

## **SC041/BK151: RACE RELATIONS**

Fall 2005  
MWF 10-11:15 AM  
Campion 204

Instructor: **Chiwen Bao**

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In terms of race relations in the history of the United States, we could tell narratives of progress marked by the end of formal slavery and highlighted by the civil rights movement. However, we do not need to look far or probe deeply to see that race relations remain a great social, political, and economic problem in this country. Why do race relations continue to be a perpetual problem when decades of efforts have ostensibly attempted to improve relations? How do we understand and explain the persistence of overt and covert racism, prejudice and discrimination when we have social policies like affirmative action and laws against hate crimes that are supposed to function as remedies for and protections against negative race relations? To begin exploring these questions, we will first examine how the notion of race emerged and dissect the meanings and usages of the concept of race. Subsequently, we will investigate the development of racial ideologies and the history and patterning of race relations in the United States. We will then return to our present moment to examine the contours and workings of racial ideologies and to explore how systemic inequality is created and reinforced in several spaces: work, housing, schools, politics, law and the criminal justice system. Giving texture and voice to the experience of race relations, we will explore the complexities of how race is lived at the intersections of gender and class as well as along both the binary and the hyphen of the schematic black-white axis. To situate our understanding of U.S. race relations, we will briefly examine and compare its manifestations here to those in a few other post-slavery and post-colonial societies. Finally, we will look at various responses to the persistence of racial antagonisms to imagine possible futures.

**Note: Since this course will involve openly discussing issues that may arouse many emotions, including discomfort and even anger, please be intellectually, mentally and emotionally prepared to:**

- 1) interrogate and explore your own assumptions and belief systems**
- 2) have others *respectfully* interrogate and explore your comments and**
- 3) *respectfully* interrogate and explore others' comments.**

### **Requirements:**

20% 2 3-4 page essays (10% each)

25% Midterm

35% Final exam (scheduled for Wed, Dec. 14, 9AM)

20% Class attendance and participation

### Essays

You will write two short papers responding to specific issues by drawing upon relevant readings. A week before the due date, I will distribute the writing assignment. The first essay will be collected September 30 and the second one will be collected on November 18.

### Midterm

The midterm will be a take-home exam on the material we have covered in the course up until that point. Exam questions will be distributed in class on October 21 and your work will be collected in class on October 28.

### Final exam

We will discuss the format of the final exam in class on December 2. I may also give you a review sheet that will aid you in preparing for the final.

### Class attendance and participation

This will mostly be a lecture course, but part of our course meetings will also be run like a discussion section. The discussion portion of our classes will be your opportunity to raise questions, wrestle with ideas, share your insights and reflections on the material, and engage with your classmates in an intellectual and respectful dialogue about course topics. Since we will not always have time for everyone's comments and contributions during class, you will jot down a couple thoughts about the readings during each course meeting and hand them in at the end of class.

I welcome feedback on the lectures and classroom discussions and can meet with you to discuss issues further and to recommend readings.

### **Academic integrity:**

Needless to say, all academic (and general) integrity rules apply to all of your work. For information on Boston College's Academic Integrity and Plagiarism Policy, please see [http://www.bc.edu/bc\\_org/avp/enmgt/stserv/acd/univ.html#integrity](http://www.bc.edu/bc_org/avp/enmgt/stserv/acd/univ.html#integrity)

**Readings:** Textbooks are available at the bookstore and on reserve at O'Neill. All other readings are available online.

### **Required Texts:**

W.E.B. DuBois. The Souls of Black Folk. New York: Penguin Books, 1996.

Joe R. Feagin. Racist America: Roots, Current Realities and Future Reparations. New York: Routledge, 2000.

bell hooks. Killing Rage: Ending Racism. New York: H. Holt and Co., 1995.

Matthew Frye Jacobson. Whiteness of a Different Color: European Immigrants and the Alchemy of Race. Cambridge, MA: Harvard University Press, 1998.

Michael K. Brown, Martin Carnoy, Elliott Currie, Troy Duster, David B. Oppenheimer, Marjorie M. Shultz, and David Wellman. Whitewashing Race: The Myth of a Color-Blind Society. Los Angeles, CA: University of California Press, 2003. (referred to in the course outline as WWR)

Critical Race Theory: The Key Writings That Formed the Movement. Ed. Kimberle Crenshaw, Neil Gotanda, Gary Peller, Kendall Thomas. New York: New Press, 1995. (referred to in the course outline as CRT)

### **Satisfying the Cultural Diversity and Social Science Core Requirement:**

As a core course, we will:

1. Address perennial questions in intellectual debates related to issues of intergroup relations (including intergroup hostilities, prejudices, biases, and group identification), social justice and inequalities, and the formation of social and political communities.
2. Address issues of cultural diversity by examining race relations through the intellectual work of persons of diverse backgrounds and perspectives, such as Critical Race Theory, and by expanding our discussion of race relations through recognizing its variegated manifestations and its complex and multiple intersections with other domains of power.

3. Pursue a historical view of knowledge by looking at the historical construction of race, racial discourse and ideologies of racism and colorblindness. We will also lend particular attention to exploring historical migration patterns, effects of policies, and the development of structural inequalities.
4. Explore social science methodologies like the utilization and application of demographic material, social and political theory, statistical methods, observations of behavioral trends, historical and social analyses of contexts and structures, narratives and various qualitative methods. These methods allow us to examine discursive controversies and see how human behavior and our social worlds articulate with the political economy, current scientific knowledge, etc.
5. Use writing as a medium through which we draw connections, organize and express ideas cogently and coherently. Writing assignments include written exams, short papers, and in-class reflections.
6. Reflect on values and commitments that offer meaning and direction to our lives, like values of community, self knowledge, history, culture, and morality. In particular, we will examine our belief systems and our judgments and interactions with each other in order to promote social justice, awareness, and humanity.
7. Explore the causes and dynamics of human behavior and social problems, such as race relations and its relationships to poverty, crime, health, economy, politics, institutions, individual behavior, and communities. This objective reflects how the course can satisfy the social science core requirement.
8. Attempt to understand the world from perspectives other than our own, examine constructions of identity and difference, and assess historical developments of race and social systems that reinforce differences. This objective reflects how the course can satisfy the diversity core requirement.

### **Course Outline:**

#### **I. INTRODUCTION: The precarious state of U.S. race relations today**

- Feagin Introduction (Wed. 9.7)

#### **II. LOOKING BACK: The emergence of race and racism in pre-civil rights era U.S.**

##### **Historical formation of race**

- Thomas C. Holt, Chap. 1 “Racial Identity and the Project of Modernity,” Chap. 2 “Race and Culture in a Consumer Society” The Problem of Race in the 21<sup>st</sup> Century (Fri. 9.9)
- Feagin pp. 9-16 (Fri. 9.9)
- Jacobson Introduction and Chap. 1 and 2 (Mon. 9.12)
- Jacobson Chap. 3 and 5 (Wed. 9.14)
- CRT, Cheryl Harris, “Whiteness as Property,” p. 276 (Fri. 9.16)
- Ronald Takaki, Chap. 8 “Searching for Gold Mountain: Strangers from a Pacific Shore” A Different Mirror: A History of Multicultural America (Fri. 9.16)
- Ronald Takaki, Chap. 9 “The ‘Indian Question’: From Reservation to Reorganization,” Chap. 12 “El Norte: The Borderland of Chicano America,” Chap. 14, pp. 378-399 “Through a Glass Darkly: Toward the Twenty-first Century” A Different Mirror: A History of Multicultural America (Mon. 9.19)

##### **Historical and discursive formation of racism and racist ideologies**

- Feagin remainder of Chap. 1, Chap. 2-3 (Wed. 9.21)

##### **Narrating and theorizing lived experiences of race relations**

- DuBois Chap 1, 2, 4 (Fri. 9.23, distribute essay assignment)
- DuBois Chap 9, 14 (Mon. 9.26)

### III. ENTERING OUR PRESENT MOMENT: Race, racism and race relations in the U.S. since the civil rights era

#### From the civil rights movement to the present

- Michael Omi & Howard Winant, Chap. 6 “The Great Transformation,” Chap. 7 “Race and Reaction,” Conclusion Racial Formation in the U.S. (Wed. 9.28)
- Michael Omi & Howard Winant, Epilogue Racial Formation in the U.S. (Fri. 9.30, parents’ weekend, essay 1 due)
- Ronald Takaki, Chap. 14, pp. 399-428 “Through a Glass Darkly: Toward the Twenty-first Century” A Different Mirror: A History of Multicultural America (Fri. 9.30)
- Recommended:
  - Vijay Prashad, “Of the Origin of Desis and Some Principles of State Selection,” The Karma of Brown Folk

#### Ideological colorblindness but/and persistent racism

- Omi and Winant Chap. 5 “Racial Formation” Racial Formation in the United States (Mon. 10.3)
- WWR Introduction and Chap. 1 (Mon. 10.3)
- Eduardo Bonilla-Silva, Chap. 2 “The Central Frames of Color-Blind Racism,” Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States (Wed. 10.5)
- Kimberle Williams Crenshaw, “Colorblindness, History and the Law,” The House that Race Built (Wed. 10.5)
- Recommended:
  - Vijay Prashad, Chap. 2 “The American Ideology” Everybody Was Kung-Fu Fighting
  - Howard Winant “Racial Dualism at Century’s End,” The House that Race Built

#### Civil rights laws and persistent structural and systemic racial inequality

- Feagin Chap. 5 (Fri. 10.7)
- “The Demographic Revolution: From White Ethnocentric to Multicultural Boston,” Chap. 2, The Boston Renaissance (Fri. 10.7)
- **Poverty:**
  - WWR Chap. 2 (Fri. 10.7)
- **Segregation and housing:**
  - CRT, Richard Thompson Ford, “The Boundaries of Race: Political Geography in Legal Analysis,” p. 449 (Wed. 10.12)
  - bell hooks, Chap. 12 “Class Claims: Real Estate Racism,” Class Matters (Wed. 10.12)
  - “Residential Preferences and Segregation,” Chap. 7, The Boston Renaissance (Wed. 10.12)
- **Education:**
  - WWR Chap. 3 (Fri. 10.14)
  - CRT Derrick Bell, “Brown v. Board and Interest Convergence Dilemma,” p. 20 (Fri. 10.14)
  - Derrick Bell, Chap. 10 “The School Desegregation Era,” Chap. 11 “The End of the Brown Era,” Silent Covenants (Mon. 10.17)
  - Derrick Bell, Chap. 13 “Affirmative Action and Racial Fortuity in Action,” Chap. 14 “Searching for Effective Schools” Silent Covenants (Wed. 10.19)
  - Recommended:
    - Hazel Carby, “The Multicultural Wars” Black Popular Culture

- **Employment and antidiscrimination policies:**
  - WWR Chap. 5 (Fri. 10.21, distribute midterm)
  - CRT, Alan David Freeman “Legitimizing Racial Discrimination through Antidiscrimination Law,” p. 29 (Fri. 10.21)
  - CRT, Kimberle Williams Crenshaw “Race, Reform and Retrenchment: Transformation and Legitimation in Antidiscrimination Law,” p. 103 (Fri. 10.21)
- **Politics, citizenship and voting rights**
  - WWR Chap. 6 (Mon. 10.24)
  - CRT, Lani Guinier, “Groups, Representation and Race-conscious Districting,” p. 205 (Mon. 10.24)
- **Crime and justice**
  - WWR Chap. 4 (Wed. 10.26)
  - CRT, Dorothy Roberts, “Punishing Drug Addicts who have Babies,” p. 384 (Wed. 10.26)
  - Angela Davis, “Race and Criminalization,” The House that Race Built (Fri. 10.28)
  - CRT, Charles Lawrence III, “The Id, the Ego, and Equal Protection: Reckoning with Unconscious Racism,” p. 235 (Fri. 10.28, collect midterm)

### **Perspectives and narratives of lived experiences**

- Ronald Takaki, Chap. 13 “One-Tenth of the Nation” Strangers from a Different Shore (Mon. 10.31)
- Vijay Prashad, Chap. 5 “Kung Fusion: Organize the ‘Hood Under I-Ching Banners” Everybody was Kung-Fu Fighting (Mon. 10.31)
- Miriam Davidson, chap. 3 “Rodney King of the Border” Lives on the Line: Dispatches from the U.S.-Mexico Border (Mon. 10.31)
- Lani Guinier, “Whiteness of a Different Color,” The Miner’s Canary (Wed. 11.2)
- Feagin Chap. 7 (Wed. 11.2)
- Recommended:
  - Neil Gotanda, “Tales of Two Judges,” The House that Race Built
  - Vijay Prashad, “Of India,” “Of a Girit Consciousness” Karma of Brown Folk
- **Complicating identity politics**
  - hooks Introduction, “Black on Black Pain: Class Cruelty,” “The Integrity of Black Womanhood,” “Feminism: It’s a Black Thing” (Fri. 11.4)
  - CRT, Kimberle Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color,” p. 357 (Fri. 11.4)
  - Recommended:
    - Michael Eric Dyson, “Race and the Myth of Black Purity” Between God and Gangsta Rap: Bearing Witness to Black Culture
    - Robin D.G. Kelley Chap. 1 Yo Mama’s Dysfunktional
    - Tricia Rose, “Afterword: Past as Prologue,” Longing to Tell
    - bell hooks Chap. 8, “Class and Race: The New Black Elite” and Chap. 10, “White Poverty: Politics of Invisibility” in Class Matters

### **Embodying racism, stereotypes, and prejudices**

- Eduardo Bonilla-Silva Chap. 3-4 Racism Without Racists: Color-blind Racism and the Persistence of Racial Inequality in the United States (Mon. 11.7)
- Bonilla-Silva Chap 5-7 and Conclusion Racism Without Racists: Color-blind Racism and the Persistence of Racial Inequality in the United States (Wed. 11.9)
- guest speaker: Mike Anastario, MA, Research Associate in Medicine at Harvard Medical School in conjunction with the Connors Center for Women's Health and Gender Biology (Fri. 11.11, distribute essay question)
- Feagin Chap. 4 and Chap. 6 (Mon. 11.14)
- Vijay Prashad "Of Antiracist Racism" The Karma of Brown Folk (Mon. 11.14)
- Michael Eric Dyson "Invocation," "Moral Panic or Civic Virtue" Between God and Gangsta Rap: Bearing Witness to Black Culture (Wed. 11.16)
- Audre Lorde, "The Uses of Anger: Women Responding to Racism," Sister Outsider (Wed. 11.16)
- hooks "Killing Rage: Militant Resistance," "Beyond Black Rage: Ending Racism" "Representations of Whiteness in the Black Imagination," "Black Beauty and Black Power: Internalized Racism" (Wed. 11.16)

### **IV. ON DIFFERENT TERRAIN: Race relations in Cuba, Brazil and South Africa**

- **Cuba:** Alejandro de la Fuente, Chap. 7 "Building a Nation for All," Chap. 8 "The Special Period," A Nation for All: Race, Inequality, and Politics in Twentieth-century Cuba (Fri. 11.18, essay 2 due)
- **Brazil:** Melissa Nobles, "With Time, They Will be White," Shades of Citizenship (Fri. 11.18)
- **South Africa:** Govan Mbeki, "The Anatomy of the Problems of the National Liberation Struggle in South Africa," Andimba Toivo Ya Toivo "Swapo Leads Namibia" Reflections in Prison (Mon. 11.21)

### **V. MOVING FORWARD: (Re)Building community in post-post-civil rights U.S.**

- WWR Conclusion (Mon. 11.28)
- Feagin, Chap. 8 (Mon. 11.28)
- CRT, Mari Matsuda, "Looking to the Bottom: Critical Legal Studies and Reparations," p. 63 (Wed. 11.30)
- CRT, Gary Peller, "Race-consciousness," p. 127 (Wed. 11.30)
- Lani Guinier, "A Critique of Colorblindness," The Miner's Canary (Fri. 12.2, discuss final exam)
- CRT, Neil Gotanda, "A Critique of 'Our Constitution is Color-blind'," p. 257 (Fri. 12.2)
- CRT, Patricia Williams, "Metro Broadcasting," p. 191 (Mon. 12.5)
- Audre Lorde, "Learning from the 60s," Sister Outsider (Mon. 12.5)
- hooks, "Challenging Sexism in Black Life," "Revolutionary Feminism," "Teaching Resistance," "Loving Blackness as Political Resistance," "Overcoming White Supremacy" (Wed. 12.7)
- hooks, "Beyond Black Only," "Keeping a Legacy of Shared Struggle," "Where is the Love," "Black Identity," "Moving from Pain to Power," "Beloved Community" (Fri. 12.9)

**Final Exam Wed 12.14 9 AM**