Soc 422: Racism & Inequality in the United States: Alternative Perspectives
Fall 2015
T 7-9 p.m.
King 327

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COURSE DESCRIPTION

As measured in a wide variety of ways, socio-economic inequality between non-Hispanic whites on the one hand and African Americans and Latina/os on the other, is vast. This seminar will critically assess a range of works that employ different methodological approaches (e.g., qualitative, quantitative, longitudinal) and analytical emphases (e.g., economic, political, cultural) in order to understand this inequality. This course is designed to help you develop a well considered response to the question: What is the relationship between racism and contemporary inequality?

REQUIRED TEXTS*


*These are available at the Oberlin bookstore. Oberlin library carries an electronic version of Roithmayr.
ASSESSMENTS

35% for weekly memos (weeks 2-14) & participation
   — use “S.W.A.B.” to structure notes and memo; bring SWAB notes to class
   — memo due to Blackboard on Friday at noon; no late memos accepted

65% for final paper: work of synthesis and critique on the relationship between racism and contemporary white-black and white-Latino inequality
   — maximum grade of B+ if based exclusively on course material
   — integrating reputable data and other scholarly sources in meaningful way is necessary condition for A-range grade
   — approximate length: 5000 words
   — due at end of exam period

S.W.A.B.
This is a method for actively and critically engaging the readings, while also ensuring that your critiques are sympathetic ones—that you have taken seriously the efforts and arguments of the author(s). Use it for taking notes every week, and also for writing analytical papers.

S: summarize

W: think with the author(s) and text(s) and/or examine how different author(s) and text(s) ‘think’ with one another

A: think against the author(s) and text(s) and/or examine how different author(s) and text(s) ‘think’ against one another

B: think beyond the author(s) and text(s)

POLICIES

1. Computers in the classroom are okay as long as they are used exclusively for the course. Honor Code applies.

2. Honor Code: This course will follow the policies described in the Oberlin College Honor Code and Honor System. Please include the statement “I affirm that I have adhered to the Honor Code in this assignment” in all written work. Please contact me if you have any questions about the relationship of the Honor Code to any of your work in the course. For more information: https://new.oberlin.edu/arts-and-sciences/academic-resources-and-support/honor-code.dot

3. disabilities: The College makes reasonable accommodations for persons with disabilities. Students should notify the Office of Disability Services in Peters G-27/G-28 and their instructor of any disability related needs. For more information, see http://new.oberlin.edu/office/disability-
If you are eligible for and needing academic adjustments or accommodations because of a disability, please let me know by the end of the second week.

4. If I change the syllabus, I will notify you in class or via e-mail, and I will post an updated version on Blackboard.

5. Office hours: The regular times are stated at the beginning of the syllabus. If this time frame does not work for you, I would be very happy to schedule an alternative meeting time. In general, I can make appointments on Mondays and Wednesdays, as well as Thursdays between 4:15 and 5:30. Please do your best to make your request 24 hours in advance, particularly for proposed meeting times on Monday.

6. Contacting me outside of class, office hours, and appointments: Please use e-mail. If your query is rather involved, I will ask you to see me in person. I will respond to e-mails sent between Sundays at noon and Fridays at noon within twenty fours. It might take me longer to respond to e-mails sent outside this time frame.

7. Communicating with me via e-mail: I have no affinity for the formality police, but I do appreciate when e-mails contain a salutation. More importantly, strive for maximum clarity when composing your e-mail. Please format the subject line in this way: Soc 262: [reason for e-mail]. Thanks in advance.

**SCHEDULE**

**Week 1 (Sept. 1)**
introduction

**Week 2 (Sept. 8)**
These readings are available on Blackboard.


Smith, *Racism in the Post-Civil Rights Era*, 32-35 and 53-54

Grant-Thomas & Powell, “Structural Racism and Color Lines in the United States”, 118-142

Carter, “The Culture of Metaracism,” 157-170

Brubaker, “Difference and Inequality,” 10-47

**Week 3 (Sept. 15)**
Sharkey, 1–90

**Week 4 (Sept. 22)**
Sharkey, 91-165

**Week 5 (Sept. 29)**
Roithmayr, entire book

**Week 6 (Oct. 6)**
DiTomaso, xvii-xxv, 1-100

**Week 7 (Oct. 13)**
DiTomaso, 137-173. 256-338

**Week 8 (Oct. 20) … no class**

**Week 9 (Oct. 27)**
Alba & Nee, 1-66

**Week 10 (Nov. 3)**
Alba & Nee, 67-166

**Week 11 (Nov. 10)**
Alba & Nee, 167-294

**Week 12 (Nov. 17)**
These readings are available on Blackboard.

Massey, “Racial formation in theory and practice: The Case of Mexicans in the United States,” 12-26


**Week 13 (Nov. 24)**
Telles & Ortiz, 1-103

**Week 14 (Dec. 1)**
Telles & Ortiz, 104-184 & 264-292

**Week 15 (Dec. 8)**
final discussion

**Final papers** due via e-mail by the end of Dec. 20.