

Plagiarism

To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, see, for example: <http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism> <http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

Academic Integrity and Ethics

Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing - furthering knowledge for the benefit of humanity.

Grade Dispute

Any question or dispute over the earned points for a quiz or exam, should be addressed in writing to the Course Instructor, who will follow the grade dispute policy of the University.

Students with Disabilities

Any students requiring course accommodations due to a physical, emotional, or learning disability must contact the Disabled Students' Program (DSP), <http://dsp.berkeley.edu/services.html>, at the beginning of the course with their request. The DSP will review all requests on an individual basis. Please have your Disabled Student Program Specialist send the instructor a formal prior to the course start date.

Discussion Questions

You'll find complete instructions for your assignments within the course modules.

WEEK ONE: INTRODUCTION - RACIAL INEQUALITY IN THE AGE OF OBAMA

Questions:

1. In what ways does Obama's election prove the US is post-racial?
2. Why is the difference between sex and gender important? Discuss poverty, prisons, labor, and media images.

Discussion posts and replies due TBA

WEEK TWO: RACE AND ETHNICITY – CONCEPTS AND EXAMPLES

Questions: 1. Why is the difference between race and ethnicity important? 2. What is 'white habitus' and how does it work? Discuss 'old racism' vs. 'new racism'.

Discussion posts and replies due TBA

WEEK THREE: RACE, GENDER AND FEMINISM – CONCEPTS AND EXAMPLES

Questions:

1. What key societal obstacles confront women? How are production and reproduction mutually reinforced?
2. In thinking about intersectionality and the racial division of gender, how do legal, economic, and social inequality relate to one another?

Discussion posts and replies due TBA

WEEK FOUR: EVIDENCE AND EXPLANATIONS OF RACIAL

INEQUALITY

Questions: 1. What is the role of the individual in theories of racial realism? 2. What are the critiques of color blind policies and race conscious policies?

Discussion posts and replies due TBA

WEEK FIVE: THE PRISON AND ITS SOCIAL TENTACLES

Questions: 1. What key problems confront ex-prisoners and how do they escape these problems? 2. What are the differences between the plantation and prison as controlling institutions?

Discussion posts and replies due TBA

WEEK SIX: RACE AND GENDER IN THE INNER CITY

Questions:

1. In what ways does poverty shape inner city violence?
2. How does intersectionality shape violence against Black women and how do they respond/react to violence?

Discussion posts and replies due TBA

WEEK SEVEN: STRATIFICATION AND GLOBALIZATION

Questions:

1. How do the Black wealthy compare with the white wealthy?
2. In what ways does globalization adversely impact African Americans? In what ways does globalization benefit African Americans?

Discussion posts and replies due TBA

WEEK EIGHT: BLACK MOBILIZATION, ORGANIZATIONS AND LEADERSHIP No discussion posts due, but some questions to think about as you study for the final:

1. What are the priorities of Black women, especially in leadership?
2. In what ways is the Black experience in California unique? In what ways is the Black experience in California common?

End of Course Evaluation

UC Berkeley Summer Sessions is committed to improving our online courses and instruction. Please take a few minutes to participate in our End of Course Evaluation to share your opinions about this course. We are interested in your online learning experience, and your candid feedback will help us plan for the future and make improvements. Please take the evaluation before your course end date.

The evaluation does not request any personal information, and your responses will remain strictly confidential. To access the evaluation, please follow the link near the bottom of the Modules tab page. © 2013 UC Regents. All rights reserved.

Not Final