Socy 3171-002

**Whiteness Studies**

Maymester 2018

**Instructor:** Eleanor A. Hubbard, Ph.D.

**Class:** 9-12am; M-F; RAMY N1B31

**Office Hours:**  By appointment

**Phone**: 303-817-6536 (leave a message), **Email**: hubbarde@colorado.edu

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**Course Content**

After reviewing the basic sociological concepts for studying race and ethnicity, we will explore whiteness studies by looking at white racial identity and its impact on society. Viewing whiteness as a socially constructed racial category, we will explore how white racial identity is constructed and developed and how it is similar to and different than other racial identities. We will also explore the impact of white privilege on whites and people of color and how social structure informs and shapes white identity. The methodology we will use is experiential and ethnographic. We will explore important personal and social issues, using a critical scholarship to understand and analyze them. You will not be a passive recipient of knowledge in this class, because you will be expected to participate in in-depth study, lively discussions, written and oral assignments, and individual and group assignments. I hope that you will leave this course able to think critically about race, to understand whiteness studies, and to use your sociological imagination.

**Text**

All articles are on D2L (Desire to Learn)

**Course Requirements (each assignment is fully described on pp. 4-7)**

1. In-class assignments (worth 5% of your total grade).

1. Attendance and participation

 B. Short in-class essays and other assignments as assigned

2. 8-10 quizzes (worth 15% of your total grade); worth 10 points each.

3. One written experiential assignment (worth 30% of your total grade), see pp. 4-5 for description, due Day 8 (5/23)

4. One whiteness social issue project (worth 50% of your total grade); see pp. 5-7 for complete description and due dates

# Course Rules

**1. Doing well in this class:** Even if you do not quality for disability accommodations, it is always my intent and my desire to work with all students so that you can perform at the highest level of which you are capable. Giving me information about your needs is the best way for me to work with you well.

**2. Attendance/participation:** Attendance is expected, as is class participation. Students are expected to actively engage the course, by being prepared for and participating in all class sessions. Regularly throughout the semester, but unannounced, I have in-class individual and group activities which are graded (see course requirements # 1). When a student misses a class, for whatever reason, it is the obligation of the student to check with another student for lecture/discussion notes, but any documentation for why the student missed is not expected or wanted. No student will be penalized for missing class or assignments due to religious holidays, but of course the student is expected to complete all work.

**3. Missed classes due to illness:** There will be lots of sharing in this class, but please don’t share your germs. I prefer that when a student is sick, particularly contagious, that they do not come to class. If you miss an exam due to illness, the make-up will always be an essay exam.

**4. Communication**-All communication will be done through D2L, which sends an email to you. Any information sent via email is considered, per university policy, an official communication. I do communicate with my classes regularly by email, so please check your email daily.

**5. Assignments:** All individual assignments must be the work of the individual student. Feedback will be given on every assignment in a timely fashion; it is expected that future assignments will reflect the feedback given. All group assignments must be (as nearly as possible) the equal work of all members. This means that each member attend all preparation meetings, that work is distributed by mutual agreement, and that presentations, both oral and written, reflect the work of all the participants. If group work is a hardship for any student, I may negotiate an alternate assignment; otherwise, students are expected to participate actively in any group assigned.

 **6. Written work:** Standard English is expected, as is careful editing of all written assignments for spelling, punctuation, and grammar. In addition, all papers must be typed double-spaced, and page numbers included. Appropriate parenthetical citations from scholarly sociological sources are expected whenever you use an idea which is not your own (see plagiarism below). It is expected that citations and works cited pages use ASA (American Sociological Association) format; style manuals for this format can be found on Desire2Learn (D2L). A model of a works cited page is on pp. 8-9 of this syllabus. All written assignments, unless otherwise noted on the assignment sheet, must be placed in the course drop-box, Desire2Learn (D2L) no later than 1 hour before class begins on the day work is assigned.

**7. Late assignments policy:** . All written assignments, unless otherwise noted on the assignment sheet, must be placed in the course drop-box no later than 1 hour before class begins on the day work is assigned; any assignment received after that will be considered a late assignment. Late assignments may be turned in at any time until the end of the semester with a penalty of two letter grades lower. If students know they will be unable to complete an assignment on-time, they may notify me in writing prior to the due date that the assignment will be late and indicate a date on which it will be completed. If due to an emergency, students do not know they will be unable to complete an assignment on-time, they may notify me in writing up to five days after the assignment was due with proper documentation included (a doctor’s note, or a funeral notice; for instance). No excuse is necessary if the professor is notified prior to the assignment’s due date, and no penalty will be exacted if students meet their own deadlines. However, late papers will not be graded until all on-time assignments have been graded and will not receive written comments from the professor. Any assignment submitted electronically no later than the beginning of the class prior to the due date will be given a 5% increase in grade. These will be graded with the on-time assignments. All oral assignments must be presented on the date negotiated between the professor and the student or group, unless the professor is notified, and other arrangements can be made (this is usually impossible). If a student cannot do all the necessary work for a group assignment and/or appear on the date of a scheduled oral presentation, that student must do a written assignment, negotiated with the professor.

**8. Honor Code**-When requested, the student must sign CU’s honor code for any written work: On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this (test, paper, work, or assignment)

**9. Plagiarism**: Any material copied from another source without proper citation is plagiarism and will be punished according to university guidelines. You will not find web sites selling term papers particularly useful for this class, because of the unique nature of the assignments. However, you should note that your work is evaluated through appropriate evaluative websites. Plagiarism services are provided to all faculty members at CU-Boulder, and these services retain a copy of the submitted work for future comparisons.

**10. Grading:** Grades will be distributed on a standard scale of 90-100 % equals A, etc. Any student who disagrees with a grade should contact me as soon as possible. Extra credit will be given only in extreme circumstances, negotiated between the student and the instructor.

**11. Disabilities:** If you qualify for educational accommodations because of a disability, please submit a letter from Disability Services to me in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (Disability Services is located in N200 at Center for Community (C4C), 303-492-8671, and on the web at disabilityservices.colorado.edu).

**12. Sexual harassment:** CU’s policy on sexual harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or creates an environment that is hostile or offensive. Harassment may occur between members of any gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student who believes they have been sexually harassed should contact the Office of Institutional Equity and Compliance at 303-492-2127, cureport@colorado.edu, 3100 Marine Street, 2rd Fl, 557 UCB, Additional information including campus resources available to assist those who believe they have been sexually harassed can be obtained at: http://www.colorado.edu/institutionalequity/harassment.

# Socy 3171-002

**COURSE OUTLINE**

**Maymester 2018**

**Day Date Topic Assignment**

#### *Week I: White Racial Identity/White Social Structure*

 1 5/14 I’m not White, I’m an American! What is Whiteness? Quiz

 2 5/15 I’m not White, I’m just me! White Identity

 Dyson/Inventing whiteness, Kolbert, Riese, Quiz

 3 5/16 I wish we had good White food and celebrations! White Culture Chalibi, Steinbugler, Quiz

4 5/17 All this student debt, how can I be privileged? Inequality & Privilege

Kendall, Megivern, Otto & Perkins, Wildman, Quiz

5 5/18 I’m not a racist! White fragility

 DiAngelo, Quiz

##### *Week II: Intersectionality:*

6 5/21 I’m White and poor, where is my privilege? Intersectionality

 Brodkin, Hochschild, Norris, Quiz

**Team Description due (hard copy handed in at beginning of class)**

7 5/22 Hot Topics: Mass Incarceration, Nancy Cebula, guest lecturer

Article of your choice, Quiz

8 5/23 Hot Topics: Being Black in White America, Michele Simpson

Article of your choice

**Experiential assignment due (in D2L drop box by 8am)**

9 5/24 I didn’t mean anything by that, you are too sensitive! White fragility.

 Dyson/Our Own Worst Enemies, Olsson, Sue, pp. 271-79, Quiz

10 5/25 Hot Topics: Being Hispanic/Trans in White America,

Nicole Garcia, guest lecturer

Blake, Brubaker

##### Memorial Day, 5/28-No Class

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##### *Week III: The Future of Whiteness*

11 5/29 How can I help? Allyship

 Quiz

**Team Historical and Social Context paper due (in D2L drop box by 8am)**

**Team Community Attitudes paper due (in D2L drop box by 8am)**

12 5/30 Hot Topics: Representations of Whiteness

**Team Action Plan due (hard copy handed in at beginning of class)**

13, 14 5/31, 6/1 **Presentations (when assigned)**

**Social Issue Project Paper due (hard copy due before presentation)**

# COURSE REQUIREMENTS

**1. IN-CLASS ASSIGNMENTS (worth 5% of your grade)**

Attendance and participation is expected and graded in this class (see course rules # 2). The grade assigned is based on the instructor’s subjective assessment of your in-class participation and may include but is not limited to: studying assigned readings and being prepared to discuss, participating during the class period, and writing short essays in-class. These assignments usually cannot be made up if you miss a class. This category is worth 5% of your total grade.

# 2. QUIZZES (worth 15% of your grade)

There will be 8-10 quizzes in this class (no mid-term or final).These quizzes will be both objective and subjective, and they may cover in-class lectures, readings from assigned articles (which may or may not be covered in class), discussion, videos, exercises, and any other in-class activities. These quizzes may include anything presented in class prior to a particular quiz. Your lowest score will be dropped. Some of these quizzes will be taken on D2L, some in class, some take-homes. If you are unable to take the exam during the time allotted, you will be given one essay question to be answered by a 2-4 pp. paper. This category is worth 15% of your total grade.

# 3. EXPERIENTIAL ASSIGNMENT, Due Day 8 (5/23) (Worth 30% of your grade)

**The purpose of an experiential assignment is for you to use your own experience to demonstrate an understanding of whiteness and your ability to use a critical race perspective. The written assignments should include at least three citations, two from the assigned readings, and one from an academically relevant (scholarly) article of your choice**.  **The assignment for White Students and Students of Color are slightly different (see below).**

American Sociological Association (ASA) format is expected for all citations and the works cited page; a manual is readily available at D2L or many places on-line. On pages 8-9 of this syllabus is a works cited page for the articles assigned for this class. You may use this as a model of a good works cited page. This assignment must be submitted to the course D2L drop box no later than one hour prior to the beginning of class on the day assigned. This category is worth 30% of your total grade.

**Experiential Assignment for White Students:** Write an essay interrogating (questioning) your identity as a white student. The issues you should address in this essay are:

1. your understanding of race,
2. the role of whiteness in the community in which you were raised as well as the community in which you currently live,
3. the impact of living in these communities (the racial interaction inventory may be helpful in this discussion),
4. your socialization into being white in a white dominated culture,
5. your understanding of privilege,
6. your understanding of a multi-racial society, and
7. anything else you think is relevant.

Make sure you describe as well as critically analyze your own experience of whiteness. This paper should not be a review of the above issues, but rather a demonstration of your understanding of these issues in a 5-6 page academically sophisticated essay. This essay will be worth 30% of your total grade.

**OR**

**Experiential Assignment for Students of Color and Multi-racial Students:** Write an essay interrogating (questioning) how whiteness as an identity has impacted you. The issues you should address in this essay are:

1. your understanding of race,
2. the role of whiteness in the community in which you were raised as well as the community in which you currently live,
3. the impact of living in these communities (the racial interaction inventory may be helpful in this discussion),
4. your socialization into being the other in a white dominated culture,
5. your understanding of privilege, including a discussion of your privilege as a student of color,
6. your understanding of a multi-racial society, and
7. anything else you think is relevant.

Make sure you describe as well as critically analyze your own experience of how whiteness has impacted you. This paper should not be a review of the above issues, but rather a demonstration of your understanding of these issues in a 5-6 page academically sophisticated essay. This essay will be worth 30% of your total grade.

**4. WHITENESS SOCIAL ISSUE PROJECT (worth 50% of your grade)**

**The educational purpose of this project is for a team to demonstrate their understanding of whiteness with a critical race analysis by doing in-depth research on a particular whiteness social issue and presenting the findings.** This assignment must include a clear description of the social issue, its historical and social context, library or social research on community attitudes about the issue, and an action plan. The action plan is a series of steps that would encourage social change and enhance racial equality. It is not necessary to complete this action plan, but the strategies on your action plan must be doable and realistic. Through these activities, the team will investigate in more depth a specific issue in whiteness and demonstrate their ability to understand and use the conceptual framework of this class, particularly critical race theory. Extensive research, thoughtful exploration, and realistic and possible solutions are expected from all team members, however, the team may assign the various tasks as they choose, as long as it is an equitable distribution of time and effort. This category is worth 50% of your total grade.

**Important note!** A team may consist of a single person or small groups of 2, 3, or 4 (Groups of 5 will not be allowed). There may be some negotiated agreements between the instructor and the teams as to the differing expectations based on how many people are on a team.

**Another important note!** Grading: This project will not be graded individually, but as a team, unless there is clear evidence that one person did more or less than the others.

**Assignment Descriptions and Timeline**

**in-class during week** **one**

**A. Topic selection:** No topic is off limits as long as you can show that it is relevant to the course and researchable during it. The most important thing is that the topic be limited so that the team is able to research and analyze it appropriately during the course of the class. **All members of the team must be a part of this brainstorm, which will occur in class.**

Here are some possible topics, for the purpose of stimulating your imagination and encouraging discussion within your team: MAGA (make America great again) meme, removal of civil war monuments, Fake News, White feelings of being overwhelmed, critique of *Dear White People*, #Metoo and #Timesup movement, Parkland and gun violence movement, the evolution of scientific racism, the opiod epidemic, immigration reform, the political use of stereotypes, racial jokes, Muslim and Arab Americans and their role in understanding whiteness, intersectionality in Silicon Valley, Whiteness in Black Panther

**Day 6 (5/21)**

B. Description paper: After selecting a topic, the team will write a one-page description of the whiteness social issue. This paper should include the question the team is researching and a general introduction to and description of the topic. This paper should also include a general outline of tasks and assignments to members of the team. One or more members of the team may write this paper, but must be reviewed by all members.

A hard copy of this paper must be handed in at the beginning of class on Day 6 (5/21). This assignment is worth 5% of the project grade.

**Day 11 (5/29)**

**C. Historical and social context paper**: The team will write a 3-5 page paper providing a clear, thoughtful academic understanding of the historical and social context of topic selected. This is an overview paper, but must include at least three citations (one from a guest lecturer, one from an assigned article, and one academically relevant (scholarly) article), supporting the arguments made. This paper must include a works cited page. **One or more members of the team may write this paper, but must be reviewed by all members.**

This paper must be submitted one hour before class in the D2L drop box on Day 11 (5/29) This paper is worth 20% of this grade.

**Day 11 (5/29)**

**D. Community attitudes paper:** The team will write a 3-5 page paper analyzing the results of your chosen methodology with the information below attached to the paper (in other words, the body of the paper must be 3-5 pp. with an appendix of required attachments). In this paper, use one of these three methodologies: 1) a literature review of the relevant research, including an annotated works cited page; OR 2) a quantitative survey of community attitudes, for instance, asking 10 people well-thought out survey questions. Although this is not statistically significant research, the information gathered maybe treated as though it is. The sample (people who took the survey identified by number), an interview schedule (questions) and the tabulated answers given to each question must be included in the appendix; OR 3) qualitative in-depth interviews, probably 4-5 interviews will give you a good flavor of what your interviewees are saying. The sample (people who were interviewed identified by number), an interview schedule (questions), and notes taken during the interviews must be included in the appendix.

**One of more members of the team may write this paper, but must be reviewed by all members.**

This paper must be submitted one hour before class in the D2L drop box on Day 11 (5/29) This paper is worth 20% of this grade.

**Day 12 (5/30)**

**E. Action plan paper:** The team will write a one-page strategic action plan, giving specific steps that could be taken to change, even in a small way, the team’s social issue. It is not necessary to complete this action plan, but the strategies on your action plan must be doable and realistic. **All members of the team must be a part of this planning session, although one member may write the final version.**

A hard copy of this paper must be handed in at the beginning of class on Day 12 (5/30) This paper is worth 15% of this grade.

**Day 13 or Day 14 (5/31 or 6/1)**

I will assign the date the team is presenting with input from the team**.**

**F. Presentation:** The team will present a discussion of their project. **All members of the team must be a part of the presentation, but one or more team member(s) may take the lead.** This presentation will occur in class on either Day 13 or 14 (6/1 or 6/2) and is worth 20% of this grade. Prior to presentation day, I will provide guidelines for this presentation.

**Day 13 or Day 14 (5/31 or 6/1)**

**G. Whiteness social issue project paper:** Each team will provide a hard copy ofthecomplete paper, including the description, the historical and social context, community attitudes, and the action plan (no more than 12 pages, please). This paper must also include any corrections and comments made by the instructor as well as transitions between sections. This paper must be submitted in class before the team presentation on either Day 13 or 14 (5/31 or 6/1) and is worth 20% of this grade.

**Assigned Articles for 3171: Whiteness Studies**

**Maymester 2018**

**Works Cited in Syllabus**

**Blake, John. 2018. *The Blurring of Racial Lines Won’t Save America. Why ‘Racial Fludity’ is a Con.*  CNN. Retrieved March 16, 2018.** [**https://www.cnn.com/2018/03/02/us/racial-fluidity/index.html**](https://www.cnn.com/2018/03/02/us/racial-fluidity/index.html)

**Brodkin Karen B. 1994. “How Did Jews Become White Folks?” pp. 274-283, chapter 46 in *Race and Ethnicity.* Retrieved April 18, 2017. (nelsonssociology101.weebly.com/uploads/2/6/1/6/26165328/jews.pdf)**

**Brubaker, Rogers. 2018. “Introduction.” *Trans: Gender and Race in an Age of Unsettled Identities.***

 **Retrieved 5/11/15. (press.princeton.edu/chapters/i10800.pdf**)

**Chalibi, Mona. 2018. “What is White Culture, exactly? Here’s What the Stats say.” The Guardian: US edition. February 27, 2018.**

**DiAngelo, Robin. 2011. “White Fragility,” International Journal of Critical Pedagogy. 3 (3), pp. 54-70.**

**Dyson, Michael Eric. 2017. “Inventing Whiteness,” pp. 44-70; and “Our Own Worst Enemy,” pp. 164-169 in his *Tears We Cannot Stop: A Sermon to White America.* NY: Saint Martin’s Press.**

**Hochschild, Arlie Russell. 2016. “The Deep Story,” pp. 135-151 in her *Strangers in Their Own Land: Anger and Mourning on the American Right*. NY: The New Press.**

**Kendall, Frances E. 2002. “Understanding White Privilege.” Retrieved April 25, 2017 *(*www.cpt.org/.../Undoing%20Racism%20-%20Understanding%20White%20Privilege...*by WIW Privilege)***

**Kolbert, Elizabeth. 2018. “Skin Deep,” pp. 29-31, 34-35, 40-41, 44-45 in National Geographic. April 2018.**

**Megivern, Deborah. 2005. “Supposed to Know Better: On Accepting Privilege.” pp. 17-23 in Sharon Anderson and Valerie Middleton’s *Explorations in Privilege, Oppression, and Diversity* np:Thomson.**

**Muhammad, Khalil Gibran. 2017. “Power and Punishment: Two New Books About Race and Crime.” *The New York Times Book Review*. Retrieved May 10, 2017. (https://www.nytimes.com/2017/04/14/books/review/locking-up-our-own-james-forman-jr-colony-in-nation-chris-hayes.html?\_r=0)**

**Norris, Michele. 2018. “The Rising Anxiety of White America,” pp. 78-81, 87-89, 92-93, 95-99 in National Geographic. April 2018.**

**Olsson, Jona. 2011. “Detour-spotting for White Anti-racists.” Cultural Bridges to Justice. Retrieved March 15, 2018. http://www.culturalbridgestojustice.org/resources/written/detour**

**Otto, Margary and Herbert Perkins. 2011. “The White Racial Frame: Centuries of Racial Framing and Counter-framing. A Reading of Feagin’s The White Racial Frame.” *ASDIC Metamorphosis.* Retrieved March 23, 2016. (**[**https://www.researchgate.net/publication/265238738\_The\_White\_Racial\_Frame\_Centuries\_of\_Racial\_Framing\_and\_Counter-Framing**](https://www.researchgate.net/publication/265238738_The_White_Racial_Frame_Centuries_of_Racial_Framing_and_Counter-Framing)**)**

**Riese, Matt. 2005. “The Biological Meaning of ‘Race.’” UCSU Center for Biomolecular Science & Engineering. Retried May 3, 2016. (**[**https://cbse.soe.ucsc.edu/.../default/.../..UUI)**](https://cbse.soe.ucsc.edu/.../default/.../..UUI%29)

**Steinbugler, Amy C. 2012 “White Racial Identities Through the Lens of Interracial Intimacy,” Chapter 6 in Steinbugler’s *Beyond Loving: Intimate Racework in Lesbian, Gay, and Straight Interracial Relationships.* Oxford Scholarship Online, September. (**[**http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199743551.001.0001/acprof-9780199743551-chapter-6**](http://www.oxfordscholarship.com/view/10.1093/acprof%3Aoso/9780199743551.001.0001/acprof-9780199743551-chapter-6)**)**

**Sue, Derald Wing, et. al. 2007. “Racial Microaggressions in Everyday Life: Implications for Clinical Practice,” *American Psychologist*. 62 (4): 271-286. Retrieved March 22, 2016. *(*www.consumerstar.org/resources/pdf/RacialMicroaggressions**)

**Wildman, Stephanie with Adrienne D. Davis. “Making Systems of Privilege Visible.” Retrieved March 23, 2016 *(*tartarus.ed.utah.edu/users/.../Wildman%20&%20Davis%20(1997).pdf**)