

Principles of Sociology

Sociology 3AC

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Class Meetings: MWF 10-11am
Class Location: 10 Evans
Office Hours: Fridays 11am-1pm
Location of Office Hours: Free Speech Movement Cafe

Course Description

We will examine race and ethnicity in the U.S. through a sociological lens, as well as how race intersects with other axes of inequality, including gender, class, sexuality, and legal status to produce varied lived experiences. We will identify patterns of inequality, and explore why those patterns exist. We will identify institutions that have historically created and reproduced these patterns of inequality, how these institutions have changed over time, and the role social movements have played in this social change. We will consider the varied experiences of Latino-Americans, African-Americans, and Asian-Americans.

Learning Objectives

1. Students will be able to examine and understand the world through a sociological lens.
2. Students will demonstrate an understanding of what sociologists mean when we say that race is socially constructed, and that it has distinct and socially significant impacts for different racial categorizations.
3. Students will demonstrate knowledge of the historical experiences of different racial and ethnic groups in the U.S., and how these distinct historical experiences have shaped the racial and ethnic inequalities that exist today.
4. Students will demonstrate an understanding of how institutions can perpetuate inequality, and how institutions change over time.
5. Students will demonstrate knowledge of the role social movements have played in producing social change in response to inequalities in U.S. society.
6. Students will strengthen their critical reading skills, analytical and writing skills, and collaboration and presentation skills.

Course Requirements

Attendance & Participation

You will need to purchase an iclicker remote and register it. The clicker will help me get a sense of what you are getting and the material that requires further discussion, as well as a way to make lecture more interactive.

The mobile application, i>clicker GO will not be allowed. To receive credit for the responses you submit with i>clicker, you must register your clicker by February 1st. This course has an early drop deadline (January 29th) so you should know whether you are taking the course by then. Students who register after this time will not receive credit.

During lecture, I will ask clicker questions. If you answer 75% of the clicker questions each class meeting, then you will get a point for the day. If you come in late or leave early, you may miss clicker questions and not get a point for the day.

Clicking in for your friends is cheating. In cases where students are found using more than one iclicker (that is helping somebody else cheat), the students linked to both iclickers will forfeit all clicker points for the whole semester.

I have also created three discussion boards where you can post a link and brief description/discussion of journalistic articles related to course content, music that has some sociological relevance, and any sociological images that you come across. You will receive a participation point for posting on each of these discussion boards.

You can also get a point for meeting each of the various course deadlines, as well as coming to introduce yourself in office hours, and filling out a student information sheet. See bcourses for details. I will drop the bottom eight zeros for participation because there will be days when you forget your clicker and/or the battery dies, or you miss one of the other deadlines for some other reason. Dropping the bottom eight zeros is meant to cover all the possible potentially excusable reasons for missing one of these participation points, except cases of a chronic health issue that results in missing more than eight of these participation points. In that case, please come see me and we can talk about accommodations. Otherwise, please don't ask me for excused absences, or to manually assign a clicker point because you were in class, but forgot your clicker. This is already built into the course by dropping the bottom eight zeros. This is the easiest way to do this in large classes because otherwise it becomes unmanageable time-wise for me.

Writing Assignments

In this course, we will be looking at social institutions that help reproduce stratification along the lines of race, class, and gender. We will create research groups on: the education system, health, labor, the criminal justice system, and the political system. At the beginning of the semester (by February 5th), each student will submit a request (with a first, second and third choice) to join one of these research groups. There are several different options for the writing assignment.

Option 1: Students have the option of writing a research paper on a topic of their interest (subject to approval) on a sub-topic of the larger working group theme (e.g., for a student in the working group on education, a paper on how funding of K-12 education has changed over the last 30 years and the impact this has had on different racial groups). Research papers should be 10-12 pages long, double-spaced. Papers are due April 15th.

Option 2: Participate in one of the ACES partnerships.

This is an American Cultures Engaged Scholarship (ACES) course.

“The ACES courses provide opportunities for enrolled students to participate in collaborative projects with community partners, engage in experiential learning, create meaningful collaborative research environments with partners outside of the university, support reflective engagement on broad social issues and interests, and explore the possibilities and challenges of collaborative scholarship for both community partners and academic communities” (American Cultures website).

For students interested in directly participating in the engaged scholarship component of this class, there are additional options.

East Oakland Boxing Association

One of our partner organizations is the East Oakland Boxing Association (EOBA). EOBA describes its mission as providing “a safe and nurturing environment in which youth of Oakland can feel secure as they achieve success in school while learning life skills and building self-esteem in preparation for their futures” (EOBA website: <http://www.eoba.org/>). They are two partnership options at EOBA. For the purposes of the course, students who participate in either of these options will be placed in the working group on education.

EOBA Option 1: One of the programs they provide for youth in East Oakland is an after-school tutoring program. They are interested in pairing-up mentors with kids. Mentors will be expected to work with students at EOBA once a week for 10 weeks, beginning the fourth week of the semester (the week of February 8th). You will not be required to go during UCB’s Spring Recess. Students will be expected to spend two hours working with the youth at each visit (Mondays, Tuesdays and Thursdays from 3pm-5pm, or Wednesdays 1:30-3:30, Fridays are a possibility, but less helpful for EOBA than the other days). If you have a car, you can drive to EOBA and it takes 20-25 minutes to get there (816 98th Ave) from campus. Via public transportation, it takes about an hour to get there from campus. You can take BART towards Fremont and get off at the coliseum. From there you can take the 45 bus toward 45 Foothill Square and get off at the corner of Edes Street and 98th Avenue. It is approximately a four-minute walk from there. The costs of the BART tickets will be reimbursed. Students who want to select this partnership option can choose to go to EOBA on any day, but will be required to pick one day and consistently go on that day. U.C. Berkeley students who choose this assignment option will have the opportunity to learn firsthand from these students what their educational experience has been, the impacts it has had on the lives of these kids, and a community-based response to address the issues created by an unequal education system in the form of EOBA’s programs. You will write a 5-page, double-spaced reflection on what you learned and experienced at EOBA and connect it to the ideas introduced through the course readings and lectures.

EOBA Option 2: EOBA is also interested in having students help develop curriculum for their summer program. Students who select this option will help create a binder with various lesson plans and activities for students of various ages. The expectation is that students will spend about four hours per week, working on this project. There will be one visit to EOBA at the beginning of the semester for a project orientation (transportation will be as described above in EOBA Option 1), but otherwise students who select this option will not go on site. In addition, to the lesson plans developed, students will be required to write a 5-page, double-spaced reflection paper on the ways in which and the extent to which the programs offered by EOBA address the issues raised in the course about racial and class dynamics within the education system and implications for social mobility.

Food First

One second partner organizations is Food First. Food First's mission is "to end the injustices that cause hunger" (Food First website: <http://foodfirst.org>). Food First is interested in having students work on writing research briefs related to the topic of food justice in the U.S. The research briefs should be based on rigorous research, and be well cited, but they should not be written like an academic essay. They should be written for a popular audience. Food First also welcomes research briefs in Spanish. If you are potentially interested in writing a brief in Spanish, come chat with me. Ana at Food First has offered to proofread and clean up any language-related errors (and your grade on the assignment would not be penalized for these errors), but in order to select this option your command of Spanish should be very strong. The research briefs should be about 1,800-words long. You will submit a complete rough draft (in other words, you should submit what you see as a final draft), receive feedback, and revise in order to ensure a polished final product. Food First will read through the research briefs and publish those that they feel are strong on their website. Your grade on the assignment will be based on my evaluation of the work, not whether they decide to publish your research brief or not. This engaged scholarship option will not require you to leave campus. You will do library and internet research to gather the necessary background information to write the brief.

Food First has suggested the following topics:

1. Race, exposure to pesticides, and the connection to obesity
2. Sexual harassment and agricultural labor in California
3. History of land ownership by African-Americans and how dispossession occurred (could be focused on Louisiana, California, or the U.S. more broadly)
4. Land access in the cities and use of public land: conflicts around the Gill tract
5. Rights to land, disruption of traditional food-related practices, and the health consequences for Native Americans in California
6. Food access: race and hunger in the Bay Area (or could be more specific like Oakland, Berkeley, etc.)

If you have another topic in mind other than those listed above, you are welcome to propose the topic. Food First encourages your creativity and is open to alternative forms that your final product might take (e.g., a cartoon, or video content for the website), but this will need to be approved in advance (and will still need to be based on documented rigorous research). For the purposes of the

course, students will be assigned to the relevant working group (e.g., health or labor) depending on their topic.

Restorative Justice Oakland Youth (RJOY)

Our third partner organization is Restorative Justice for Oakland Youth. RJOY's mission is: "Disparately impacting youth of color, punitive school discipline and juvenile justice policies activate tragic cycles of youth violence, incarceration, and wasted lives. Founded in 2005, RJOY works to interrupt these cycles by promoting institutional shifts toward restorative approaches that actively engage families, communities, and systems to repair harm and prevent re-offending. RJOY focuses on reducing racial disparities and public costs associated with high rates of incarceration, suspension, and expulsion. We provide education, training, and technical assistance and collaboratively launch demonstration programs with our school, community, juvenile justice, and research partners" (RJOY's website: <http://rjoyoakland.org/about/>). For the purposes of the course, students who participate in one of the RJOY options will be placed in the criminal justice system working group.

RJOY Option 1: Help prepare for and participate in practical support circles with formerly incarcerated girls at RJOY on Tuesdays 3-6pm. You will be expected to attend once a week for 9 weeks, beginning the fifth week of the semester (the week of February 15th). You will not be required to go during UCB's Spring Recess. It will take about 45 minutes to get there from UCB's campus. If you take AC Transit bus 1R (which you can ride for free with your AC Transit Class Pass) from campus to the corner of 14th Street & Broadway in downtown Oakland, then you can walk (about 8 minutes) to 1203 Preservation Parkway, Suite 200 where RJOY is located. The first time you go, either the instructor or the ACES Fellow will accompany you. After that you will be responsible for getting there on your own. You will work with RJOY to plan/prepare the circle for the day and then participate in the circle. These circles are new and they want to work on developing female-centered curriculum, including around issues of sexual violence. At the end of the semester, you will write a 5-page, double-spaced reflection on what you learned and experienced and connect it to the ideas introduced through the course readings and lectures. There will be about 4 students from this class participating in this. The Restorative Justice Center at U.C. Berkeley will provide students who select this option a training on restorative justice and peer circles before they go on site to work with youth at RJOY.

RJOY Option 2: Help prepare for and participate in practical support circles with youth (boys and girls) at RJOY on Wednesdays 4-7pm. You will be expected to attend once a week for 9 weeks, beginning the fifth week of the semester (the week of February 15th). You will not be required to go during UCB's Spring Recess. It will take about 45 minutes to get there from UCB's campus. If you take AC Transit bus 1R (which you can ride for free with your AC Transit Class Pass) from campus to the corner of 14th Street & Broadway in downtown Oakland, then you can walk (about 8 minutes) to 1203 Preservation Parkway, Suite 200 where RJOY is located. The first time you go, either the instructor or the ACES Fellow will accompany you. After that you will be responsible for getting there on your own. You will work with RJOY to plan/prepare the circle for the day and then participate in the circle. These circles have been occurring for some time. These may involve activities like working with participants as they develop life plans. At the end of the semester, you will write a 5-page, double-spaced reflection on what you learned and experienced and connect it to the ideas introduced through the course readings and lectures. There will be about 3 students from this class participating in this. The

Restorative Justice Center at U.C. Berkeley will provide students who select this option a training on restorative justice and peer circles before they go on site to work with youth at RJOY.

RJOY Option 3: Help develop a resource guide with information on resources for girls, including such things as mental health services, health services and clinics, substance abuse support services, rape crisis counseling, after school programs, summer programs, job opportunities, scholarship opportunities for going to school, educational programs, etc. You will have an orientation at RJOY (we will take AC Transit and you will be accompanied by either the instructor or the ACES Fellow), but this will be the only time you go on site. You will check-in with RJOY midway through the semester via email to get feedback on the resource guide you are developing. This will involve more than just searching the internet. It will involve calling organizations, identifying contacts at those organizations, finding out about the resources that they have to offer, as well as getting suggestions of other organizations that might have resources useful to the girls. At the end of the semester, you will write a 5-page, double-spaced reflection on what you learned and experienced and connect it to the ideas introduced through the course readings and lectures. There will be about five students working on this.

RJOY Option 4: Do research related to the incarceration of girls (on topics such as: what girls are locked up for, why girls are incarcerated, risk factors for girls, who is disproportionately impacted - race, sexual identity, specific issues for LGBTQ youth, how criminality is constructed for girls in the system, specific needs for girls in or out of the system, etc.). If you have another topic in mind other than those listed above, you are welcome to propose the topic, but it must be approved in advance of your work. The research briefs should be based on rigorous research, and be well cited, but they should not be written like an academic essay. They should be written for a popular audience, and be about 1800 words long. You will submit a rough draft, receive feedback, and revise in order to ensure a polished final product. RJOY is also interested in having students find relevant statistics and create fact sheets. Based on your research and the research of the other students working on this option, you will collectively create a one-page fact sheet. Strong research briefs and the factsheet will be posted on RJOY's website. Your grade on the assignment will be based on my evaluation of the work, not whether they decide to publish your research brief on their website or not. You will have an orientation at RJOY (we will take AC Transit and you will be accompanied by either the instructor or the ACES Fellow), but will otherwise not go on site for this option.

U.C. Berkeley's Restorative Justice Center

Our fourth partner organization is U.C. Berkeley's Restorative Justice Center. The RJ Center's mission is "to collaborate with partners across the UC campus and Bay Area to provide education, research, trainings and services in Restorative Justice and Restorative Practice. Through these efforts, we are building a sustainable network of RJ leaders, practitioners and supporters to increase capacity in the RJ field, build intentional communities of care, and facilitate restorative responses to conflict and harm caused by social justice inequities" (RJ Center's website: <http://rjcenterberkeley.org>). The RJ Center is interested in having students do research on what has transpired since:

1. Proposition 35 on human trafficking was passed in 2012, and
2. The Trafficking Victims Protection Act of 2000 was passed

Students can also confer with RJ Center Coordinator Julie Shackford-Bradley to choose another topic related to RJ Center Projects, including juvenile justice, human trafficking, campus sexual misconduct, campus climate and social justice issues. Students who do research on one of these topics are expected to write research brief for the RJ Center's website. These should be based on rigorous

research, and be well cited, but they should not be written like an academic essay. They should be written for a popular audience, and be about 1,800 words long. You will submit a rough draft, receive feedback, and revise in order to ensure a polished final product.

Partnership & Working Group Logistics

The descriptions of the partnership options above are meant to give you a general sense of what is involved in each option. Once it is determined who specifically will be involved in each project, there will be an orientation for group members to determine what each individual student will be doing, and if relevant the expectations for each students' final product (as the types of final products may vary across these various options).

The ACES Student Fellow – Rebecca Farmer – will be the point person between you and the partner organization. Rather than individually contacting the partner organizations directly, we would like you to email Rebecca (rfarmer813@berkeley.edu) if there is something you need to communicate to the partner organizations. Similarly, if the partner organizations need to communicate something to you, they will do so via Rebecca. If any issues come up related to these partnerships, please immediately inform Rebecca. Rebecca will meet with students involved in these partnerships every other week for about half an hour to check-in about the partnership and the work being done. The hope is that these will be on-going partnerships that my students in future semesters will also participate in and we want them to be positive and fruitful for both the students involved and the partner organizations. If you do not feel that you can really commit to the work that will be part of these partnerships (because it is a commitment to these organizations and for those of you working on site a commitment to the youth involved), then it would be better for you to take the option of doing a traditional research paper.

On January 27th, representatives from each of the community partners will come to our class to introduce students to their organization, as well as to explain their expectations for the partnership activities. Students interested in working with one of the partner organizations will submit via bcourses a paragraph describing which partner they want to work with and why by the beginning of the third week of classes (February 1st), as well as any relevant experience they have related to the partnership activities. Midway through the third week, I will inform students if they have been selected to participate with one of the partner organizations. We will make every effort to arrange it so that students get to do what they want to do, but there are limitations on how many students the partner organizations can work with, as well as the need to have students evenly distributed across the five topical groups. Students who will need to leave campus as part of their partnership activities will need to fill out a series of forms before beginning the partnership. Students who do not end up working directly on the engaged scholarship component of the course will need to fill out a rank order of the top three working groups that they are interested in participating in by February 5th and research paper topic proposals for each. The goal is to have the various research topics complement each other, and not overlap. Once the working groups have been determined, a google doc will be created for each group.

Rebecca and I will meet with each topical working group during the fifth week of the semester (February 17th and 19th) once membership in each of the working groups has been determined. This initial meeting will be a chance for the members of each group to meet the other students in their group, open a dialogue in a smaller group on the specific topic of the group, and discuss how the work of the students involved directly in the engaged scholarship component of the course will

feedback into the course and the work that each working group does. At the end of the semester (April 18th, 20th, and 22nd), each working group will meet once again so each student can share his/her contribution to the larger working group project, and determine the content and logistics of the working group's final presentation to the class. Our partner organizations will be invited to these final presentations. Midway through the semester (March 14th) Rebecca and I will meet with the students working directly on the engaged scholarship component of the course. This will include students from all five working groups coming together in a single meeting to reflect on the work that they are doing. During RRR week, Rebecca and I will meet with each group to debrief about the experience of participating in an ACES class, and how it impacted student learning in the course.

Exams

Exam I will be on March 4th during our regularly scheduled class time. Exam II will be on Tuesday May 10th 3-6pm.

U.C. Berkeley Honor Code

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The hope and expectation is that you will adhere to this code.

Plagiarism or cheating will result in a *failing grade for the course* and will be reported to the University Center for Student Conduct. Plagiarism involves taking the work and/or ideas of others and claiming that they are your own. Plagiarism includes such practices as cutting and pasting sentences from other sources (that are not put in quotation marks followed by the citation of the source), presenting an idea you took from a source as your own idea, and submitting a paper that was not 100% written by you. For additional information on plagiarism and how to avoid it: <http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>.

Course Deadlines

Feb. 1st	Applications due for students who want to work with a partner organization
Feb. 1st	Deadline to register clicker
Feb. 3rd	Students notified if they are partnered with an organization
Feb. 5th	Deadline to rank order your working group choices and propose research topics
Feb. 8th-12th	Students working with EOBA will go to EOBA for the first time Students working with RJOY peer circles will do the RJ Center's training
Feb. 16th-19th	Students working with RJOY will go to RJOY for the first time
Feb. 17th & 19th	Group meetings during class time (attendance is mandatory)
Mar. 4th	Exam I
Mar. 14th	Meeting during class time with students working on engaged scholarship component (attendance is mandatory)
April 15th	Writing assignments due for all students

April 18th, 20th & 22nd Group meetings (attendance is mandatory)
April 25th & 27th Group presentations
May 10th Exam II

Grade Breakdown

Your final grade for the class will be calculated based on the following weightings of the assignments:

Attendance & Participation	5%
Exam I	25%
Exam II	35%
Writing Assignment	30%
Final Presentations	5%

Office Hours

I really would like to get to know each of you in this class so I encourage you to come chat with me in office hours. You don't have to have a particular question in mind. Come introduce yourself! You get a point for participation and attendance if you come introduce yourself in office hours sometime during the first five weeks of the semester.

Laptop and Tablet Policy

Laptops and tablets are not allowed in class because they often become a distraction not just for the student using the laptop, but for others in the classroom as well. Use of cell phones, tablets and laptops during class time will negatively impact the student's participation and attendance grade. Exceptions to the laptop policy will be made for DSP accommodations that require note takers who need to use computers.

Bcourses

You should be looking at our bcourses site on a daily basis. There are pages that clearly lay out what will be covered each week and the expectations for that week, with PDFs of or links to the readings.

Course Schedule

Part I: Introduction to the Discipline of Sociology (January 20th-February 1st)

During this first part, I will introduce you to how sociologists examine and understand the social world. You will learn how sociologists go about answering questions, and how sociology differs from other social science disciplines. We will consider the importance of a comparative and an historical approach to the study of society in order to understand how social patterns have emerged and have changed over time. We will also discuss institutions, social norms and socialization.

Readings:

Mills, C. Wright. 1959. "The Promise." In *The Practical Skeptic: Readings in Sociology*, ed. Lisa J. McIntyre. New York: McGraw Hill, pgs. 1-6.

Pascoe, C.J. 2011. Dude You're a Fag. Berkeley: University of California Press, pgs. 52-83.

Part II: Stratification (February 3rd-29th)

During the second part of this course, we will learn about the concept of social stratification, how social categories are created and people placed in them, the implications of being placed in different social categories, and how institutions can help reproduce the systems of stratification that exist within society. We will discuss various types of stratification, including along the lines of gender, class and race. We will look at patterns of inequality along these various lines. We will examine how patterns of economic inequality and social mobility changed over the 20th century, and U.S. perceptions of inequality today (its degree and to what extent it is desirable). We will also discuss how the Occupy Movement brought the issue of inequality into political discourse.

We will talk about the social construction of race, and the social implications of race. We will examine patterns of racial inequality, and consider the historical roots of these patterns. We will also begin to learn about some of the history of African-Americans in the U.S., beginning with the Jim Crow system and its dismantlement, mechanisms through which residential and occupational stratification persisted post-Jim Crow, and the dismantlement of the New Deal as the Civil Rights Movement pushed to open government programs to African-Americans, and demand equal opportunity in housing and labor markets.

Working Group Meetings (2/17, 2/19)

Readings:

Caliendo, Stephen M. 2015. Inequality in America: Race, Poverty, and Fulfilling Democracy's Promise. Westview Press, pgs. 1-13.

Massey, Douglas S. 2007. Categorically Unequal: The American Stratification System. New York: Russell Sage Foundation, pgs. 1-7 and 15-27.

Rank, Mark Robert, Hirschl, Thomas A., Foster, Kirk A. 2014. Chasing the American Dream : Understanding What Shapes Our Fortunes. Oxford: Oxford University Press, pgs 1-6, 29-50, and 67-132: <http://oskicat.berkeley.edu/record=b21364240~S1>

Ventura, Patricia. 2012. Neoliberal culture: Living with American Neoliberalism. Surrey: Ashgate Publishing Ltd., pgs. 87-105.

Massey, Douglas S. 2007. Categorically Unequal: The American Stratification System. New York: Russell Sage Foundation, pgs. 51-112.

McIntosh, Peggy. 1988. "White Privilege: Unpacking the Invisible Knapsack." Excerpt from Working Paper 189. "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies."

Sue, Derald Wing. 2010. "Racial Micro-aggressions in Everyday Life." *Psychology Today*.

Exam I March 4th

Optional: The Theater, Dance and Performance Studies Department is putting on **a play called Chavez Ravine from March 4th-March 13th**. The topic of the play is directly relevant to the material we are studying in this course. If you are interested, let me know and I can arrange for a group

discount (\$11 per ticket), assuming at least 10 of us attend. Here's a description from the TDPS Department: "The play features a tight-knit community of immigrants, mostly Mexican, who had established and lived in Chavez Ravine for generations. A public housing endowment was given to Los Angeles, the government used eminent domain to remove residents, and then scrapped the public housing program and, after many years, ended up signing a deal with Dodger Stadium. The residents protested the move the entire time and the last ones were physically removed when construction began on the stadium. *Chavez Ravine* examines the twists and turns of this saga, with humor, video footage, and musical accompaniment." Here's a link to more information:

<http://tdps.berkeley.edu/events/chavez-ravine/>

Part III: Selected Topics on Race in the U.S.

Race and The Educational System (March 2nd-March 11th)

We will learn about Mexican-American segregation in the southern U.S. in the mid-20th century, how that played out within the education system, and community responses by Mexican-Americans, as well as more generally the history of Latino-Americans in the U.S. and the Chicano Movement. We will also read a study that examines the experience of children from different class backgrounds within the educational system, and their varying relationships to authority figures within schools, as well as discuss tracking within schools and the implications for children.

Readings:

Najera, Jennifer. 2015. The Borderlands of Race: Mexican Segregation in a Southwest Town. Austin: University of Texas Press, pgs. 57-82.

<http://oskicat.berkeley.edu/record=b22214967~S1>

Lareau, Anette. 2003. Unequal Childhoods: Class, Race and Family Life. Berkeley: University of California Press, pgs. 1-13 and 233-257.

March 14th Engaged Scholarship Group Meeting

Race, Immigration and Labor (March 16th-March 28th)

We will look at occupational segregation along the lines of race and gender, and the experience of immigrant labor, as well as social mobility among immigrant families. We will learn about the history of Asian-Americans in the U.S., including Asian immigrant labor in the agricultural sector in the early 20th century, as well as how citizenship status, or perceived citizenship status, shapes working and living conditions. We will examine the large immigrants rights mobilizations in 2006, the short-term impact it had, and the longer-term trajectory of this movement.

Readings:

Tsu, Cecilia M. 2013. Garden of the World: Asian Immigrants and the Making of Agriculture in California's Santa Clara Valley. Oxford: Oxford University Press, pgs. 107-138.

Hagan, Jacqueline. 2015. Skills of the 'Unskilled': Work and Mobility Among Mexican Migrants. Berkeley: University of California Press, pgs 98-107.

<http://oskicat.berkeley.edu/record=b22187612~S1>

Hondagneu-Sotelo. 2001. Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence. Berkeley: University of California Press, pgs. 3-28.

Voss, Kim and Irene Bloemraad. 2011. Rallying for Immigrant Rights: the Fight for Inclusion in 21st Century America. Berkeley: University of California Press, pgs. 3-39.

Spring Recess March 21st-25th

Asian-Americans and the Model Minority Stereotype (March 30th)

We will examine the emergence of the model minority stereotype, and the implications of it. We will also consider the tendency to create dichotomous categories (e.g., white/black, man/woman, heterosexual/homosexual), what this means for groups that do not fit into these binary categories, and the impact that these groups have on this system and the privilege it upholds. We will focus specifically on Asian-Americans in terms of how they challenge the black-white dichotomy, as well as take a look at Asian-American stereotypes and how those can end up reinforcing the racial system in the U.S. We will also consider how race, class and gender intersect to produce different lived experiences for different groups.

Readings:

Wu, Ellen D. 2013. The Color of Success: Asian-Americans and the Origins of the Model Minority. Princeton: Princeton University Press, pgs. 1-9.

Zhou, Min. 2004. "Are Asian-Americans Becoming 'White'?" *Contexts*, 3(1):29-37.

Espiritu, Yen le. 2008. Asian American Women and Men: Labor, Laws and Love. Lanham: Rowman & Littlefield Publishers Inc: 123-135.

Race, Health & Food Justice (April 1st)

We will examine health disparities across race, and the reasons for these patterns, as well as responses to lack of access to healthy and affordable food and critiques of the racial dynamics within these responses.

Readings:

Caliendo, Stephen M. 2015. Inequality in America: Race, Poverty, and Fulfilling Democracy's Promise. Westview Press, pgs. 123-138

White, Monica M. 2011. "D-Town Farm: African American Resistance to Food Insecurity and the Transformation of Detroit." *Environmental Practice*. Vol. 13 (4).

Guthman, Julie. 2008. "Bringing good food to others: investigating the subjects of alternative food practice." *Cultural geographies*, 15: 431-447.

Guthman, Julie. 2011. Weighing In: Obesity, Food Justice and the Limits of Capitalism. Berkeley: University of California Press, pgs 185-196.

Race and The Criminal Justice System (April 4th-April 11th)

We will discuss changes in the criminal justice system in the 20th century, and the implications of these changes for different groups in society. More specifically, we will examine the reasons behind the growing African-American population in the criminal justice system, and what this means for African-American families and communities. We will also consider police violence against African-

Americans, and the recent social movement response with the Black Lives Matter movement, as well as the restorative justice movement.

Reading:

Wacquant, Loic. 2001. "Deadly Symbiosis: When Ghetto and Prison Meet and Mesh" *Punishment and Society*, 3(1):95-121.

Davis, F. E., Lyubansky, M. and Schiff, M. 2015. "Restoring Racial Justice." Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource. 1–16.

"A HerStory of the #BlackLivesMatter Movement"

Race and Class in U.S. Politics (April 13th-April 15th)

We will examine how the U.S. political system functions, and consider the relationship between political power, class and race. We will discuss voter suppression and voter disenfranchisement and how it has disproportionately impacted African-American communities. We will learn about the shift in the nature of government policymaking with the expansion of the "submerged state," and the implications of these types of policies for citizen engagement in politics and inequality.

Readings:

Suzanne Mettler. 2011. The Submerged State: How Invisible Government Policies Undermine American Democracy. Chicago: University of Chicago Press, pgs. 1-30.

Piven, Frances Fox, Minnite, Lorraine C., and Margaret Groarke. 2009. Keeping Down the Black Vote: Race and the Demobilization of American Voters. New York and London: The New Press, pgs. 164-203.

Working Group Meetings April 18th, 20th & 22nd

Course Wrap-Up (4/25, 4/27, 4/29)

This week each of the research groups will give their presentation to the class, and we will have a final class discussion to wrap-up the course. Our partner organizations will be invited to attend.

Final Exam Tuesday May 10th 3-6pm