

# Course Syllabus

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CSRE 196C / Psychology 155 / English 172D / SOC 146 / TAPS 165

## Introduction to Comparative Studies in Race and Ethnicity

Professor Hazel Markus (Psychology)

Professor Paula Moya (English)

Winter 2018 Syllabus

### Course Description

Racial diversity in the population of the U.S. is a fact. But what will we make of it? This course will consider if and how the U.S. might become an effective society that practices inclusion and strives for racial equity. Drawing on an interdisciplinary team of scholars, this course will provide a comprehensive introduction to race and ethnicity in everyday life: what they are, how they work, and why they matter. In the process of addressing these questions, this course will 1) examine how various disciplines approach the study of race and ethnicity; 2) identify the issues central to the study of ethnic and race relations in the U.S.; and 3) introduce students to members of the Stanford faculty who are affiliated with the Program in Comparative Studies in Race and Ethnicity. Professors Markus and Moya will introduce and frame the course content, as well as provide brief bridging introductions at the beginning of each guest lecture. Each of the visiting faculty members will then lecture and lead a question and answer discussion session. The lectures will be augmented by weekly discussion sections led by advanced graduate student Teaching Assistants. **Due to the centrality of lectures in a course of this type, attendance at lectures as well as at section is required.**

This course fulfills a core introductory course requirement for CSRE-related majors and minors, and a core course requirement for psychology majors in the Mind, Culture, and Society track. It also satisfies the following Stanford undergraduate requirements: GER:DB-SocSci, GER:EC-AmerCul, WAY-ED, WAY-SI.

**Required Texts**

1. *Doing Race: 21 Essays for the 21<sup>st</sup> Century*, edited by Hazel Markus and Paula Moya
2. *Borderlands/La Frontera: The New Mestiza*, by Gloria Anzaldúa
3. Readings posted to Canvas

**Emails**

Hazel Markus <[hazelm@stanford.edu](mailto:hazelm@stanford.edu) (<mailto:hazelm@stanford.edu>)\_>

Paula Moya <[pmoya@stanford](mailto:pmoya@stanford.edu) (<mailto:pmoya@stanford>)\_edu>

Caitie Handron <[handron@stanford.edu](mailto:handron@stanford.edu)>

Section (Service Learning) - Friday 10:30 - 11:20, 200-015

Rachael Hill <[rahill@stanford.edu](mailto:rahill@stanford.edu)>

Section - Friday 1:30 - 2:20, Lathrop 296

Gregg Muragishi <[gmuragis@stanford.edu](mailto:gmuragis@stanford.edu)>

Section - Friday 11:30 - 12:20, Lathrop 294

Casey Patterson <[caseyp@stanford.edu](mailto:caseyp@stanford.edu)>

Section - Thursday 5:30 - 6:20, Lathrop 296

Kiara Sanchez <[klsanch@stanford.edu](mailto:klsanch@stanford.edu)>

Section - Friday 12:30 - 1:20, Lathrop 290

Lucy Zhang Bencharit <[ylzhang@stanford.edu](mailto:ylzhang@stanford.edu)>

Section - Thursday 4:30 - 5:20, Lathrop 296

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## **Laptops and Other Classroom Technology**

Active use of laptops and other technology (i.e., cell phones) is not permitted during lecture. This policy is based on careful analysis of the scientific literature as well as surveys and discussions with Stanford students. Research shows that using a laptop in class is associated with poorer grades for both laptop users and their neighbors. Research also finds that, even when laptop distractions are removed, taking notes by hand leads to more effective learning. Please speak to the head TA, Caitie, if you have questions or concerns about how our technology policy affects necessary academic accommodations (see section on academic accommodations).

## **Course Requirements**

*Written Requirements:* There will be a short written assignment near the beginning of the course, and a 6-7 page paper due near the end of the quarter. The short written assignment will be posted on Canvas after lecture on Thu, Jan 18, and must be uploaded to Canvas by **8:00 p.m.** on **Wed, Jan 24**. Guidelines and topics for the 6-7 page papers will be posted on Canvas after class on Thu, Feb 22 and must be uploaded to Canvas by **8:00 p.m.** on **Sun, Mar 4**. *NOTE: If you are unable to meet a paper deadline, you must negotiate an extension with your TA at least two days ahead of time. Papers for which an extension has not been granted ahead of time by the T.A. will be graded down.*

*Exams:* There will be two take-home exams. The take-home mid-term exam will draw on the lectures and readings assigned through week five. It will be posted on Canvas after class on Thu, Feb 8 and must be uploaded to Canvas by **8:00 p.m.** on **Fri, Feb 16**. The take-home final will be posted on Canvas on Tue, Mar 13. Your final must be submitted to Canvas by **Mon, Mar 19 at 11:59 p.m.**

### **Grading breakdown:**

10% short assignment

20% paper

20% midterm

15% discussion section

15% in-lecture questions and exercises

20% final exam

Students taking the course CR/NC must receive a numerical score of 75% or better to receive CR for the course.

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### **Service-Learning Option**

Service-Learning provides a unique opportunity to connect coursework with real world applications that benefit the community. Interested students are able to integrate a public service experience by selecting from two established partnerships for their service experience.

To take advantage of the Service-Learning option, students sign-up for the section led by Caitie, Fridays from 10:30 – 11:20 am, and substitute service-learning activities for some of the required course work. Service experiences for CSRE 196 are designed to allow students to consider how race and ethnicity shapes (and is shaped by) community issues and concerns.

### **Service-Learning Grading Breakdown**

10% project proposal

15% discussion section

20% weekly reflections

20% midterm

15% in-lecture questions and exercises

20% final exam

Students taking the course CR/NC must receive a numerical score of 75% or better to receive CR for the course.

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## **Brief Schedule**

### **Jan 9: Course Introduction: A Changing America**

Lecturers: Hazel Markus (Psychology) and Paula Moya (English)

### **Jan 11: Beyond the Line**

Lecturer: Dereca Blackmon (Diversity and First-Gen Office)

### **Jan 16: Ten Common Conversations About Race and Ethnicity**

Lecturers: Hazel Markus (Psychology) and Paula Moya (English)

### **Jan 18: Race in the Age of Genomics**

Lecturer: Marcus Feldman (Biology)

### **Jan 23: Race and the Census**

Lecturer: Matt Snipp (Sociology)

### **Jan 25: Slavery and Race**

Lecturer: Jim Campbell (History)

### **Jan 30: The Jew as the Original 'Other'**

Lecturer: Aron Rodrigue (History)

### **Feb 1: Race and Ethnicity as Meaning, Motivation, and Belonging**

Lecturer: Stephanie Fryberg (Psychology)

### **Feb 6: Race and the Media**

Lecturer: Shanto Iyengar (Political Science and Communication)

### **Feb 8: James Baldwin and Valuing Blackness**

Lecturer: Jennifer DeVere Brody (Theater and Performance Studies)

### **Feb 13: Panel - Crossing Borderlands**

Panelists: Shelley Fisher Fishkin (English) and Ramón Saldivar (English) and Tiffany Brannon (Psychology, UCLA)

**Feb 15: Race and Passing**

Lecturer: Allyson Hobbs (History)

**Feb 20: Race and Religion**

Lecturer: Kathryn Gin Lum (Religious Studies)

**Feb 22: Racial Fluidity**

Lecturer: Aliya Saperstein (Sociology)

**Feb 27: Mexican Immigration**

Lecturer: Tomás Jiménez (Sociology)

**Mar 1: Race and Language**

Lecturer: Jonathan Rosa (Education)

**Mar 6: "As We Have Always Done"**

Lecturer: [Tanaya Winder](https://tanayawinder.com/) (<https://tanayawinder.com/>)

**Mar 8: Race, Affirmation, and Achievement**

Lecturer: Claude Steele (Education)

**Mar 13: Race and Policing**

Lecturer: Jennifer Eberhardt (Psychology)

**Mar 15: Doing Difference Differently**

Lecturers: Hazel Markus (Psychology) and Paula Moya (English)

*Note: Weekly discussion sections will be held on Thursdays and Fridays*

**Lectures and Required Readings**

**Legend**

*DR – Doing Race*

*BL – Borderlands/La Frontera*

CV– Readings posted on Canvas (available for download)

OL – Available on the web

**WEEK 1****Tue, Jan 9: Course Introduction: A Changing America (*Markus and Moya*)**

“Preface” by Moya and Markus – *DR*

“Doing Race: An Introduction,” Section I (pp. 1-32) by Moya and Markus – *DR*

**Thu, Jan 11: Beyond the Line (*Dereca Blackmon*)**

“Doing Race: An Introduction,” Section II (pp. 32-62) by Moya and Markus – *DR*

**WEEK 2****Tue, Jan 16: Nine Common Conversations about Race and Ethnicity (*Markus and Moya*)**

“Doing Race: An Introduction,” Section III (pp. 62-93) by Moya and Markus – *DR*

**Thu, Jan 18: Race in the Age of Genomics (*Marcus Feldman, Biology*)**

Chapter 3: “The Biology of Ancestry” by Marcus Feldman – *DR*

Chapter 4: “Which Differences Make a Difference?” by Barbara Koenig – *DR*

Marcus Feldman, “Echoes of the Past: Hereditarianism and *A Troublesome Inheritance*” – *CV*

*Assignment: Short written paper (posted on canvas after class)*

### WEEK 3

#### **Tue, Jan 23: Race and the Census (*Matt Snipp, Sociology*)**

Chapter 1: "Defining Race and Ethnicity" by C. Matthew Snipp – *DR*

Chapter 15: "Ways of Being White" by Monica McDermott – *DR*

*Submit: Short written assignment (upload to canvas by 8:00 p.m. on Wed, Jan 24)*

#### **Thu, Jan 25: Slavery and Race (*James Campbell, History*)**

*The Interesting Narrative of Olaudah Equiano, or Gustavus Vassa, the African. Written by Himself, Chapters 1 & 2 – V*

Carretta, "Olaudah Equiano or Gustavus Vassa: New Light on an 18th Century Question of Identity" - CV

Jefferson, *Notes on the State of Virginia*. "Laws" – pp. 148-155; "Manners" – pp. 173-175,  
[http://books.google.com/books/about/Notes\\_on\\_the\\_State\\_of\\_Virginia.html?id=DTWttRSMtbYC](http://books.google.com/books/about/Notes_on_the_State_of_Virginia.html?id=DTWttRSMtbYC) - OL

Browse: [slavevoyages.org](http://slavevoyages.org) - OL

### WEEK 4

#### **Tue, Jan 30: The Jew as the Original 'Other' (*Aron Rodrigue, History*)**

Chapter 5: "The Jew as the Original 'Other'" by Aron Rodrigue – *DR*

Chapter 6: "Knowing the 'Other'" by Joel Beinin – *DR*



Recommended reading:

Chapter 8: "A Thoroughly Modern Concept" by Norman Naimark – *DR*

**Thu, Feb 1: Race and Ethnicity as Meaning, Motivation, and Belonging (*Stephanie Fryberg*)**

Chapter 13: "Who Am I? Race, Ethnicity, and Identity" by Hazel Rose Markus – *DR*

Chapter 17: "We're Honoring You Dude" by Stephanie Fryberg – *DR*

## **WEEK 5**

**Tue, Feb 6: Race and the Media (*Shanto Iyengar, Communication*)**

Chapter 9: "Race in the News" by Shanto Iyengar – *DR*

**Thu, Feb 8: James Baldwin and Valuing Blackness (*Jennifer DeVere Brody, Theater and Performance Studies*)**

Baldwin, *Notes from a Native Son*, selections - CV

"Everybody's Protest Novel"

"Many Thousands Gone"

"Stranger in the Village"

Deloria, *Indians in Unexpected Places*, Intro, pages 1 - 11 - CV

Recommended: Chapter 21: "We Wear the Mask" by Harry Elam – *DR*

*Assignment: Take-home mid-term (assignment posted on canvas after class)*

## **WEEK 6**

**Tue, Feb 13: Panel - Crossing Borderlands**

Shelley Fisher Fishkin: *Locating Borderlands*

Ramón Saldívar: *Borderlands across Time*

Tiffany Brannon: *Borderlands in the Classroom*

Chapter 5: How To Tame a Wild Tongue, by Gloria Anzaldúa - BL

Chapter 7: La Conciencia de la Mestiza, by Gloria Anzaldúa - BL

Ngai, “Braceros, ‘Wetbacks,’ and the National Boundaries of Class” – CV

**Thu, Feb 15: Race and Passing (Allyson Hobbs, History)**

Hobbs, *A Chosen Exile: A History of Racial Passing in American Life*, selections - CV

“Who’s Passing for Who?” by Langston Hughes – OL

<http://genius.com/Langston-hughes-whos-passing-for-who-annotated>

“Passing” poem by Langston Hughes – OL

[http://blogs.warwick.ac.uk/zoebringley/entry/langston\\_hughes\\_passing/](http://blogs.warwick.ac.uk/zoebringley/entry/langston_hughes_passing/)

*Submit: Take-home midterm (upload to canvas by 8:00 p.m. on Fri, Feb. 16)*

**WEEK 7****Tue, Feb 20: Race and Religion (Kathryn Gin Lum, Religious Studies)**

Fredrickson, “Religion and the Invention of Racism” – CV

Ross, *Slavery Ordained of God*, selections – CV

Walker and Garnet, *Walker’s Appeal*, selections – CV

**Thu, Feb 22: Racial Fluidity (*Aliya Saperstein, Sociology*)**

Saperstein and Penner, "Beyond the looking glass: Exploring fluidity in racial self-identification and interviewer classification."

Saperstein, Penner, and Kizer, "The criminal justice system and the racialization of perceptions."

Assignment: 6-7 page paper (assignment posted on canvas after class)

**WEEK 8****Tue, Feb 27: Race and Immigration (*Tomás Jiménez, Sociology*)**

Jiménez, "Introduction" - CV

**Thu, Mar 1: Race and Language (*Jonathan Rosa, Education*)**

Rosa and Bonilla, "Deprovincializing Trump, decolonizing diversity, and unsettling anthropology" – CV

Rosa, "Community as a Campus: From "Problems" to Possibilities in Latinx Communities" - CV

*Submit: 6-7 page paper (upload to Canvas by 8:00 p.m. on Sun, Mar 4)*

**WEEK 9****Tue, Mar 6: "As We Have Always Done" (*Tanaya Winder*)**

TBD

**Thu, Mar 8: Race, Affirmation, and Achievement (*Claude Steele, Psychology*)**

Chapter 14: "In the Air Between Us" by Claude Steele – DR

## **WEEK 10**

### **Tue, Mar 13: Race and Policing (*Jennifer Eberhardt, Psychology*)**

Chapter 16: “Enduring Racial Associations” by Jennifer Eberhardt – *DR*

Hinton, *From the War on Poverty to the War on Crime*, selections – *CV*

Assignment: Final exam (posted on Canvas after class)

### **Thu, Mar 15: Doing Difference Differently (*Markus and Moya*)**

Review the latter part of the intro of *Doing Race* (starting on page 83)

## **Week 11**

Submit: Take-Home Final Exam (upload to canvas by 11:59 p.m. on Tues, Mar 20)