Course Syllabus:

SOCI 3314 [01], CRN #50107
“Race and Ethnicity in World Historical Perspective”
Classroom: SO 2031, M/T/W/R/F, 6:00 – 10:15pm
Kennesaw State University
Summer – Maymester – 2017

Course Description
This course is designed to introduce students to the issues of race and ethnicity in United States and world history and culture. The syllabus will cover the origins of modern race and its history until the Civil Rights Movement, including the genocide of the Americas and dispossession of First Nations/Native American Peoples, and the European (so-called African) slave trade. We will also concentrate on the present state of race and ethnicity in the United States of America, with an emphasis on specific communities: African American, Latino, Asian American, American Indian, and White. While time will be accorded to each of these groups, which are themselves internally complex, we also emphasize that these communities are not necessarily discrete and individuals often live within two or more of these categories at the same time. Race and ethnicity will be shown to be social constructions that arose strictly within the context of Modernity, i.e.: the past 500 years. We will trace the contemporary construction of race to its modern early colonial origins 500 years ago, and trace ethnicity to its modern late colonial origins c. 200 years ago. We will combine both individual and structural levels of analysis, and epistemological and political economic frameworks throughout our work this semester.

Course Strategies and Methods
This course will be based upon critical readings by the students each day, and critical discussions in the classroom. Participation in the daily conversations is therefore mandatory, as is preparation of the assigned readings before each class. Occasional documentaries, news and mass media items and current events will supplement this
This is an experiential, dialogical, critical theory course. The course will create and maintain a safe environment for discussing and exchanging views on these often-controversial subjects. The more fully students engage the material, think it through, and put it into practice in their everyday lives, the more successful the class will be. Group participation in discussions will be the centerpiece of this course.

Goals: AADS 3314, Race and Ethnicity
1) Identify and apply interdisciplinary perspectives to study the history and sociology of race and ethnicity, in the US and globally.
2) Describe and apply a 500-Year political economy and epistemology perspective to this subject.
3) Explain how and why racial and ethnic categories are socially constructed, and not natural, biological, essential, or universal.
4) Identify the nature of social power relations and deconstruct processes of equalizing that obfuscate power dynamics.
5) Analyze whiteness as an identity, and issues of over-representation alongside issues of under-representation.
6) Identify white privilege and its many manifestations, and what can be done to transform unearned privileges.
7) Identify the epistemological origins and structures of Self/Other relational identity formation processes in Modernity, and analyze critiques and alternatives to this dynamic.
8) Critically discuss as a group how these theoretical and socio-historical issues, and accumulated knowledge across the course of the semester, impacts each of our lives, and what potentials exist for transformative consciousness raising and renewed/deepened community engagement.
9) Analyze the mainstream and alternative media as they engage, shape, frame, relate, suppress, amplify and otherwise engage contemporary societal issues of race and ethnicity.

Required Texts
This course has no general textbook, but instead uses a collection of short essays, articles, newspaper stories, and other documents from a variety of disciplines, eras and writing styles – readings as diverse and complex as our subject. For purposes of informed critical readings, it is required that each student have their own “hard copy” of each text, so that you can underline, highlight, and write margin comments while reading, and then be more prepared in class to 1) discuss the central themes in class discussions, and 2) extract the major themes etc., for purposes of assignment completion. In class, we will discuss techniques for “gutting” a text, something everyone is expected to do before each class.

Attendance Policy
Attendance in all classes is absolutely mandatory and will be excused only in serious circumstances. This is because of the responsibility shared by all students to make each class session productive by coming prepared to contribute by transforming your reading and analysis into critical discussion. It is possible to make up missed readings but spontaneous discussions and participation cannot be reproduced. Missing a class
therefore hurts the students and detracts from overall class engagement by all students. Punctuality is also necessary because we have limited meeting times each week and limited time within these meetings to get things done, such as viewing movies, hearing presentations etc., and we cannot get started late.

**Writing Assistance**

Writing is a key component of academic thinking and expression, and all students are strongly encouraged to work on their writing skills via the written assignments of this course. The KSU Writing Center is a free service offered to all KSU students. Experienced writing assistants work with you throughout the writing process (on concerns such as topic development, revision, research, documentation, grammar, and mechanics) although assistants cannot edit or proofread your paper for you. Appointments are strongly encouraged. For more information or an appointment, visit [www.kennesaw.edu/english/WritingCenter](http://www.kennesaw.edu/english/WritingCenter), or stop by Room 242 in the English Building.

**Course Assignments**

1. **Participation Requirement**
   It is required that students participate in the discussion each day. The format of the course is based upon small lectures and guided daily discussion themes. The bulk of our time will be spent in discussion of the readings, media and personal observations. **30%** of your grade will be determined by class participation as a measure of individual work on the readings and assignments. A good idea is to make a list of questions, during and after reading the day’s assignments, about anything that comes to mind, whether mechanical, grammatical, or content/analytical, so that in class you will have questions ready to enter the discussion with, and if called on these will also be ready. Students with any medical considerations or limitations which might affect their participation, can and should bring these to the instructor’s attention during office hours, within the first two days of the course.

2. **Daily Synopsis/Reaction Papers.**
   Starting on the 2nd day of class, students will read the assigned items *before* class each day, and then write a short 1-2-page synopsis/reaction paper covering the readings for that day. That is: One short 1-2-page paper for all the combined readings that day, *not* 1 paper for each of that day’s readings. So, at the end of the semester students will have turned in 9 1-page papers, one for each day we have assigned readings. These short papers will be typed and double-paced, 12 point Times roman font, with 1-1.5 inch margins, and can be presented in either paragraph or bullet format, or a mixture. Half of the paper should be a summary of the readings for that day, identifying the main points, and half a reaction to the readings, combining opinion and analysis. If you need to go over the 1 page limit, this is fine, but keep it under 2 pages maximum. These will be *due each day in class, with final submissions on the final day of class, May 26th*.

**Grading Formula**

1. 30% Participation
2. 70% Daily Review Papers
Academic Integrity/Code of Conduct

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious or intentional misuse of computer facilities and/or service, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

WEEKLY READING/CLASS SCHEDULE:

Monday, May 15

Day One: Introduction and Overview
- Course/Syllabus Overview, Readings, Assignments, Logistics, and Introduction to Course Theory and Perspectives
- Group Introductions
- Intentions
- Intro Lecture, Part I: “A 500-Year, Epistemological/Political-Economic World-Historical Perspective to Questions of Race and Modern Identity”

Tuesday, May 16

Day Two: Indigenous Genocide and the Origins of Modern Racial Coordinates:
Self/Other Relations, the Human Rights Concept and the Rise of Europe
- Intro Lecture, Part II: “A 500-Year, Epistemological/Political-Economic World-Historical Perspective to Questions of Race and Modern Identity”


Claudine Zap, “President Obama related to country’s first enslaved man,” The Lookout, A YNews (Yahoo News) Blog, July 30, 2012, president-obama-related-country-first-enslaved-man


And briefly review this essay, to elaborate on classroom discussion:

Film: The Mission

Wednesday, May 17
Day 3: Trans-Atlantic Chattel Slavery and the Rise of the Modern Capitalist World System:


Recommended:
Dubois, W. E. B., “The Rape of Africa,” in: The World and Africa, 1946. [Cheap copies available on Amazon, this is a classic of Pan-African scholarship]


Film: Sankofa [Or: Ida B. Wells: Passion for Justice, and/or Fundi]

Thursday May 18
Day 4: Local Histories, Groundings Methodology, and the truths of Lynching in the US
Ashraf Rushdy, “Exquisite Corpse,” Transition (83), 2000, pp. 70-77. [Access online at KSU Library]


Corra Harris, “A Southern Woman’s View,” The Independent, 1898, p. 1354-1355. Click on: Corra Harris - A Southern Woman's View -- THEN, scroll down to: page 1354, where you will find H. L. [Corra] Harris's article. Below this is the DuBois article:


The Newest Lynching Study, with GA and County Level Specificity:
http://www.eji.org/lynchinginamerica/
http://www.eji.org/files/EJI%20Lynching%20in%20America%20SUMMARY.pdf
http://www.eji.org/files/Lynching%20in%20America%20SUPPLEMENT%20By%20County.pdf

Film: The Language You Cry In
Film: La Operacion
Friday May 19

**Day 5: Jim Crow [US Apartheid], Structural Inequalities and the Global Anti-Colonial/Civil Rights Context of Martin Luther King Jr. and Malcolm X: Global Social Movements and The Power of Economic Withdrawal**


Drew Griffin and Scott Bronstein, “Video shows white teens driving over, killing black man, says DA,” *CNN Special Investigations, AC360*, August 8, 2011.

**Recommended further reading:**


Film: *Ancestors in the Americas*
Monday May 22

Day 6: Whiteness and the Centrality of the Self/Other Formulation in Modernity: From Individual to Institutional Levels of Analysis


Recommended:

Film: Lumumba

Tuesday May 23

Day 7: Race at the Intersections, Since the 1960s: Sociology, 3rd Wave Feminism, and Critical Race Theory


Recommended:


Film: Edward Said on Orientalism
Film: Slingshot Hip Hop

Wednesday May 24
Day 8: Constructions of Ethnicity and Identity, and Structures of Economic Inequality


And the research this report was based on:

Recommended:


Film: Negroes with Guns: Rob Williams and Black Power

Thursday May 25

Day 9: Race, Ethnicity and Criminalization: From ‘the Fact of Blackness’ to the Growth of the Prison-Industrial-Complex


Recommended:

Film: The Black Power Mix Tape, 1967-1975

Friday May 26

Day 10: Conclusions: Rethinking Western Epistemology in the Context of its Legacies and Projects for Justice in the Future

Last Day of Classes
*** Final Papers Due