

The Micropolitics of Race – Spring 2025

Professor: Casey Stockstill, PhD

Class Meetings: 2A (X-hour not used);

Office Hours: Drop-in, in-person in 301E Blunt Alumni Center on Thursdays from 1-2pm; on Zoom by appointment

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 some 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 write a concise, convincing Op-Ed about racialized experiences
- 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. Laptops are allowed for students with needed accommodations. **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 office hours if possible, otherwise contact me for an appointment. I try to respond to all emails within two business days.

Class Attendance & Participation

You should attend every class, if possible. You may only take quizzes in-person, in-class. If you need to miss class, for any variety of reasons, from work conflicts, to illness, to a mental health day, I encourage you to spend the time resting or attending to other matters. To support this, all students can miss two classes, with no questions asked or explanations needed, and without any effect to your grade. You will also get a “zero” on the quiz for the day. However, the gradebook drops the two lowest quiz scores for each student. With your third and subsequent absence, you will have a grade impact to participation and quizzes. I think that is reasonable as you will have missed 15% or more of our class meetings. If you face extenuating circumstances or prolonged illness that results in you needing to miss more than two classes, please talk to me.

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

All readings are posted as PDFs 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. You'll have the chance to take 17 quizzes. I will drop your two lowest quiz scores, leaving 15 quiz scores for this part of the grade.

Grading

Item	Percent
Daily Quizzes (drop lowest two scores)	40
Class Attendance & Participation	10
Interaction Analysis	25
OpEd	20
OpEd Revision	5
Total	100

Final grades will be assigned using the following point distribution:

- 94.0-100% = A
- 90.0-93.99% = A-
- 87.0-89.99% = B+
- 84.0-86.99% = B
- 80.0-83.99% = B-
- 77.0-79.00% = C+
- 74.0-76.99% = C
- 70.0-73.99% = C-
- 60.0-69.00% = D
- 60% or below = E

Grade disputes and late work

You may dispute exam or essay grades up to one week after exams or assignments have been returned. Please note that a regrade may result in a higher, similar, or lower grade. Requests to re-grade assignments after final grades are submitted will not be honored. I will accept late work up to 72 hours past the deadline. However, I'll deduct 10% from your final grade on the assignment for each 24 hours that the assignment is late.

Brief Overview

	Date	Topic
1	Tuesday, April 1, 2025	Introductions
	Thursday, April 3, 2025	The Idea of Race
2	Tuesday, April 8, 2025	Theories of Racism I
	Thursday, April 10, 2025	Theories of Racism II
3	Tuesday, April 15, 2025	Stereotypes
	Thursday, April 17, 2025	Implicit Bias
4	Tuesday, April 22, 2025	Race in Neighborhoods
	Thursday, April 24, 2025	Race in Neighborhoods
5	Tuesday, April 29, 2025	Race at Work
	Thursday, May 1, 2025	Race at Work
6	Tuesday, May 6, 2025	Race in Public
	Thursday, May 8, 2025	Race in Public
7	Tuesday, May 13, 2025	Friendship
	Thursday, May 15, 2025	Friendship
8	Tuesday, May 20, 2025	Romance
	Thursday, May 22, 2025	Romance
9	Tuesday, May 27, 2025	Identity
	Thursday, May 29, 2025	Zoom Consults about Interaction Analysis
10	Tuesday, June 3, 2025	Making Change

Required Readings

Week 1

Introductions – Tuesday, April 1

Read this syllabus.

Chapter 1 in Golash-Boza, Tanya Maria. 2022. *Race & Racisms: A Critical Approach, Brief Third Edition*. New York: Oxford University Press.

The Idea of Race – Thursday, April 3

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 – Theories of Racism

Theories of Racism – Tuesday, April 8

Golash-Boza, Tanya. 2016. "A Critical and Comprehensive Sociological Theory of Race and Racism." *Sociology of Race and Ethnicity* 2(2):129–41.

Combs, Barbara et al. 2016. "The Symbolic Lynching of James Meredith: A Visual Analysis and Collective Counter Narrative to Racial Domination" *Sociology of Race and Ethnicity* 2(3) 338–353.

Mueller, Jennifer C. 2020. "Racial Ideology or Racial Ignorance? An Alternative Theory of Racial Cognition." *Sociological Theory* 38(2):142–69.

Theories of Racism II – Thursday, April 10

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

Small-Rodriguez, Desi and Theresa Rocha Beardall. 2023. "Tribal Sovereignty and the Limits of Race for American Indians" *Pages 321–334 in the Oxford Handbook of Indigenous Sociology* by Walters et al.

Delgado, Richard and Jean Stefancic. 2024. "Introduction" from *Critical Race Theory, 3rd Edition*, New York: NYU Press.

Kelley, Robin D. 2020. "Why Black Marxism? Why Now?" Foreword in *Black Marxism: The Making of the Black Radical Tradition*, by Cedric J. Robinson. UNC Press.

Week 3 – Stereotypes & Implicit Bias

Stereotypes – Tuesday, April 15

Race & Racisms, Ch 4

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

Stereotypes II – Thursday, April 17

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 – Race in Neighborhoods

Race in Neighborhoods – Tuesday, April 22

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

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.

Race in Neighborhoods II – Thursday, April 24

Gordon, Daanika. 2022. *Policing the Racial Divide: Urban Growth Politics and the Remaking of Segregation*. New York: NYU Press. **Pages 141-180 (Chapters 6 and 6)**.

Week 5 – Race at Work

Race at School – Tuesday, April 29

Zimmerman, Calvin. 2024. "Looking for Trouble: How Teachers' Racialized Practices Perpetuate Discipline Inequities in Early Childhood." *Sociology of Education* 97(3): 219-232

Ray, Victor. 2019. "A Theory of Racialized Organizations." *American Sociological Review* 84(1):26 –53.

Race at Work – Thursday, May 1

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.

Harvey Wingfield, Adia. 2010. "Are Some Emotions Marked 'Whites Only'? Racialized Feeling Rules in Professional Workplaces." *Social Problems*, 57(2):251–268.

Week 6 – Race in Public

Race in Public I – Tuesday, May 6

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

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.

Selections from *Stigma* by Erving Goffman.

Race in Public II – Thursday, May 8

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.

Week 7 – Friendship

Friendship I - Tuesday, May 13

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.

Friendship II - Thursday, May 15

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 8 – Romance

Dating & Desire – Tuesday, May 20

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.

Lundquist, Jennifer Hicke, & Curington, Celeste Vaughn. 2019. Love Me Tinder, Love Me Sweet. *Contexts*, 18(4), 22–27.

Relationships & Marriage – Thursday May 22

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.

Buggs, Shantel G. (2019). “Color, Culture, or Cousin? Multiracial Americans and Framing Boundaries in Interracial Relationships.” *Journal of Marriage and Family* 81: 1221-1236.

Armstrong, Elizabeth A. et al. 2024. “‘It’s Complicated’: How Black and White Women Innovate with Situationships at Midlife.”

Week 9 – Individual Identity

Individual Identity – Tuesday, May 27

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.

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.

Zoom Consultations about Interaction Analysis – Thursday, May 29

Week 10 – Making Change

Making Change – Tuesday, Jun 3

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.

IMPORTANT INFORMATION

Academic Honor Principle

As a Dartmouth student, you must follow the [Academic Honor Principle](#).

Students with Disabilities/Medical Issues

Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; 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.

Religious Observances

Dartmouth has a deep commitment to support students' religious observances and diverse faith practices.

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 as soon as possible—before the end of the second week of the term at the latest—to discuss appropriate adjustments.