

Race, Class, and Gender in the United States, W111

Three (3) semester credits

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 wealth, income, inequality and the feminization of poverty; racialization, racism and ethnicity; Reparations and the legacy of slavery; Black leadership and identity; sex, gender and the gender division of labor; intersectionality; feminism and Black feminism; and globalization and international migration. We explore the historical background to contemporary stratification by briefly considering the nature of slavery and Jim Crow segregation; 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 consider the role of institutional obstacles and the cultural complexities confronting young Black people (as explained by Orlando Patterson). We examine the rise and consequences of mass incarceration of young Black men (as articulated by Michelle Alexander). 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 overall analysis. We move on to assess the role of social movements, radical policies, and Black leadership and cultural strategies in reducing inequality. We also consider the principles underlying federal policies for alleviating racial inequality and promoting equal opportunities, including those that are color-blind and those that are race conscious (such as Affirmative Action). Throughout the analysis, we consider the impact of gender ideologies on these experiences, and we distinguish the experiences of men and women. We 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 United States 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.

Prerequisites

There are no prior course requirements.

Course Objectives

After successfully completing this course, you will be able to

- Describe and apply the key concepts of race and ethnicity, racism, new racism, racialization, racial projects and white privilege.
- 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 (white) feminism, and of Black feminism.
- Identify and interpret the role of institutional obstacles and cultural complexities in the lives of young Black people.
- 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.
- Identify a range of policies and politics for alleviating racial inequality, including the role of social movements, Black organizations and Black leadership.
- Identify the distinctive role of Black women's organizations.
- Understand and interpret the ways in which historical patterns shape contemporary patterns.
- Consider the ways in which the idea of reparations links the past and present experiences of African Americans.

Instructor Information, Contact, Office Hours, & Communication

Course Instructor

Professor Stephen Small

Graduate Student Instructors (GSIs)

The instructor will interact with the whole class and will oversee all activities and grading, as well as being available to resolve any issues that may arise, however, the GSIs will be your main point of contact. Your GSIs are responsible for assisting you directly with your questions about assignments and course requirements, as outlined in the Assignments and Calendar. The GSIs will also facilitate ongoing discussion and interaction with you on major topics in each module.

- Kathryn Benjamin
- Second GSI to be confirmed.

Office Hours

- Professor Small: Tuesdays, 10-11 am PT
- Kathryn Benjamin: Tuesdays 4-5 pm PT
- GSI 2: day/times to be confirmed

For the first two weeks, we will offer office hours as listed above. We will announce the final office hour schedule during the first two weeks of the course.

The office hours are optional and are to be used to pose questions about the course material. Students communicate with the professor or GSI during their office hours by clicking on "Chat" in the left-hand menu. These chats are optional; no points are awarded for participation.

You may also communicate through course mail 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.

Course Mail

Make sure to check the Course Mail for messages from the instructor. You can access course email within the Learning Management System by clicking on the Inbox link on the Corner Help toolbar (see also

[Canvas Overview Video](#)) or choose to have your course mail forwarded to your personal email account or your cell phone.

Question & Answer 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.

Course Materials and Technical Requirements

Books

- Sandew Hira – 20 Questions and Answers on Reparations for Colonialism, 2014
- Orlando Patterson – The Cultural Matrix. Understanding Black Youth. 2015
- 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

- Stephen Small – RaceRacialisation
- Robert Miles and Stephen Small – Racism and Ethnicity
- Amott and Matthaei – Gender
- Nielson – Work and gender division of labor
- Audre Lorde – Age, Race, Class and Sex
- Hull, Scott, Smith – Black Feminist Statement
- Kimberle Crenshaw – Mapping the Margins
- Patricia Hill Collins – Intersecting Oppressions
- Loic Wacquant – the New 'Peculiar Institution'
- Pew Research Center on Black Immigrants

You are free to purchase your textbooks from any vendor. All books are available via Amazon. Please be sure to thoroughly review the return policies before making a purchasing decision as UC Berkeley does not reimburse students for course materials in the event of a textbook change or an unexpected cancellation or rescheduled course

section. IMPORTANT: the book by Sandew Hira will be available from the course instructor at a discount price of \$5.00.

Technical Requirements

This course is built on a Learning Management system (LMS) called Canvas and you will need to meet these [computer specifications to participate within this online platform.](#)

Optional

Canvas allows you to record audio or video files of yourself and upload them in the course. Although doing so is not required for any of the activities, using these features will enhance your engagement in the course. If you would like to use these features, you will need to have a webcam and a microphone installed on your computer.

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. In addition to contacting your GSI/Professor Small, you must call or email tech support and make sure you resolve any issues immediately. Be sure to document (save emails and transaction numbers) for all interactions with tech support. **Extensions and late submissions will not be accepted due to “technical difficulties”.**

For Tech Help Support: Click on the "Help" button on the bottom left of the global navigation menu in the course.

Learning Activities

VERY IMPORTANT

You won't be able to access your course material until you read and make your pledge to Academic Integrity. Click below to navigate to and complete the Academic Integrity pledge.

[ACADEMIC INTEGRITY](#)

You are expected to fully participate in all the course activities described here.

1. Read the assigned textbook pages
2. Watch and listen to the lecture presentations
3. Read web-based announcements and postings assign during the course
4. Compose and post assigned responses to lectures and readings
5. Complete the midterm exam and final exam
6. Complete writing assignments

Sections

For grading purposes, each of you has been assigned to one of the course GSIs and placed within his/her section. Your particular GSI will grade all of your work, as well as that of your section-mates, and engage with you in the course discussions. You can see whose section you've been placed in by exploring the "Section" column within the "People" page or by examining your discussion group's title, which includes your GSI's name.

Modules

A module is a grouping of topics related to one area of study, typically with readings, lectures and various kinds of assignments. Each module contains a list of Learning Outcomes for the module. Your assignments reflect the learning activities to perform to reach those outcomes. For an at-a-glance view of due dates, refer to the course **Calendar**.

Reading Assignments

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 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 the "Reading" tab for each Module.

Multimedia Lectures

Recorded video lectures support your readings and assignments but also contain additional material that may be included in the exams. You are expected to take notes while viewing the lectures as you would in a regular classroom.

Discussion Forums

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."

To post your responses, click on the New Post button. 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. The 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 or topics being studied. The questions will be answered in the forum by the course instructor or GSIs. This way, all students benefit from seeing the answers. This is the preferred place to ask and get answers to questions that are likely to be of general interest.

Quiz (Thursday, July 6) 10%

There will be 1 quiz based on short answer questions. The quiz will consist of 4 questions. You must answer 2 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.

Midterm Examination (Tuesday, July 20) 30%

The midterm examination is 120 minutes and will consist of essay and short answer questions.

Final Examination (Thursday, August 10) 40%

After you have completed all the other requirements, you will take a three-hour, proctored, closed-book final exam, on **Thursday, August 10th from 1-4 p.m., TBA, UC Berkeley campus.**

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. If you will not be on campus for the final, it might be possible to take a proctored final off campus. Review the Proctor Info on the left navigation menu. Proctor applications are due by July 14, 2017 PT.

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.

Reminder: Your Course End Date

Your course will end on August 11th. As you work through the course, please keep the end date in mind, and if you want to save any commentary or assignments for future reference, please make sure to print or copy/paste those materials before your access ends.

Grading and Course Policies

Your final course grade will be calculated as follows:

Category	Percentage of Grade
----------	---------------------

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

Table 1: Final Grade Percentages

You must pass the final exam to pass the course.

Final grades are assigned according to the following percentages:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage	100-94	93-90	89-86	85-83	82-80	79-76	75-73	72-70	69-66	65-63	62-60	<60

Table 2: Course Grading Scale

When we grade your writing assignments, we'll be looking at content, organization, and mechanics. Please keep the following criteria in mind:

	Poor	Needs Improvement	Meets Expectations	Exceptional
Content	Poor writing style with little or no specific details, no evidence of having studied the material, and/or off topic.	Adequately written; some points elaborated but with minimal use of concepts from the material.	Well written, most points elaborated with clear and detailed information that supports thoughts and ideas and uses concepts from the material.	Well written, fully elaborates points. Clear and detailed information supports thoughts and ideas and shows full acquisition of concepts

	Poor	Needs Improvement	Meets Expectations	Exceptional
				from the material.
Organization and Mechanics	Little or no structure present. Grammatical errors interfere with comprehension.	Organization present but awkward. Some grammatical errors present.	Good organization with few statements out of place. Minor grammatical errors.	Clearly organized and remains focused. Few or no grammatical errors.

Table 3: Criteria for Writing Assignments

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

	Poor	Needs Improvement	Meets Expectations	Exceptional
Content	Poor writing style with little or no specific details, no evidence of having studied the material, and/or off topic.	Adequately written; some points elaborated but with minimal use of concepts from the material.	Well written, most points elaborated with clear and detailed information that supports thoughts and ideas and uses concepts from the material.	Well written, fully elaborates points. Clear and detailed information supports thoughts and ideas and shows full acquisition of concepts from the material.

	Poor	Needs Improvement	Meets Expectations	Exceptional
Organization and Mechanics	Little or no structure present. Grammatical errors interfere with comprehension.	Organization present but awkward. Some grammatical errors present.	Good organization with few statements out of place. Minor grammatical errors.	Clearly organized and remains focused. Few or no grammatical errors.
Participation	Minimal posts in number or length. Posts show little or no reflection on the topics or previous posts.	Posts address the topic but consist mostly of a rote repetition of the study materials. Little or no reflection on previous posts.	Posts address the topic with reflection. Many responses build on previous posts.	Posts show a genuine interest in contributing to the overall life of the forum.

Table 4: Grading Rubric for Discussion Assignments

Although your grades for assignments are recorded in the course grade book 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 Policy

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.**

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.

Honor Code

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code.

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 and the online exam 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. The expectation is that you will be honest in the taking of 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, explore the resources linked below:

[UC Berkeley Library Citation Page, Plagiarism Section](#)

[GSI Guide for Preventing Plagiarism](#)

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.

Incomplete Course Grade

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the final exam, may request an Incomplete grade. This request must be submitted in writing or by email to the GSI and course instructor. You must provide verifiable documentation for the seriousness of the extenuating circumstances. According to the policy of the college, Incomplete grades must be made up within the first three weeks of the next semester.

Students with Disabilities

Any students requiring course accommodations due to a physical, emotional, or learning disability must contact the [Disabled Students' Program \(DSP\)](#). They will review all requests on an individual basis.

- Request your Disabled Student Program Specialist to send the instructor a formal request before the official course start date by email
- In addition, notify the instructor and your Online Learning Support Specialist, which accommodations you would like to use.
 - Your Online Learning Support Specialist is Tracie Allen and her email is summer_online_support@berkeley.edu

End of Course Evaluation

Before your course end date, please take a few minutes to participate in our Course Evaluation to share your opinions about this course. You will be receiving the Course Evaluation via email. The evaluation does not request any personal information, and your responses will remain strictly confidential. You may only take the evaluation once. It will close August 9th, 2017 PT.

Discussion Questions

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

WEEK ONE: INTRODUCTION - RACIAL INEQUALITY IN THE UNITED STATES TODAY

Questions:

1. What is the nature and extent of racial inequality today?
2. How does the debates on reparations link the past and present experiences of African Americans?

**Discussion posts due by Thursday June 22, 11:55pm PT.
Replies due Sunday June 25, 11:55pm PT.**

WEEK TWO: CONCEPTS OF RACE AND ETHNICITY

Questions:

1. What is the different between (old) racism and the new racism? And why is it important?
2. What are racial projects and 'white privilege'? How do they function?

**Discussion posts due by Thursday June 29, 11:55pm PT.
Replies due Sunday July 2, 11:55pm PT.**

WEEK THREE: GENDER AND FEMINISMS

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 due by Thursday July 6, 11:55pm PT. Replies due Sunday July 9, 11:55pm PT.

WEEK FOUR: YOUNG BLACK MEN AND WOMEN

Questions:

1. How do institutional problems and cultural complexities impede the success of young Black people?

2. How does intersectionality shape violence against and between Black women and how do they respond to violence?

Discussion posts due by Thursday July 13, 11:55pm PT. Replies due Sunday July 16, 11:55pm PT.

WEEK FIVE: THE PRISON AND ITS SOCIAL TENTACLES

Questions:

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

Discussion posts due by Thursday July 20, 11:55pm PT. Replies due Sunday July 23, 11:55pm PT.

WEEK SIX: BLACK DIVERSITY

Questions:

1. How does the existence of wealthy Blacks and Black immigrants complicate our analysis of the Black experience today?
2. In what ways does globalization shape the lives of African Americans?

Discussion posts due by Thursday July 27, 11:55pm PT. Replies due Sunday July 30, 11:55pm PT.

WEEK SEVEN: POLICIES AND POLITICS

Questions:

1. Compare and contrast racial realists and critical theorists policies for achieving racial equality.
2. What is the role of social movements and radical policies in achieving racial equality?

Discussion posts due by Thursday August 3, 11:55pm PT. Replies due Sunday August 6, 11:55pm PT.

WEEK EIGHT: CONCLUSION

No discussion posts due, but some questions to think about as you study for the final:

1. What is the role of Black organizations in achieving racial equality?

2. What are the priorities of Black women, especially in organizations and leadership?