

New York University  
**Sociology of Race and Ethnicity Syllabus**  
SOC-UA 135  
Spring 2019

**Instructor: Professor Shatima Jones**

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Office hours: Thursdays, 2-4pm

**Lectures: Tuesday and Thursday, 12:30-1:45pm**  
298 Thompson Street [GSCL], Room 369

**Recitations: Friday 9:30am-10:45am** section 002      **11am-12:15pm** section 003  
40 West 4<sup>th</sup> Street [TISCH], Room LC6      [TISCH], Room LC1

**Course Description:** We will explore various conceptualizations of race and ethnicity and how it operates in various spheres of life in the US. We will also study how social structure shapes relations within and between racial and ethnic categories. In doing so, we will see how: (1) race is more a social construction than a biological or essential fact; (2) non-white racial and ethnic categories have more in common than not; and (3) systems of stratification affect people to various degrees, depending on their race and/or ethnicity.

**Required Texts:** Desmond, Matthew and Mustafa Emirbayer. 2015. *Race in America*. New York: Norton. The textbook is available at the campus bookstore. All other readings are available on NYU Classes.

**Academic Integrity:** “Academic honesty means that the work you submit — in whatever form — is original.” This includes but is not limited to “cheating, plagiarism, falsification of data or sources, forgery of academic documents in attempt to defraud.” In short, use your own words and ideas in the assignments and be sure to properly cite any sources that you may have used to arrive at those ideas.

If I find that you have plagiarized, you will receive an F on the assignment and I will notify the dean. If this occurs more than once, you will receive an F for the course. For more information on this policy, and sanctions, visit: <https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html>.

**Course Requirements and Grading:** Your final grade is a tally of your performance in the areas listed below.

***Exams [60 points]:*** There will be two closed-book exams: a **midterm exam** [30 points] on **Thursday, 3/14/19** and a **final exam** [30 points] on **Thursday, 5/9/19**. Though each exam will cover different chapters (i.e. not cumulative) the latter chapters build on the prior ones. A weak understanding of the chapters covered on the midterm may make it more difficult to understand the material that will follow. Also, major themes of the class (see “Course Description”) may possibly re-appear on the final.

***Essays [30 points]:*** Three 3-4-page papers based on the readings will be assigned [10 points each]. The essays will require you to answer a question that shows you have critically engaged with the assigned texts. You will be able to answer these essay questions by completing the course readings and attending class (additional sources are unnecessary).

I will announce the essays at least one week before they are due.

***Attendance, Participation, and Go to Student [10 points]:*** Attendance is required at all lectures and recitation. Arrive to class on time and plan to stay the entire session. I will pass an attendance sheet around at random. You will need to attend class regularly to perform well on the papers and exams.

In the case of an absence, I strongly encourage you to contact a classmate for notes, a summary of our discussion, and update on assignments. Take a moment now to exchange contact information with a couple of classmates.

You are expected to keep up with the reading and be prepared to contribute to the class discussion. Each week, a “go to” student will have two main responsibilities: (1) post one critical question based on the reading for all to access; and (2) do an especially close reading of the text so that you can be the co-facilitators of class, if necessary. There will be several go-to students at a time, so this should alleviate any pressure you may feel in this capacity. **You must post your question each week by Monday at 5pm so that I may incorporate them into my lectures.** I expect all other students to read and think about their peers’ discussion questions and come to class prepared to enter into an intellectual dialogue about the issues raised.

Here is an example of a discussion question from a former student:

“Newman and Wyly argue that though statistics on displacement are less significant than anticipated—we should still pay serious attention to the issue. Is their argument convincing? Do we agree with the concluding point made on page 51 that because displacement/gentrification is symptomatic of “broader inequalities of class, race, and ethnicity,” it should still merit a targeted discussion? Also really engaged with the delineation made between gentrification and displacement and parsing how and whether the two terms should be differentiated.”

All assignments must be in the following format unless otherwise noted: Double-spaced, 12 point Times New Roman font, and one-inch margins. **For all assignments**, you must upload a Word file to NYU Classes by **12 noon on the due date**.

## Tentative Course Schedule

Generally, we will cover a chapter per week. We will discuss the first half of each chapter on Tuesday and the second half on Thursday, more or less.

Week 1:	1/29 1/31	Introduction Morning, Ann. 2005. "Keyword: Race." <i>Contexts</i> 4(4):44-46. <i>Case study: Rachel Dolezal</i>
Week 2:	2/5 & 2/7	Chapter 1-Race in the Twenty-first Century
Week 3:	2/12 & 2/14	Chapter 2-The Invention of Race
Week 4:	2/19 & 2/21	Chapter 3- Politics <i>Case Study: Black Lives Matter Movement</i>
Week 5:	2/26 & 2/28	Chapter 4- Economics
Week 6:	3/5 & 3/7	Chapter 5-Housing <i>Case studies: Hurricane Katrina, The Dakota Access Pipeline; white ethnic immigrants and NYC tenements</i>
Week 7:	3/12 3/14	Review for midterm <b>Midterm [covers chapters 1-5 and article]</b>
Week 8:	3/19 & 3/21	SPRING RECESS—NO CLASS
Week 9:	3/26 & 3/28	Chapter 6- Crime and Punishment <i>Case Study: Meek Mill</i>
Week 10:	4/2	Pager, Devah. 2003. "The Mark of a Criminal Record." <i>American Journal of Sociology</i> 108(5): 937-75.  Goffman, Alice. 2014. <i>On the Run: Fugitive Life in an American City</i> (pages TBD)
	4/4	Chapter 7-Education
Week 11:	4/9	Chapter 7-Education
	4/11	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>Journal of Social Issues</i> 71(1) 17-38.  <i>Case Studies: Fresh off the Boat, The Goldbergs, I feel Bad, and Black-ish</i>

Week 12:	4/16 & 4/18	Chapter 8-Aesthetics <i>Case Study: K-pop; Bollywood</i>
Week 13:	4/23	Chapter 9-Associations [pages tbd] <i>Case study: Colin Kaepernick</i>
	4/25	Chapter 10-Intimate Life (first half)
Week 14:	4/30	Chapter 10-Intimate Life (second half)
	5/2	Lee, Jennifer, and Frank D. Bean. 2004. "America's Changing Color Lines: Immigration, Race/Ethnicity, and Multiracial Identification." <i>Annual Review of Sociology</i> 30:221-242.
		Patterson, Orlando. 1972. "Toward a Future that has no past: Reflections on the fate of Blacks in the Americas." <i>Public Interest</i> 27:25-62.
Week 15:	5/7	Review for final exam
	5/9	<b>Final Exam (covers chapters 6-10 and articles)</b>