

SOC 98L Fall 2012

Racism and Anti-Racism in Comparative Perspective

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Tuesdays 1-3; William James Hall, room 501

Office hours: Mondays 3-6 or by appointment – contact Travis Clough at tclough@wjh.harvard.edu. My schedule tends to be jam-packed. You will need an appointment. Please do plan in advance.

Objectives:

The empirical focus of this seminar will be the frameworks through which members of various racial groups understand their experiences with racism and discrimination, and how they respond to such experiences. We will also consider the broader context in which groups experience racial equality and inequality. This requires delving into the sociological literatures on stigma, collective identity, group formation, symbolic boundaries, class cultures, and a range of other topics.

The practical focus of the seminar is to teach you how to conduct qualitative research. This involves learning how to formulate a problem and create a research design, how to collect and analyze data, and how to present results.

The first half of the semester will be spent reading theoretical and substantive literatures that will guide our empirical inquiry. We will also discuss basic methodological readings on how to define a sociological question. At the same time, you will be asked to choose a researchable topic. This will be less easy than you think!!

During the second half of the semester, you will continue to read a range of studies that will feed your general understanding of the topics you will have chosen. We will also become more familiar with qualitative methods. Topics will include how to locate oneself in a literature, grounded research, the logic of comparative research, the selection of respondents, taking field notes, interviewing, coding, and analyzing data. The last week will be dedicated to the presentation of your results.

Meetings will be organized largely as a research workshop where we discuss the research problems each member encounters as your respective project moves along. The readings and deadlines provided below may have to be adjusted according to the pace at which you are developing your projects and the size of the class. Thus this syllabus is not an exact roadmap but a blueprint of where we are heading. We will have to adapt to the often unpredictable logic of unfolding social inquiry!

Requirements and Grading:

Students will be asked to make two or three class presentations (depending on class size) and to post two discussions of the literature being discussed in class. You will also write two short statements on your research question in preparation for the term paper (2 and 4 pages long respectively) and prepare an interview schedule. Participation, presentations, and memos will count for half of the final grade (respectively for 15%; 20%; and 15%). The final paper will count for the other half. **Memos should be posted on the course website at least 24 hours before class meetings**

The main criteria of evaluation for the final paper are demonstrating a good understanding of the logic of research, an ability to build on the literature and make connections, organization, quality of the writing, thoroughness of empirical research, and creativity.

In memos and presentations, you are asked to analyze, i.e., provide key concepts and definitions, describe the author's argument, compare arguments across authors, draw inferences, etc. You should provide both textual evidence for your analysis and offer examples that can demonstrate the ideas being discussed.

By asking students to engage the required readings analytically, and by asking you to articulate complex thoughts in writing, I believe you can establish a more active relation with the materials you study. As a result, you come to the class having already written about the readings, and having a lot of insightful things to say. You should also come in having formulated thoughtful questions for your comrades to ponder!

At various times, I intend to make use of the method of peer evaluation, which allows students to offer feedback to one another. You will be reading one another interview schedules or memos and will be asked to offer written comments on another student's work. I will be monitoring the peer evaluation closely, and I hope this will create an experience of collective and transparent learning, and heightened dialogue and engagement with the material.

Collaboration:

All work should be entirely your own and must use appropriate citation practices to acknowledge the use of books, articles, websites, lectures, discussions, etc., that you have consulted to complete your assignments.

Due Dates:

- Two-page description of your research question is due **September 25**.
- First draft of your interview schedule is due **October 16**.

- Four-page description of your research question, expected results, and data collection strategy is due **October 23** (exemplars will be provided).
- Final interview schedule is due on **October 30** (revised based on pilot interviews and comments to final proposal).
- Presentation of preliminary findings to the class is on **December 4** (an extra session may be added depending on class size).
- Final paper is due on **December 11**.

To insure fairness toward your more organized/punctual comrades, you will be penalized for turning in your assignment late.

Books:

The following books are available at the Harvard Coop and at the Lamont reserve

Cornell, Stephen and Douglas Hartmann. 1998. *Ethnicity and Race: Making Identities in a Changing World*. Thousand Oaks, CA: Pine Forge.

Luker, Kristin. 2008. *Salsa Dancing into the Social Sciences: Research in an Age of Info-Glut*. Cambridge: MA: Harvard University Press.

Weiss, Robert S. 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: The Free Press.

Optional:

Miles, Matthew B. and A. Michael Huberman. 1994. *Qualitative Data Analysis*. Thousand Oaks, CA: Sage.

Other readings:

Available on the course website or at the Lamont reserve.

Course outline:

Week 1 (Sept 4): An overview of the course and its organization aimed at judicious shoppers.

Those interested in taking the class should email me a one-page statement about their motivation and background in the topic by 6pm on September 8th. Email: Mlamont@wjh.harvard.edu. I will email to all the list of students who are accepted in the class in the evening of the 8th.

Weeks 2-6 (September 11- October 9) will be spent surveying collectively, and reporting on, relevant theoretical and substantive research. Together with basic methodological texts, these

readings will inform our research throughout the semester and will remain points of reference. They will also help you formulate the questions to be explored empirically in your term paper.

Week 2 (Sept 11): Getting to work: Current sociological approaches to the study of identity and meaning-making

We will discuss the basic structure of a research design, as illustrated by my own research and that of some of my graduate students who work on racism and anti-racism. We will assign presentations and memos.

-Lamont, Michèle and Mario Small. 2008. "How Culture Matters: Enriching Our Understandings of Poverty." *The Colors of Poverty: Why Racial and Ethnic Disparities Persist*, edited by Ann Lin and David Harris. New York: Russell Sage Foundation. Pp. 76-102.

-Lamont, Michèle and Nissim Mizrahi. 2012. "Ordinary People Doing Extraordinary Things: Responses to Stigmatization in Comparative Perspectives." *Ethnic and Racial Studies* 35 (3): 365-381.

-Kristin Luker, *Salsa Dancing into the Social Sciences*. Chapters 1 and 2.

The two papers by Lamont et al will be emailed to you as you will not have access to the course's website in time to read them.

Week 3 (Sept 18): Race and Ethnicity

- Cornell, Stephen and Douglas Hartman, *Ethnicity and Race*. Chapters 1, 2, 4, 6, 8. Browse through the other chapters.

Guest speaker: *Linda Haapajarvi*, Ecole des Hautes Etudes en Sciences Sociales, "Mixity and Integation in Paris and Helsinki." Linda will present her ongoing work with immigrants to Finland and France. We will discuss Cornell and Hartman in light of her work.

Week 4 (Sept 25): Identity

- Markus, Hazel Rose. 2010. "Who Am I? Race, Ethnicity and Identity." Pp. 359-389 in *Doing Race, 21 Essays for the 21st Century*, edited by Hazel Rose Markus and Paula M.L. Moya. New York: W. W. Norton.

-Jenkins, Richard. **2008 (not earlier editions)** *Social Identity*. New York: Routledge. Chapters 4, 9, and 15.

Discussion of how to get access to a research site; discussion of Human subjects Institutional Review Board approval. Browse through:

-Fine, Gary Alan. 1993. "Ten Lies about Ethnography. Moral Dilemmas of Field Research." *Journal of Contemporary Ethnography* 22 (3): 267-294.

-American Sociological Association. *Code of Ethics and Policies and Procedures*.

A two-page description of your research questions is due September 25.

Optional:

-Rogers Brubaker and Frederick Cooper. 2000. "Beyond Identity." *Theory and Society* 29: 1-47.

Weeks 5 and 6 (Oct 2 and 9): Narrowing your Research Questions and Defining your Research Strategy.

-Kristin Luker, *Salsa Dancing into the Social Sciences*. Up to p. 189.

Other optional references on research designs:

-Alford, Robert R. 1998. *The Craft of Inquiry. Theories, Methods, Evidence*. New York: Oxford University Press.

-Bert, Bruce L. and Howard Lune. 2012. *Qualitative Research Methods for the Social Sciences*. New York: Pearson.

-Maxwell, Joseph A. 2013 *Qualitative Research Design. An Interactive Approach*. Thousand oaks: Sage.

-Ragin, Charles. 1994. *Constructing Social Research*. Thousand Oaks, CA: Pine Forge.

-Yin, Robert K. 2003. *Case Study Research: Design and Method*. Thousand Oaks, CA: Sage.

Weeks 7-12: (October 16- November 27) will be spent on the production of your papers. We will focus on the various steps of research as you encounter them in your project. At that time, you will be intensely engaged in data collection, implementing your research design.

We will also discuss substantive books that may feed your thinking on your topic. The titles below will be adjusted once I know what topics you want to explore. The attached list may provide you inspiration for relevant literatures.

Week 7 (Oct 16): Interviewing

-Weiss, Robert, *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. Pp. 1-150.

I will conduct mock interviews in class with some of you on your topic!!!

Optional:

-Young, Alford. Jr. 2004. "Experiences in Ethnographic Interviewing about Race: The Inside and Outside of it." Pp. 187-202 in *Researching Race and Racism*, edited by Martin Bulmer and John Solomos. London: Routledge.

First draft of your interview schedule is due October 16

Week 8 (Oct 23): Racial Conceptualization and Racial Schemas

-Morning, Ann. 2011. *The Nature of Race: How Scientists Think and Teach about Human Difference*. Berkeley: University of California Press. Introduction.

-Moon, Dawne. 2012. "Who am I and Who are We? Conflicting Narratives of Collective Selfhood in Stigmatized Groups." *American Journal of Sociology* 117 (5): 1336-1379.

-Krysan, Maria. 2011. "From Color Cast to Color Blind, Part III: Contemporary Era Racial Attitudes., 1976-2004." Pp. 235-278. In *The Oxford Handbook of African-American Citizenship, 1865-Present*, edited by Henry Louis Gates et al. New York: Oxford University Press.

Optional:

-Hughey, Matthew W. 2001. *White Bound. Nationalists, Anti-Racists, and the Shared Meanings of Race*. Palo Alto, CA: Stanford University Press.

-Roth, Wendy. 2012, *Race Migrations: Latinos and the Cultural Transformation of Race*. Stanford, CA: Stanford University Press. Chapter 1: How Immigration Changes the Concept of Race.

Your four-page project description is due on October 23.

Week 9 (Oct 30): How does Class Influence Inter-racial Interactions?

-Massey, Douglas. 2007. *Categorically Unequal: The American Stratification System*. New York: Russell Sage Foundation. Chapter 1.

- Susan T. Fiske and Hazel R. Markus, E, 2012 *Facing Social Class: How Societal Rank Influences Interaction*. New York: Russell Sage Foundation. Chapters 1 and 2.

Final interview schedule is due on October 30

Week 10 (Nov 6): Stigmas and Responses to Stigma: Disciplinary Perspectives

-Goffman, Erving, 1963. *Stigma: Notes on the Management of Spoiled Identity*. Englewood Cliffs, NJ: Prentice Hall. Chapters 1 and 3.

-Lieberman, Evan S. and Prerna Singh. "Conceptualizing and Measuring Ethnic Politics: An Institutional Complement to Demographic, Behavioral and Cognitive Approaches." *Studies in Comparative International Development* 47 (3): 255-286.

-Light, Ryan, Vincent J. Roscigno and Alexandra Kalev. 2011. "Racial Discrimination, Interpretation and Legitimation at Work." *Annals of the American Academy of Political and Social Sciences*. 634: 39-59.

- Link, Bruce G. and Jo C. Phelan. 2001. "Conceptualizing Stigma" *Annual Review of Sociology* 27: 363-85.

-Son Hing, Leanne. 2012. "Responses to Stigmatization: The Moderating Roles of Primary and Secondary Appraisals." *Du Bois Review*. 9 (1): 149-168.

Guest speaker: Jacqueline Bhabha, Harvard School of Public Health: "A Research Program in the Study of Stigmatization" (to be confirmed)

Optional:

Swim, Janet and Charles Stangor. 1998. *Prejudice: The Target's Perspective*. New York: Academic Press. Chapter 2: Experiencing Everyday Prejudice and Discrimination.

Week 11 (Nov 13): Data Analysis

-Luker, Kristin, *Salsa Dancing into the Social Sciences*, Chapter 10.

-Miles, Matthew B. and A. Michael Huberman. 1994. *Qualitative Data Analysis*. Thousand Oaks, CA: Sage. Introduction. Skim chapters 4, 5, 10.

- Weiss, Robert. *Learning from Strangers*, Chapters 6 and 7.

Week 12 (Nov 20): Transforming the American Racial Order

-Dawson, Michael. 2012. *Not in our Lifetime: The Future of Black Politics*. Chicago: University of Chicago Press. **Selected chapters.**

-Hochschild, Jennifer, Vesla Weaver and Traci Burch. 2012, *Creating a New Racial Order. How Immigration, Multiracialism, Genomics, and the Young Can Remake Race in America*. Princeton: Princeton University Press. **Selected chapters.**

-DiTomasso, Nancy. 2013. *The American Non-Dilemma*. New York: Russell Sage Foundation. **Selected chapters.**

-Vertovec, Steven. 1999. "Introduction." Pp. xi-xxxvii in *Migration and Social Cohesion*, edited by Steven Vertovec. Cheltenham, UK, Edward Elgar Publ.

Optional:

-Kenny, Michael. 2011. "The Political Theory of Recognition : the Case of the White Working Class." *British Journal of Politics and International Relations*.

Week 13 (Nov 27): No Meeting

We will not be meeting to free you to focus on completing the data collection and analysis phase of your project and to prepare your class presentation.

Week 14 (Dec 4): Student Presentations

We will meet **twice** during the week of December 4th for student presentations and to provide feedback for term papers.

Papers are due on December 11.

Useful references on how to present results include:

-Richlin-Klonsky, Judith and Ellen Strenski. 1997. *A Guide to Writing Sociology Papers*. New York: St-Martin's Press.

-Erikson, Kai. 1989. "On Sociological Prose." *Yale Review* 78 (1): 525-538.

Other literatures you may find helpful in defining and researching with your research project (most are available at the Lamont reserve):

- Aguirre, Adalberto and Jonathan Turner. 2009. *American Ethnicity: The Dynamics and Consequences of Discrimination*. New York: McGraw Hill.
- Appiah, Kwame Anthony. 2006. *Cosmopolitanism: Ethics in a World of Strangers*. New York: W. W. Norton.
- Archer, Margaret S. 2007. *Making our Way through the World: Human Reflexivity and Social Mobility*. New York: Cambridge University Press.
- Ashmore, Richard D., Kay Deaux and Tracy McLaughlin-Volpe 2004. "An Organizing Framework for Collective Identity: Articulation and Significance of Multidimensionality." *Psychological Bulletin* 130 (1): 80-114.
- Blanton, Hart and James Jaccard. 2008. "Unconscious Racism: A Concept in Pursuit of a Measure." *Annual Review of Sociology* 34: 277-97.
- Bobo, Lawrence D. and Mia Tuan. 2006. *Prejudice in Politics: Group Position, Public Opinion and the Wisconsin Treaty Right Dispute*. Cambridge, MA: Harvard University Press.
- Bonilla-Silva, Eduardo. 2003. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. New York: Rowman and Littlefield.
- Bosniak, Linda. 2006. *The Citizen and the Alien: Dilemmas of Contemporary Membership*. Princeton: Princeton University Press.
- Bowen John R. 2006. *Why the French Don't Like Headscarves: Islam, the State, and Public Space*. Princeton: Princeton University Press.
- Brink. Bert van Den and David Owen, 2007. *Recognition and Power: Axel Honneth and the Tradition of Critical Social Theory*. Cambridge: Cambridge University Press.
- Brubaker, Rogers. 2009. "Ethnicity, Race, and Nationalism." *Annual Review of Sociology* 35: 21-42.
- Charles, Camille Z. 2006. *Won't You Be My Neighbor?: Race, Class, and Residence in Los Angeles*. New York: Russell Sage Foundation Publications.
- DaCosta, Kim. 2007. *Making Multiracials: State, Family, and the Market in the Redrawing of the Color Line*. Palo Alto, CA: Stanford University Press.
- Das Gupta, Tania. 2009. *Real Nurses and Others: Racism in Nursing*. Halifax: Fernwood Publishing.
- Essed, Philomena. 1991. *Understanding Everyday Racism*. Thousands Oak, CA: Sage.

- Lacy, Karyn R. 2007. *Blue-Chip Black: Race, Class, and Status in the New Black Middle Class*. Berkeley, CA: University of California Press.
- Lamont, Michèle. 2000. *The Dignity of Working Men*. Cambridge, MA: Harvard University Press.
- Lamont, Michèle and Mario Small. 2008. "How Culture Matters: Enriching Our Understandings of Poverty." *The Colors of Poverty: Why Racial and Ethnic Disparities Persist*, edited by Ann Lin and David Harris. New York: Russell Sage Foundation. Pp. 76-102.
- Lamont Michèle and Virág Molnár. 2002. "The Study of Boundaries in the Social Sciences." *Annual Review of Sociology* 28: 167-195.
- Lentin, Alana. 2004. *Racism and Anti-Racism in Europe*. London: Pluto Press.
- McDermott, Monica. 2006. *Working-Class White: The Making and Unmaking of Race Relations*. Berkeley, CA: University of California Press.
- McNamara Horvat, Erin and Carla O'Connor, eds. 2006. *Beyond Acting White: Reframing the Debate on Black Student Underachievement*. New York: Rowman and Littlefield.
- Morning, Ann. 2009. "Toward a Sociology of Racial Conceptualization for the 21st Century." *Social Forces* 87 (3): 1167-1192.
- O'Brien, Eileen. 2009. "From Antiracism to Antiracisms." *Sociology Compass* 3 (3): 501-512.
- Patterson, Orlando. 2004. "Four Modes of Ethno-somatic Stratification: The Experience of Blacks in Europe and the Americas." Pp. 67-120 in *Ethnicity, Social Mobility, and Public Policy*, edited by Glenn Loury. New York: Cambridge University Press.
- Pattillo, Mary. 2007. *Black on the Block: The Politics of Race and Class in the City*. Chicago: University Of Chicago Press.
- Picca, Leslie Houts and Joe R. Feagin. 2007. *Two-Faced Racism: Whites in the Backstage and the Frontstage*. New York: Routledge.
- Rattansi, Ali. 2007. *Racism: A Very Short History*. New York: Oxford University Press.
- Reitz, Jeffrey G. 2003. *Host Societies and the Reception of Immigrants*. La Jolla, CA: University of California at San Diego.
- Skrentny, John. 2008. "Culture and Race/Ethnicity: Bolder, Deeper, Broader." *The Annals of the American Academy of Political and Social Science* 619: 59-77.
- Shelby, Tommy. 2005. *We Who are Dark: The Philosophical Foundation of Black Solidarity*. Cambridge, MA: Harvard University Press.

- Shenhav, Yehouda. 2006. *The Arab Jews: A Postcolonial Reading of Nationalism, Religion, and Ethnicity*. Palo Alto, CA: Stanford University Press.
- Sidanius, Jim, Shana Levin, Collette Van Laar, and David O. Sears. 2009. *The Diversity Challenge. Social Identity and Intergroup Relations on the College Campus*. New York: Russell Sage Foundation.
- Skrentny, John. 2008. "Culture and Race/Ethnicity: Bolder, Deeper and Broader." *Annals of the American Academy of Political and Social Science* 619: 59-77.
- Song, Sarah. 2007. *Justice, Gender, and the Politics of Multiculturalism*. New York: Cambridge University Press.
- Twine, France Winddance. 1998. *Racism in a Racial Democracy: The Maintenance of White Supremacy in Brazil*. Berkeley: Rutgers University Press.
- Wilson, William Julius and Richard P. Taub. 2006. *There Goes the Neighborhood*. New York: Knopf.
- Wimmer, Andreas. 2008. "The Making and Unmaking of Ethnic Boundaries." *American Journal of Sociology* 113 (4): 970-1022.
- Winant, Howard. 2001. *The World is a Ghetto: Race and Democracy since World War II*. New York: Basic Books.
- Wray, Matt. 2006. *Not Quite White: White Trash and the Boundaries of Whiteness*. Durham, NC: Duke University Press.
- Yzerbyt, Vincent and Stephane Demoulin. 2010. "Intergroup Relations." Pp. 1024-1083 *The Handbook of Social Psychology*, edited by Susan T. Fiske, Daniel T. Gilbert and G. Lindsey. Hoboken: Wiley (5th edition, volume 2).