

The Micropolitics of Race – Fall 2023

Professor: Casey Stockstill, PhD

Class Meetings:

Student Hours:

This class explores racialized experiences and controversies that affect daily life in the United States. We use insights from sociology to analyze racial identity and public behavior. For example, why do many people of color often “code-switch” as they move from interacting with family and friends and into their workplace? Why are some Black people accustomed to giving “the nod” to other Black people they encounter in majority-white spaces? Why are many Asian-Americans told that they “speak really good English” (something social scientists would call a microaggression)? We explore these issues and other controversial topics including interracial dating, neighborhood, gentrification, whiteness, and colorism.

Student Learning Outcomes

- Students will apply & extend sociological concepts about racialized interactions and identities
- Students will quantitatively & qualitatively analyze a neighborhood racial context
- Students will be reflexive about how they live race in the world

Classroom Environment

I want us to bring our identities to the classroom. I want you to share as much as you’re comfortable sharing about your racial identity and about your past and current context in the class.

Course Structure & Etiquette

Attendance is important in this class. You will have the first 15 minutes of class to take a quiz. We will spend the remainder of class delving further into the material through discussions, videos, and activities. I really, really encourage you to take notes on paper. I do permit laptops and tablets as note-taking resources. Online shopping, Facebook, or even doing work for other classes are not permitted as they distract those around you. **Cell phones are not permitted** in the class for any reason. If you are seen on your cell phone, you will receive a zero on the day’s quiz.

Course Communication

Please first check the syllabus for logistical information. If you need further help, contact me. I am always available to discuss course content with you. Please try to attend student hours if possible, otherwise contact me for an appointment. I try to respond to all emails within one business day.

Class Attendance & Participation

You should attend every class, if possible. You can miss two classes, with no questions asked, without it affecting your grade. However, being absent from class means missing that quiz. Excellent participation includes being on time, alert, and engaged in class activities and discussions. You can show engagement through talking in small groups, written reflections, and/or in large group discussions. I will give you a midterm update on your participation and suggest ways to improve, if necessary.

Required Readings

There is one required book for this course: *Race and Racisms: A Critical Approach, Third Addition*, by Tanya Golash-Boza (ISBN: 9780197646434). Be sure to purchase the **brief edition** of this book, which is shorter and cheaper than the full version of the book. Additional required readings are posted on Canvas.

Daily Quizzes

I give daily quizzes for two reasons. (1) To help you stay on top of the readings. When the whole class has done the reading, we are able to have a richer discussion. (2) To allow me to address any misunderstandings students may have.

Each quiz will cover readings due for that day. The quiz is open note and open book. The quiz must be taken during the first 15 minutes of class, and it must be taken in class. Quizzes will have 1-5 questions, usually open-ended. There is no quiz on Day 1 of class, but I'll go through example questions. We will also skip quizzes on the last day of class. You'll have the chance to take 18 quizzes. I will drop your three lowest quiz scores, leaving 15 quiz scores for this part of the grade.

Policy on Late Work

I will accept late work up to 72 hours past the deadline. However, I'll deduct 10% from your assignment grade for each 24 hours that the assignment is late.

Grading

Item	Percent
Daily Quizzes (drop lowest three scores)	50
Class Attendance & Participation	10
Interaction Analysis-Draft 1	15
Interaction Analysis- Revision	10
Neighborhood Analysis	15
Total	100

Final grades will be assigned using the following point distribution:

- 95-100% = A
- 90-94.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 67-69.9% = D+
- 60-69.9% = D
- 60% or below = F

You may dispute grades up to one week after the item has been returned. I do not re-grade assignments after final grades are submitted.

Academic Honor Principle

On February 13, 1962, the Dartmouth College Faculty passed unanimously the following resolution; the text was updated by Faculty vote on May 17, 1999: Whereas, on February 1, 1962, a majority vote of the student body adopted the principle that "all academic activities will be based on student honor" and thereby accepted the responsibility, individually and collectively, to maintain and perpetuate the principle of academic honor. Therefore be it resolved that,

1. The Faculty of Dartmouth College, in recognizing the responsibility of students for their own education, assumes intellectual honesty and integrity in the performance of academic assignments, both in the classroom and outside. Each student upon enrollment at Dartmouth College accepts this responsibility with the understanding that any student who submits work which is not his or her own violates the purpose of the College and is subject to disciplinary actions, up to and including suspension and separation.
2. The Faculty recognizes its obligation: (a) to provide continuing guidance as to what constitutes academic honesty; (b) to promote procedures and circumstances which will reinforce the principle of academic honor; (c) to review constantly the effective operation of this principle.
3. The practice of proctoring examinations is hereby discontinued, though a teacher may be present at appropriate times for the purpose of administration or to answer questions.
4. The Committee on Standards shall undertake to:
 1. Publish and interpret the Resolution on Academic Honor to the student body each year
 2. Adjudicate reported violations according to established procedures;
 3. Review constantly the effective operation of this principle and, if necessary, make recommendations to the Faculty for maintaining the spirit of this Resolution.

The faculty, administration, and students of Dartmouth College recognize the Academic Honor Principle as fundamental to the education process. Any instance of academic dishonesty is considered a violation of the Academic Honor Principle.

Fundamental to the principle of independent learning are the requirements of honesty and integrity in the performance of academic assignments, both in and out of the classroom. Dartmouth operates on the principle of academic honor, without proctoring of examinations. Any student who submits work which is not his or her own, or commits other acts of academic dishonesty, violates the purposes of the college and is subject to disciplinary actions, up to and including suspension or separation.

The Academic Honor Principle depends on the willingness of students, individually and collectively, to maintain and perpetuate standards of academic honesty. Each Dartmouth student accepts the responsibility to be honorable in the student's own academic affairs, as well as to support the Principle as it applies to others.

Any student who becomes aware of a violation of the Academic Honor Principle is bound by honor to report the violation to an appropriate authority, such as an instructor, department or program chair, academic dean, or the Office of Community Standards & Accountability. If Dartmouth students stand by and do nothing, both the spirit and operation of the Academic Honor Principle are severely threatened.

A number of actions are specifically prohibited by the Academic Honor Principle. These focus on plagiarism and on academic dishonesty in the taking of examinations, the writing of papers, the use of the same work in more than one course, and unauthorized collaboration.

This list of examples covers the more common violations but is not intended to be exhaustive.

1. **Examinations.** Any student giving or receiving assistance during an examination or quiz violates the Academic Honor Principle.
2. **Plagiarism.** Any form of plagiarism violates the Academic Honor Principle. Plagiarism is defined as the submission or presentation of work, in any form, that is not a student's own, without acknowledgment of the source. With specific regard to papers, a simple rule dictates when it is necessary to acknowledge sources. If a student obtains information or ideas from an outside source, that source must be acknowledged. Another rule to follow is that any direct quotation must be placed in quotation marks, and the source immediately cited. Students are responsible for the information concerning plagiarism found in Sources and Citation at Dartmouth College, available in the Deans' Offices or at Sources and Citations.
3. **Use of the same work in more than one course.** Submission of the same work in more than one course without the prior approval of all professors responsible for the courses violates the Academic Honor Principle. The intent of this rule is that a student should not receive academic credit more than once for the same work product without permission. The rule is not intended to regulate repeated use of an idea or a body of learning developed by the student, but rather the identical formulation and presentation of that idea. Thus the same paper, computer program, research project or results, or other academic work product should not be submitted in more than one course (whether in identical or rewritten form) without first obtaining the permission of all professors responsible for the courses involved. Students with questions about the application of this rule in a specific case should seek faculty advice.
4. **Unauthorized Collaboration.** Whether or not collaboration in course work (labs, reports, papers, homework assignments, take-home tests, or other academic work for credit) is permitted depends on expectations established in individual courses. Students are sometimes encouraged to collaborate on laboratory work, for example, but told to write their laboratory reports independently. Students should presume that collaboration on academic work is not permitted, and that submission of collaborative work would constitute a violation of the academic honor principle, unless an instructor specifically authorizes collaboration. Students should not presume that authorization in one class applies to any other class, even classes in the same subject area. Students should discuss with instructors in advance any questions or uncertainty regarding permitted collaboration.

Religious Observances

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Student Accessibility and Accommodations

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Getting Started with SAS webpage](#); student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

Mental Health and Wellness

The Committee on Student Life, with the approval and consideration of the COI, recommends including the following in your syllabus:

The academic environment is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including: the [Counseling Center](#) which allows you to book triage appointments online, the [Student Wellness Center](#) which offers wellness check-ins, and your [undergraduate dean](#). The student-led [Dartmouth Student Mental Health Union](#) and their peer support program may be helpful if you would like to speak to a trained fellow student support listener. If you need immediate assistance, please contact the counselor on-call at (603) 646-9442 at any time. Please make me aware of anything that will hinder your success in this course.

Title IX

The Council on Graduate Studies recommends the following language for inclusion in graduate course syllabi. DCAL recommends including this language in undergraduate course syllabi as well:

At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an environment of sexual respect, safety, and well-being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community.

The Sexual Respect Website (<https://sexual-respect.dartmouth.edu>) at Dartmouth provides a wealth of information on your rights with regard to sexual respect and resources that are available to all in our community.

Please note that, as a faculty member, I am obligated to share disclosures regarding conduct under Title IX with Dartmouth's Title IX Coordinator. Confidential resources are also available, and include licensed medical or counseling professionals (e.g., a licensed psychologist), staff members of organizations recognized as rape crisis centers under state law (such as WISE), and ordained clergy (see https://dartgo.org/titleix_resources).

Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator or the Deputy Title IX Coordinator for the Guarini School. Their contact information can be found on the sexual respect website at: <https://sexual-respect.dartmouth.edu>.

Socioeconomic Differences and Financial Difficulty

Students value when faculty acknowledge and affirm the variety of financial backgrounds and situations that Dartmouth students experience. Socioeconomic diversity can be invisible, and it is likely that some students will experience financial difficulties related to the cost of textbooks, materials, or other necessities for your class. DCAL recommends this brief syllabus statement:

If you encounter financial challenges related to this class, please let me know.

Faculty may refer students to the Office of Financial Aid, the [Undergraduate Financial Assistance Request form](#), and the [Campus Resources Funding Guide](#).

Consent to Record

Particularly during remote teaching and learning terms, it is recommended that faculty include the following language in their course syllabus or Canvas site. You may also want to review this policy with your students, pointing in particular to the section about the instructor's copyright of materials and about the prohibition of recording one-on-one meetings.

(1) Consent to recording of course meetings and office hours that are open to multiple students.

By enrolling in this course,

a) I affirm my understanding that the instructor may record meetings of this course and any associated meetings open to multiple students and the instructor, including but not limited to scheduled and ad hoc office hours and other consultations, within any digital platform, including those used to offer remote instruction for this course.

b) I further affirm that the instructor owns the copyright to their instructional materials, of which these recordings constitute a part, and my distribution of any of these recordings in whole or in part to any person or entity other than other members of the class without prior written consent of the instructor may be subject to discipline by Dartmouth up to and including separation from Dartmouth.

(2) Requirement of consent to one-on-one recordings

By enrolling in this course, I hereby affirm that I will not make a recording in any medium of any one-on-one meeting with the instructor or another member of the class or group of members of the class without obtaining the prior written consent of all those participating, and I understand that if I violate this prohibition, I will be subject to discipline by Dartmouth up to and including separation from Dartmouth, as well as any other civil or criminal penalties under applicable law. I understand that an exception to this consent applies to accommodations approved by SAS for a student's disability, and that one or more students in a class may record class lectures, discussions, lab sessions, and review sessions and take pictures of essential information, and/or be provided class notes for personal study use only.

Brief Overview

Week	Date	Topic	Due Dates
1		Intro	
		The Idea of Race	
2		Immigration & Citizenship	
		Theories of Racism	
3		Stereotypes	
		Implicit Bias & Prejudice	
4		Segregation	
		Neighborhoods	
5		Labor Markets, Income, & Wealth	
		Education	Neighborhood Analysis @11:59pm
6		Racial Identity: Authenticity	
		Racial Identity: Whiteness	
7		Daily Interaction I	
		Daily Interaction II	
8		Microaggressions	
		Friendship & Networks	
9		Dating & Marriage	
		TBA	Interaction Analysis @11:59pm
10		Making Change	Peer Review Workshop
		Making Change (no readings)	

Required Readings

Week 1

Introductions

****read the syllabus****

The Idea of Race

Chapter 1 in Golash-Boza, Tanya Maria. 2022. *Race & Racisms: A Critical Approach*. New York: Oxford University Press. Brief Third Edition. [Hereafter referred to as "*Race & Racisms*."]
Snipp, C. Matthew. 2003. "Racial Measurement in the American Census: Past Practices and Implications for the Future." *Annual Review of Sociology* 29(1):563–88.

Week 2

Immigration & Citizenship

Race & Racisms, Ch 3

Aranda, Elizabeth and Elizabeth Vaquera. 2015. "Racism, the Immigration Enforcement Regime, and the Implications for Racial Inequality in the Lives of Undocumented Young Adults." *Sociology of Race and Ethnicity* 1(1):88–104.

Theories of Racism

Race & Racisms, Chapter 2

Glenn, Evelyn Nakano. 2015. "Settler Colonialism as Structure." *Sociology of Race and Ethnicity* 1(1):pages 52-61 only.

Week 3

Stereotypes

Race & Racisms, Ch 4

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

Implicit Bias & Prejudice

Pearson, Adam R., John F. Dovidio, and Samuel L. Gaertner. 2009. "The Nature of Contemporary Prejudice: Insights from Aversive Racism." *Social and Personality Psychology Compass* 3(3):314–38.
Vargas, Edward D., Nadia C. Winston, John A. Garcia, and Gabriel R. Sanchez. 2016. "Latina/o or Mexicana/o? The Relationship between Socially Assigned Race and Experiences with Discrimination." *Sociology of Race and Ethnicity* 2(4):498–515.

Week 4

Segregation

Race & Racisms, Ch 8

Farley, John E. and Gregory D. Squires. 2005. "Fences and Neighbors: Segregation in 21st Century America" *Contexts* 4(1):33-39.

Neighborhoods

Walton, Emily. 2018. "Habits of Whiteness: How Racial Domination Persists in Multiethnic Neighborhoods." *Sociology of Race and Ethnicity* 1–15.

Patillo-McCoy, Mary E. 2010. *Black Picket Fences: Privilege and Peril among the Black Middle Class*. edited by M. L. Andersen and P. H. Collins. Belmont, CA: Seventh edition. Excerpts as posted online.

Week 5

Labor Markets, Income & Wealth

Race & Racisms, Ch 7

Walters, Kyla. 2018. "'They'll Go with the Lighter': Tri-Racial Aesthetic Labor in Clothing Retail." *Sociology of Race and Ethnicity* 4(1):128–41.

Education

Race & Racisms, Ch 6

Hsu, Hua. 2018. "The Rise and Fall of Affirmative Action." *The New Yorker*.

Week 6

Racial Identity: Authenticity

DuBois, W. E. B. 1903. "Our Spiritual Strivings," in *The Souls of Black Folk*.

McKay, Dwanna L. 2019. "Real Indians: Policing or Protecting Authentic Indigenous Identity?" *Sociology of Race and Ethnicity* 1–14.

Racial Identity: Whiteness

Waters, Mary C. 2007. "Optional Ethnicities: For Whites Only?" in *Race, Class, and Gender: An Anthology*, edited by Margaret L. Andersen and Patricia Hill Collins, Belmont, CA: Thomson/Wadsworth, Pages 198-205.

Hooks, Bell. 1997. "Representing Whiteness in the Black Imagination." Pp. 338–46 in *Displacing Whiteness: Essays in Social and Cultural Criticism*. Raleigh, NC: Duke University Press.

Week 7

Daily Interaction

Chou, Rosalind and Joe R. Feagin. 2008. "Everyday Racism: Anti-Asian Discrimination in Public Places." Pp. 28–54 in *The myth of the model minority: Asian Americans facing racism*. Boulder, CO: Paradigm Publishers.

Daily Interaction II

Selections from *Stigma* by Erving Goffman

Week 8

Microaggressions

Wing Sue, Derald et al. 2007. "Racial Microaggressions in Everyday Life: Implications for Clinical Practice." *American Psychologist* 62(4):271–79.

Friendship & Networks

Moore, Valerie Ann. 2004. "The Collaborative Emergence of Race in Children's Play: A Case Study of Two Summer Camps." *Social Problems* 49(1):58–78.

Trieu, Monica M. and Hana C. Lee. 2018. "Asian Americans and Internalized Racial Oppression: Identified, Reproduced, and Dismantled." *Sociology of Race and Ethnicity* 4(1):67–82.

Week 9

Dating & Marriage

Robinson, Brandon Andrew. 2015. "'Personal Preference' as the New Racism: Gay Desire and Racial Cleansing in Cyberspace." *Sociology of Race & Ethnicity* 1(2): 317-330.

Muro, Jazmin A. and Lisa M. Martinez. 2018. "Is Love Color-Blind? Racial Blind Spots and Latinas' Romantic Relationships." *Sociology of Race and Ethnicity* 4(4):527–40.

Week 10

Making Change

Coates, Ta-Nehisi. 2014. "The Case for Reparations," *The Atlantic*, June 2014.

Deloria Jr, Vine. 1998. "Intellectual Self-Determination and Sovereignty: Looking at the Windmills in Our Minds." *Wicazo Sa Review* 13(1):25–31.

** Interaction Analysis Revision Due **

COVID-19 Protocol: You are expected to attend class in person unless you have made alternative arrangements due to illness, medical reasons, or the need to isolate due to COVID-19. For the health and safety of our class community, please, please do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home. I will provide plenty of resources in our weekly modules to help keep you up to speed.

Accommodations: Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; Getting Started with SAS webpage; student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its Testing Center may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

COURSE POLICIES

Academic Responsibility: Dartmouth College is a community of scholars and learners committed to academic and personal honesty, responsibility, and respect for others. All students should conduct themselves in accordance with the Dartmouth community standards, particularly the [academic honor principle](#). Cheating, plagiarism, use of the same work in multiple courses, and unauthorized collaboration will not be tolerated. Minor violations of the honor principle may result in loss of credit or failure for a given piece of work or in the course. Major violations may result in suspension or expulsion from the College. Writing and research support are available through the [Institute for Writing and Rhetoric](#).

Class Conduct: All students are expected to have a voice in our class dialogue. Good class participation is about thinking carefully, listening, and posing questions to others as much as it is about sharing your ideas. This requires us to be present, set aside distractions, and focus our attention on engaging with one another. The tone with which we engage one another is also extremely important and should come from a place of mutual respect and understanding. Disrespectful behavior such as talking while others are talking, dominating the floor, or engaging in personal attacks will not be tolerated. You are expected to treat one another and me with respect at all times.

Accommodations: Students requiring academic accommodations, modifications, or auxiliary aids should contact [Student Accessibility Services](#) at either Student.Accessibility.Services@Dartmouth.edu or 603-646-9900. Once your accommodations have been established with SAS, I encourage you to arrange a private meeting with me early in the term to discuss how I can best support you in the course.

Religious Observances: Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

There are a number of campus resources available this term to support your needs. For concerns about health and wellness, you may reach out to the [Dartmouth Health Service](#) (603-646-9400 or Secure Message in DartHub), [Counseling Services](#) (603-646-9442), and the [Student Wellness Center](#). For academic needs, you may contact your [undergraduate dean](#) (603-646-2243), [Student Accessibility Services](#) (603-646-9900), and the

[Academic Skills Center](#) (603-646-2014). Students with concerns related to campus employment may connect with the [Student Employment Office](#) (603-646-3641). Those with visa-related concerns may reach out to the [Office of Visa and Immigration Services](#) (603-646-3474). I encourage you to take advantage of these resources, and to speak with me if you need support in the class.

Please note that faculty and staff are required by law to report certain matters to relevant parties on campus, including disclosures of sexual or gender-based harassment, sexual assault, relationship and interpersonal violence, and stalking. You can find more information about confidential versus non-confidential resources and support options [here](#).