

Race, Class, and Gender in the United States, W111, 2019*

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; 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.

Throughout the course we make theoretical, conceptual and empirical comparisons with Black people in Europe. Who are the Black people in Europe? How did they get to Europe? Where are they located in Europe? What are the distinct differences in their experiences across Europe? And what are the striking similarities in their experiences across Europe? This comparison will 1. highlight the national specifics of race, class and gender in the United States. 2 locate the Black experience in the United States in the context of the African Diaspora more generally. 3 Bring into the foreground Orlando Patterson's evaluation of the paradox of African American severe economic disadvantage within the United States, as compared with their overwhelming cultural influence outside the United States.

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.
 - Foreground the distinctive national manifestations of race, class and gender in the United States (as compared with Black Europe).
 - Provide a framework for locating the Black experience in the United States in the context of the African Diaspora more generally.
 - Highlight criteria for evaluating African American success at the national and international level.

Instructor Information, Contact, Office Hours, & Communication

Course Instructor

Professor Stephen Small

Graduate Student Instructors (GSIs)

Mariko Pegs – Head GSI

Nitoshia Ford - GSI

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.

Office Hours

- TBD

For the first week we will offer office hours as listed above. We will announce the final office hour schedule during the first week 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 online office hours with Zoom. You will receive notifications for these office hours via course mail and also in the course calendar. Office hours are optional; no points are awarded for participation.

You may also communicate with the course instructor and GSIS at an time 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.

EMAILS SENT TO THE PROFESSOR OR GSI'S OUTSIDE OF THE COURSE WILL NOT RECEIVE A RESPONSE.

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

- Stephen Small – *20 Questions and Answers on Black Europe*,

2018

- 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
- Pew Research Center – At least a million Sub-Saharan migrants moved to Europe

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.

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. 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 and pdf 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/their 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. Each video lecture has been broken into sections. You are expected to take notes while viewing the lectures as you would in a regular classroom.

Discussion Forums – 20%

Participation Discussion Forum

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 power points (PTT) 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 - 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 60 minutes to complete it. The quiz will be available for 24 hours.

If you have a Letter of Accommodation at UC Berkeley, confirm with your GSI that it has been received and accommodations have been made. When you start a quiz or exam, check the timer when you open it to confirm you have the correct time accommodation. This applies to all quizzes and exams in the course.

Midterm Examination - 30%

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

Final Examination - 40%

After you have completed all the other requirements, you will take a three-hour, proctored, closed-book final exam, on **Thursday, August 15th from 1-4 p.m., location TBA, UC Berkeley campus.**

There will be no make-up exam unless you provide university-approved evidence, no later than 2 weeks before the final exam, that you are entitled to a 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 12, 2019 PST.

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 ENTIRE course and possible academic suspension.

Reminder: Your Course End Date

Your course will end on August 16th, 2019. 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 (online) | 10% |

| Category | Percentage of Grade |
|-----------------------|----------------------------|
| 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 from the |

| | Poor | Needs Improvement | Meets Expectations | Exceptional |
|-----------------------------------|--|--|---|--|
| | | | | 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. |
| Organization and Mechanics | Little or no structure present. | Organization present but awkward. Some grammatical | Good organization with few statements | Clearly organized and remains focused. Few |

| | Poor | Needs Improvement | Meets Expectations | Exceptional |
|----------------------|--|--|--|---|
| | Grammatical errors interfere with comprehension. | errors present. | out of place. Minor grammatical errors. | or no grammatical errors. |
| Participation | Minimal posts in number or length. Posts show little or no reflection on the topics or | 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. |
| | previous posts. | | | |

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 Enrollments

Students that enroll in the course late will be required to fulfill ALL

requirements of the course, including any assignments that they have missed. Once a student has enrolled, they must **IMMEDIATELY** be in contact with one of the GSIs for the course to find out how to fulfill any missed assignments. These missed assignments must be completed, as indicated by the GSIs or Professor within two weeks of the beginning the course.

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

- If you require course accommodations due to a physical, emotional, or learning disability contact [UC Berkeley's Disabled Students' Program \(DSP\)](#).
- Notify the instructor and GSI through course email and inform them which accommodations you would like to use.

UC Berkeley is committed to providing robust educational experiences for all learners. With this goal in mind, we have activated the ALLY tool for this course. You will now be able to download content in a format that best fits your learning preference. PDF, HTML, EPUB and MP3 are now available for most content items. For more information visit the alternative formats link or watch the video entitled, "[Ally First Steps Guide](#)".

End of Course Evaluation

Before your course end date, please take a few minutes to participate in the **Course Evaluation** to share your opinions about the course.

The evaluation does not request any personal information, and your responses will remain strictly confidential. A link to the evaluation will be made available via bCourses on August 2nd, 2019 and will be available until August 16th, 2019. You will also be emailed a link to the course evaluation.

To access the course evaluation via bCourses:

1. Enter the course in bCourses
2. Choose **Course Evaluation** from the left-hand navigation menu.
3. Complete evaluation and submit.

Discussion Questions

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

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

Questions:

1. What is the nature and extent of racial inequality in the United States today?
2. What is the nature and extent of racial inequality in Black Europe today?

WEEK TWO: CONCEPTS OF RACE AND ETHNICITY

Questions:

1. What is the difference between (old) racism and the new racism? And why is it important?
2. What is the history and legacy of slavery, colonialism and racism in Europe?

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?

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?

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?

WEEK SIX: BLACK DIVERSITY

Questions:

1. How does the existence of wealthy Black people and Black immigrants complicate our analysis of the Black experience in the United States today?
2. In what ways does globalization shape the lives of African Americans? And what is the global influence of African Americans on Black Europe?

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?

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 and Black women's organizations in achieving racial equality in the US?
2. What is the role of Black organizations and Black women's organizations in achieving racial equality in Black Europe?

*Subject to Change