

# SYD 4700: RACE AND MINORITY GROUP RELATIONS

Dr. Shantel Gabrieal Buggs (call me Dr. Buggs or Professor Buggs)

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## COURSE DESCRIPTION

Welcome to Race and Minority Group Relations! This course will provide a sociological introduction to understanding the construction of race and racism in the United States, focusing in particular on the dynamics between people of various racial and ethnic groups, as well as how these groups interact with, and within, social institutions such as government, families, mass media, and schools.

Course readings and lectures will introduce students to perspectives on privilege, power, representation, diversity, and (in)equality, emphasizing how logics around race and ethnicity shape our experiences and understandings of (as well as exposure to) contemporary issues regarding immigration, the achievement gap, housing discrimination, criminal justice, and environmental pollution. The class will be concerned with the role that race (and the broader social structure) plays in the reproduction of inequality and, therefore, will ask students to critically reflect upon the social world around them, especially in terms of current events related to course material.

Through this course, students will develop communication skills, critical thinking skills, empirical and analytical skills, and social responsibility as they engage with theories and evidence about social forces and social experience, fulfilling [the social sciences component of the University core curriculum](#).

## COURSE PHILOSOPHY

This course will be grounded in the principles of participatory and collaborative learning; this means that you will be encouraged to participate actively in your own learning. To facilitate successful active learning, we will engage in a variety of activities such as group/team discussions, class exercises, art, films, etc. Your active participation in the learning process is essential to enhancing your understanding and retention of the topics and issues that we will explore together this semester.

## COURSE REQUIREMENTS

Students are required to attend lectures and complete **all** reading and written assignments by the date they appear on the syllabus. **Assignments will not be accepted late without prior permission; be cognizant of deadlines.** Readings for this course will either be located in the required textbook (see below) or posted on the course Canvas website, so students should plan their reading schedules accordingly. All students are expected to abide by the University Academic Honor Policy (<http://fda.fsu.edu/Academics/Academic-Honor-Policy>) in order to uphold academic integrity and combat academic dishonesty.

**Required Textbook:** Golash-Boza, Tanya. 2016. *Race & Racisms: A Critical Approach* (Brief Edition). Oxford University Press. ISBN 978-0-19-023850-6.

## COURSE ASSIGNMENTS

**EXAMS (45%):** Three multiple-choice exams will test comprehension of course readings, lectures, and students' ability to apply concepts from class material. These exams will take place on September 26<sup>th</sup>, November 7<sup>th</sup>, and December 11<sup>th</sup> (during finals week). **Students will have the option to drop the lowest exam grade or to not take the final exam.**

**READING JOURNALS (20%):** Students will be expected to keep up with course readings; six journals on assigned readings will be submitted over the course of the semester. Three of these journals will be completed during the first half of the semester (by October 18<sup>th</sup>) and the remaining three during the second half (**by December 6<sup>th</sup>**). These journals will be submitted via Canvas, under the appropriate dates under the "Assignments" tab. **Direction for the content of these journals are on Canvas.**

**FILM REFLECTION ESSAYS (20%):** Students will submit **two reflection essays in response to documentary films** shown in class: *13<sup>th</sup>* (2016) and *Class Divide* (2016). These essays will be 2-3 pages in length and engage these films alongside readings and other course materials. All papers must be given to me in hard copy during the class period in which it is due. Formatting and content guidelines for these assignments will be provided.

**DISCUSSION BOARDS (10%):** Students will participate in two online discussion board assignments on Canvas, with a week to complete each assignment. These will be graded based on completion.

**ATTENDANCE (5%):** Though I will not be keeping daily attendance, **I will take attendance up to six random days during the semester.** Students will be allowed to miss one with no impact on their grade; however, it will be in your best interest to attend class regularly. Lectures will contain information not located in the readings and the exams will feature questions based on class discussion and lecture materials, **so do not rely solely on the course readings to prepare.** Come to class having read the readings and prepared to contribute to class discussions.

**GRADING:** Final grades will be determined based on the percentages above. **Scores will not be rounded up or down.** Thus, a B- will include all final scores of 80.000 through 82.999.

A (100-94)	B+ (89-87)	C+ (79-77)	D+ (69-67)	F (59 and below)
A- (93-90)	B (86-83)	C (76-73)	D (66-63)	
	B- (82-80)	C- (72-70)	D- (62-60)	

## COURSE POLICIES

**ACCOMODATIONS:** Students who will be requesting accommodations from the Student Disability Resource Center (SDRC) should make arrangements at the earliest possible point in the semester. Please reach out to me as soon as possible if you need to miss class for religious observance or some other reason that is excused by university policy, as well as for any other needs or concerns.

**COMMUNICATION:** The best way to contact me is via email. I will strive to respond within 24 hours during the week (Monday-Friday), though students should not expect a response earlier than 9am. Should you have questions or issues that cannot be addressed via email, I am also available during office hours or by appointment. If there are any updates, reminders, last minute instructions, or emergencies pertinent to the course, **the class will be contacted, so please, check your FSU email/Canvas.**

Further, I will not respond to emails that lack proper etiquette. Emails – particularly initial ones – should have an address ("Dear Professor") a clearly stated question or comment, and a sign-off ("Sincerely" or "Thanks"). A polite, clearly structured email is the best way to have your concerns taken seriously and to make answering your questions easier. **I prefer to be addressed as Dr. Buggs or Professor Buggs.**

**DISCUSSION RULES:** Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly and respectful of all members of the class. Students who are repeatedly disrespectful may be removed from the class and may fail the course. **Scholarly comments are:** respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion about issues related to the course and/or course material rather than only personal beliefs.

**LATE WORK:** All assignments will be due by the due date. **There will be no late submissions for reading journals or discussion comments without prior permission.** Make-up exams will **only** be available for those with approved excuses and should be arranged for **in advance** of the exam date.

**iANYTHINGS:** Cell phones should not be out during class nor should I hear them ring. Ringers should be on silent – no vibrating, either. Laptops are allowed for note-taking purposes but I recommend taking notes by hand. Studies have actually proven that we retain information better when we write, rather than type, our notes! Should it be discovered that students are on Facebook, Twitter, Instagram, Reddit, or any online shopping site rather than actively contributing to class, laptops will be ruined for everyone.

**SPECIAL CIRCUMSTANCES:** If you are experiencing any difficulty with this course or in some other area of your life, please get in touch with me. I will do my best to assist you and, if needed, can direct you to resources on campus that could be useful. Please note that Florida State University provides a variety of services to support students in achieving academic success and a healthy work-life balance:

- **Academic Center for Excellence:** Links to all of the academic support services across campus that can help you be a better student and cope with the stress of college, particularly tutoring services. (<https://ace.fsu.edu/tutoring/academic-support>)
- **Student Disability Resource Center:** Coordinates reasonable accommodations for students with documented disabilities (medical, learning or psychological). Any student who feels they may need an accommodation based on the impact of a disability should follow the university's accommodation procedure by contacting SDRC (850-644-9566; located in the Student Services Building). (<http://dos.fsu.edu/sdrc/services/>)
- **Office of Student Counseling Services:** Provides high quality integrated health, counseling, and wellness services to support our diverse student population in achieving their highest potential. (850-645-8256; located in Medical Science Research Building). (<http://med.fsu.edu/index.cfm?page=StudentCounseling.home>)
- **Victim Advocate Program (VAP):** Provides access to emotional support, instructor notification, referrals, and crisis intervention and assistance with student conduct, legal and medical matters in the event of victimization of and/or by FSU students, faculty, and staff. Services are available 24 hours a day, including holidays. To reach a confidential advocate, call 850-644-7161. Office is located in University Center A (<https://dos.fsu.edu/vap>).

**MANDATORY REPORTER:** I am happy to provide whatever support students need. Please know that if you disclose an incident of sexual harassment or assault to me (even in confidence), under the FSU Sexual Misconduct Policy I am mandated to report the information to the University Title IX office. For confidential support, you may disclose to the Victim Advocate Program or University Counseling Center.

**EMERGENCY EVACUATION PLANS:** Emergency evacuation routes are marked on each floor of this building. Should an emergency situation arise and we need to evacuate the classroom, please calmly, and in a moderately organized fashion, make your way to the nearest exit, using only marked doors and stairwells. Note that the nearest exit may not be the door by which you entered this building.

## COURSE SCHEDULE

Readings marked with an asterisk (\*) are located as PDFs (or posted as hyperlinks) on Canvas. Please note that some weeks have recommended texts that **are not** required but can provide additional context.

DATE	TEXTS
<b>UNIT I: What is race?</b>	
Tue, Aug 27	<b>Introduction</b>
Thur, Aug 29	<p><b>DuBois, W.E.B. 1903. "Chapter I: Of Our Spiritual Strivings" from <i>The Souls of Black Folk</i>.*</b></p> <p><b>Ewing, Eve L. 2019. "1773." The 1619 Project, <i>The New York Times Magazine</i>.*</b></p> <p><b>Wells, Ida B. 1909. "Lynching Our National Crime." Proceedings of the National Negro Conference, New York (May 31 – June 1).*</b></p>
Tue, Sep 3	<p><b>Golash-Boza, Tanya. "Chapter 1: The Origins of the Idea of Race," 1-28.</b></p> <p><i>Recommended Text(s):</i>            Interlandi, Jeneen. 2019. "Why doesn't the United States have universal health care? The answer has everything to do with race." The 1619 Project, <i>The New York Times Magazine</i>.*</p>
<b>UNIT II: What is racism?</b>	
Thur, Sep 5	<p><b>Golash-Boza, Tanya. "Chapter 2: Racisms, Racial Ideologies, and Sociological Theories of Racism," 31-54.</b></p> <p><i>Recommended Text(s):</i>            McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack."*</p> <p>Buggs, Shantel Gabrieal. 2017. "'Your momma is day-glow white': questioning the politics of racial identity, loyalty, and obligation." <i>Identities: Global Studies in Culture and Power</i>, 24(4); 379-397.*</p>
Tue, Sep 10	<p style="background-color: yellow;"><b>AUTOBIOGRAPHICAL DISCUSSION POSTS DUE, 11:59PM</b></p> <p><b>Bell, Joyce M. and Douglas Hartmann. 2007. "Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of 'Happy Talk'." <i>American Sociological Review</i>, 72(6); 895-914.*</b></p>
Thur, Sep 12	<p><b>Lin, Ken-Hou, and Jennifer Lundquist. 2013. "Mate Selection in Cyberspace: The Intersection of Race, Gender, and Education." <i>American Journal of Sociology</i>, 119(1); 183-215.*</b></p> <p><i>Recommended Text(s):</i>            Buggs, Shantel Gabrieal. 2017. "Dating in the Time of #BlackLivesMatter: Exploring Mixed-Race Women's Discourses of Race and Racism." <i>Sociology of Race &amp; Ethnicity</i>, 3(4); 538-551.*</p>

	<p>Robinson, Brandon Andrew. 2015. "'Personal Preference' as the New Racism: Gay Desire and Racial Cleansing in Cyberspace." <i>Sociology of Race &amp; Ethnicity</i>, 1(2); 317-330.*</p> <p>Williams, Jessica and Ronny Chieng. "Sexual Racism: When Preferences Become Discrimination." <i>The Daily Show</i>. April 12, 2016.*</p>
Tue, Sep 17	<b>Golash-Boza, Tanya. "Chapter 5: Colorism &amp; Skin-Color Stratification," 117-138.</b>
<b>UNIT III: Race and Media Representation</b>	
Thur, Sep 19	<p><b>Golash-Boza, Tanya. "Chapter 4: The Spread of Ideology: 'Controlling Images' and Racism in the Media," 92-114.</b></p> <p><i>Recommended Text(s):</i>          Ansari, Aziz and Alan Yang (prod). 2015. "Indians on TV" from <i>Master of None</i> [S1, E4].</p> <p>Tukachinsky, Riva, et al. 2015. "Documenting Portrayals of Race/Ethnicity on Primetime Television over a 20-Year Span and Their Association with National-Level Racial/Ethnic Attitudes." <i>Social Issues</i>, 71(1); 17-38.*</p> <p><b>EXAM REVIEW MADE AVAILABLE</b></p>
Tue, Sep 24	<p><b>Jackson, Lauren Michele. "We Need to Talk About Digital Blackface in Reaction GIFs." <i>Teen Vogue</i>, August 2, 2017.*</b></p> <p><b>Lee, Traci G. and Lakshmi Gandhi. "Hollywood has whitewashed Asian stories for decades. This year, they couldn't ignore the backlash." <i>NBC News</i>, December 21, 2017.*</b></p> <p><i>Recommended Text(s):</i>          Cammarota, Julio. 2011. "Blindsided by the Avatar: White Saviors and Allies Out of Hollywood and in Education." <i>The Review of Education, Pedagogy, and Cultural Studies</i>, 33; 242-259.*</p> <p>hooks, bell. 1992. "Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace" in <i>Black Looks: Race and Representation</i>, 61-77.*</p>
Thur, Sep 26	<b>EXAM #1</b>
<b>UNIT IV: Race and the Prison Industrial Complex</b>	
Tue, Oct 1	<p>DuVernay, Ava (dir). 2016. <i>13<sup>th</sup></i> <b>[to be viewed in class]</b></p> <p><i>Recommended Text(s):</i>          Stevenson, Bryan. 2019. "Slavery gave America a fear of black people and a taste for violent punishment. Both still define our criminal-justice system." The 1619 Project, <i>The New York Times Magazine</i>.*</p>

Thur, Oct 3	<b>NO CLASS – READING/WRITING DAY</b>
Tue, Oct 8	<p><b>REFLECTION ESSAY ON 13<sup>TH</sup> DUE IN CLASS</b></p> <p><b>Golash-Boza, Tanya. “Chapter 9: Racism &amp; the Criminal Justice System,” 219-247.</b></p> <p><i>Recommended Text(s):</i> Legewie, Joscha. 2016. “Racial Profiling and Use of Force in Police Stops: How Local Events Trigger Periods of Increased Discrimination.” <i>American Journal of Sociology</i>, 122(2); 379-424.</p>
Thur, Oct 10	<b>Flanigan, Jake. “Native Americans are the unseen victims of a broken U.S. justice system.” <i>Quartz Media</i>, April 27, 2015.*</b>
Tue, Oct 15	<p><b>Gonzalez Van Cleve, Nicole. “Chicago’s Racist Cops and Racist Courts.” <i>The New York Times</i>, April 14, 2016.*</b></p> <p><b>Hawkins, Derek. “Judge to inmates: Get sterilized and I’ll shave off jail time.” <i>The Washington Post</i>, July 21, 2017.*</b></p>
<b>UNIT V: Race and Immigration</b>	
Thur, Oct 16	<p><b>Golash-Boza, Tanya. “Chapter 3: Racism and Nativism in Immigration Policy,” 58-89.</b></p> <p><i>Recommended Text(s):</i> Rajan, V.G. Julie and Jeannette Gabriel. 2015. “Redefining US ‘homeland security’ post-9/11: Extra-judicial measures, vigilantism, and xenophobia.” <i>Security Journal</i>, 28(2); 109-149.*</p>
Tue, Oct 22	<p><b>Ewing, Walter A. et al. 2015. “The Criminalization of Immigration in the United States.” <i>American Immigration Council Special Report</i>.*</b></p> <p><i>Recommended Text(s):</i> Cameron, Darla. “How sanctuary cities work, and how Trump’s stalled executive order might affect them.” <i>The Washington Post</i>, April 26, 2017.*</p> <p>Ridgley, Jennifer. 2008. “Cities of Refuge: Immigration Enforcement, Police, and the Insurgent Genealogies of Citizenship in U.S. Sanctuary Cities.” <i>Urban Geography</i>, 29(1); 53-77.*</p>
<b>UNIT VI: Race and Environmental Inequality</b>	
Thur, Oct 24	<p><b>Golash-Boza, Tanya. “Chapter 10: Health Inequalities, Environmental Racism, and Environmental Justice,” 250-273.</b></p> <p><b>Enzinna, Wes. 2017. “‘I Didn’t Come Here to Lose’: How a Movement Was Born at Standing Rock.” <i>Mother Jones</i>.*</b></p>

Tue, Oct 29	Elliott, James R. and Jeremy Pais. 2006. "Race, class, and Hurricane Katrina: Social differences in human responses to disaster." <i>Social Science Research</i> , 35(2); 295-321.*
<b>UNIT VII: Race and Educational Inequality</b>	
Thur, Oct 31	<p>Golash-Boza, Tanya. "Chapter 6: Educational Inequality," 140-163.</p> <p>Morris, Edward W. and Brea L. Perry. 2016. "The Punishment Gap: School Suspension and Racial Disparities in Achievement." <i>Social Problems</i>, 63(1): 68-86. *</p> <p><i>Recommended Text(s)</i> Wing, Jean Yonemura. 2007. "Beyond Black and White: The Model Minority Myth and the Invisibility of Asian American Students." <i>The Urban Review</i>, 39(4); 455-487.*</p> <p><b>EXAM REVIEW MADE AVAILABLE</b></p>
Tue, Nov 5	<p>Buras, Kristen. 2011. "Race, Charter Schools, and Conscious Capitalism: On the Spatial Politics of Whiteness as Property (and the Unconscionable Assault on Black New Orleans)." <i>Harvard Educational Review</i>, 81(2); 296-331.*</p> <p><i>Recommended Text(s)</i> Renzulli, Linda and Lorraine Evans. 2005. "School Choice, Charter Schools, and White Flight." <i>Social Problems</i>, 52(3); 398-418.*</p>
Thur, Nov 7	<b>EXAM #2</b>
<b>UNIT VIII: Race, Gentrification, and Housing Inequality</b>	
Tue, Nov 12	Levin, Marc (dir). 2016. <i>Class Divide</i> . [to be viewed in class]
Thur, Nov 14	<p>Golash-Boza, Tanya. "Chapter 8: Inequality in Housing &amp; Wealth," 195-216.</p> <p><i>Recommended Text(s):</i> Kruse, Kevin. 2019. "What does a traffic jam in Atlanta have to do with segregation? Quite a lot." The 1619 Project, <i>The New York Times Magazine</i>.*</p> <p>Lear, Norman. 2016. "A House Divided" from <i>America Divided</i> docu-series.</p>
Tue, Nov 19	<p><b>REFLECTION ESSAY ON CLASS DIVIDE DUE IN CLASS</b></p> <p>Desmond, Matthew. 2012. "Eviction and the Reproduction of Urban Poverty." <i>American Journal of Sociology</i>, 118(1); 88-133.*</p> <p>Lee, Trymaine. 2019. "A vast wealth gap, driven by segregation, redlining, evictions and exclusion, separates black and white America." The 1619 Project, <i>The New York Times Magazine</i>.*</p>

	<p><i>Recommended Text(s):</i>          Updike, Nancy. "Episode 512: House Rules" from <i>This American Life</i>. November 22, 2013.*</p>
<b>UNIT VIV: Race and the Labor Market</b>	
Thur, Nov 21	<b>Golash-Boza, Tanya. "Chapter 7: Income &amp; Labor Market Inequality," 165-192.</b>
Nov 26-28	<b>NO CLASS – "THANKSGIVING" BREAK</b>
Tue, Dec 3	<p><b>END OF SEMESTER DISCUSSION POSTS DUE, 11:59PM</b></p> <p>Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." <i>The American Economic Review</i>, 94(4); 991-1013.*</p> <p>Chen, Jenny J. "Asian Last Names Lead to Fewer Job Interviews, Still." <i>Code Switch</i>, NPR. February 27, 2017.*</p> <p><b>EXAM REVIEW MADE AVAILABLE</b></p>
Thur, Dec 5	<b>Leonard, Thomas C. "Minimum wages were first designed to keep women and minorities out of jobs." <i>Los Angeles Times</i>. April 5, 2016.*</b>

**FINAL EXAM: WEDNESDAY, DECEMBER 11<sup>TH</sup>, 12:30 – 2:30PM IN BEL 023**