Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus. •

1. This request is submitted by the Department of Sociology

2. Course prefix, number and complete title of course: Soci 662, Racism and Anti-Racism

3. Course description (not more than 50 words): This seminar focuses on racism and anti-racism issues, including social science research on slavery, anti-Black discrimination and Black resistance, anti-Asian discrimination and Asian American resistance, anti-Latino discrimination and Latino resistance, and white anti-racist groups. We assess empirical research on these topics and explore important theoretical frameworks.

4. Prerequisite(s) Graduate Classification Cross-listed with

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from _____ to _____.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as 289/489/689? ☐ Yes ☑ No If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught. Taught as Soci 667; 07C-20; 06A-18

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) M.S., PhD in Sociology

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
     SOC | i 6 6 2 | Racism And Anti-Racism | 0 | 3 | 0 | 0 | 3 | 4 | 5 | 1 | 1 | 0 | 0 | 0 | 1 | 2 | 5 | 9 | 0 | 0 | 8 | 0 | 9 | 0 | 0 | 3 | 6 | 3 | 2 | Level 6

Approval recommended by:
Mark Forrest 4/6/2008
Head of Department
Date

Chair, College Review Committee 5/19/08
Date

Dean of College 5/18-08
Date

Dean of College 6/15/08
Date

Submitted to Coordinating Board by:

Director of Academic Support Services
Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07
1 of 4 C15
Sociology 662 – Racism and Anti-Racism

Professor: Joe R. Feagin
Office: 431 Academic Building.
Office Hours: Wednesdays, 9:30am-Noon, 1-1:50pm, and by appointment (email: feagin@tamu.edu)

Seminar Time & Place: Wednesdays, 2-5pm. Academic Building 307

Purpose of Course: In this seminar we will focus on social science analysis of important racism and anti-racism issues, mostly in the United States. We will examine social science research on colonial and U.S. genocide, and slavery; on anti-Black hostility and discrimination, and Black resistance; on anti-Asian hostility and discrimination, and Asian American resistance; on anti-Latino hostility and discrimination, and Latino resistance; and on white anti-racist groups. We will assess empirical data on these topics as well as important theoretical frameworks that assist in data interpretation—the latter including social science theories about assimilation, racial formation, systemic racism, backstage racism, racial-framing and counter-framing, and group resistance.

Course Requirements: Twelve comment/critique papers (about 3-4 pages each) on readings as specifically scheduled below. Your final grade will consist of an average of the twelve paper grades.

Grades will be based on the following scale:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% and below
In other words you must earn 90 points to receive an A, 80 points to receive a B, 70 points to receive a C, 60 points to receive a D, and 59 points or less will result in an F.

The Analytical Comment-Critique Papers:

Students will prepare twelve comment-and-critique papers on the reading assignments and bring papers to class for discussion. These papers should analyze critically one major issue in the reading assignment, an issue which you find thought-provoking or problematical. Some possible approaches: 1) Develop a logical critique of the arguments you analyze (e.g., Does the evidence support the arguments?); 2) Compare material in readings with theory/research material presented in seminar sessions; 3) Compare and contrast material in one reading assignment with that in another; or 4) Use material in the reading assignment to assess other research you know well (including your own research). The point of the comment-critique papers is to demonstrate that you've thought through and analyzed one major issue in the reading assignment.
Books for Analysis (Available in local bookstores):


(5) R. Bush, *We are Not What We Seem: Black Nationalism and Class Struggle in the American Century* (New York University Press, 1999).


**Schedule of Readings:** (To be announced later)

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By Sept. 3 – Contemporary Practice of Racism. Picca and Feagin. First comment paper is due.

By Sept. 10 – Contemporary Practice of Racism. Feagin, pp. 137-257 (Mid-page). (Unassigned pages in books are optional reading.) Second comment paper is due.

By Sept. 17 – Class Issues and African Americans. Bowser, pp. 1-152 (to heading). Third comment paper is due.


By October 1 – Inheritance, Wealth, and Racial Costs. Shapiro, pp. 105-204. Fifth paper is due.

By October 8 – Latino History and Immigration. Gonzalez, Introduction and pp. 3-116. Sixth paper is due.


By Nov. 5 – Racial Metaphors and Public Views. Santa Ana, pp. 1-138 (to heading). Tenth paper is due.

By Nov. 12 – Racial Metaphors and Public Views. Santa Ana, pp. 197-319. Eleventh paper is due.

By Nov. 19 – No class and no paper assignment. Read ahead.

By Nov. 26 - Relations among Americans of color. Mindiola, Niemann, and Rodriguez, pp. 1-131 (to heading). Twelfth paper is due. (All papers are due by this date.)

*Note: I usually start seminars with ideas for your papers, so if you are not here then you may not do as well on papers as otherwise. In my experience regular class participation, especially in class discussions, is essential to understanding these complex materials. Your ideas, insights, and experiences are as important as those of anyone in this seminar, so be bold and participate.

**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

**Aggie Honor Code**

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.