Racism and American Government
Syllabus for Spring 2021

Department of African American and African Studies (21:014:430)
Department of Political Science (21:790:463)
Professor James Jones
Email: james.r.jones@rutgers.edu
Office Hours: Wednesdays 4:00-6:00 PM and by appointment
Zoom Meeting ID: 941 3863 2650
Passcode: 227242

Course Description

This course investigates how the United States government has created and maintained our racial world. First, it excavates how racism was a crucial element in American political development that shaped how “democratic” institutions were created and organized. Next, it explores how these racialized governing institutions have created and sustained an enduring racial caste system. Specifically, this course focuses on how the federal government has created racial categories and then consequently rewarded and punished individuals based upon these racial classifications. Finally, this course considers if and how racial justice can be achieved within this racialized political system.

This course begins by reviewing political and race theory to build a definition of race, racism, and the racial state. Identifying race as a social construction, we look at how its invention became a necessary ideological tool to build a democratic republic based upon racial subjugation. With this theoretical foundation, we look at attempts by the government to define race, create a racialized social safety net, and erect a racial caste system through the law and carceral system. Finally, we investigate how to deconstruct the racial state in order to advance racial justice.

Learning Objectives

Students will gain a critical understanding of the American state and a host of theoretical tools to analyze social inequality. In addition, students will be able to discuss race as a social construction and identify how the government creates and maintains a racialized social system.

Course Requirements

Attendance/Participation/Group Work 20%
Response Memos (3) 20%
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Op-Ed Essay (Final)</td>
<td>20%</td>
</tr>
</tbody>
</table>

100%
Pandemic Policies

The COVID-19 pandemic has created multiple uncertainties, which demands flexibility and patience from faculty, students, and staff. I encourage you to prioritize your safety and well-being throughout this semester. Recognize that the grind of any academic semester is challenging and under today’s circumstances even more so. To this end, I do not wish to add the challenges of your daily life. I encourage you to see the course as a respite from the rest of world, where you can explore and sharpen your scholarly imagination. In addition, for this semester, I will offer a 48 hour grace period to all students when they submit their assignments. That is, you can submit your assignment up to 48 hours after the stated deadline without penalty. You do not need to ask for this grace period, it is given. Please use this extra time it to produce your best work. Unfortunately, I cannot extend this grace period for your final memo, which much be turned in on time.

In return, I ask that you extend this same kindness and patience to me as your professor.

Participation

An important goal for this course is for students to not only become better critical thinkers and consumers of knowledge, but to become better citizens by analyzing class readings and engaging in class discussion. Students are expected to closely follow current events on the local, state, and national levels. Each class will include a discussion that links theoretical and empirical scholarship to what is currently happening in the real world.

For each class, students must post one discussion question to Canvas based upon their analysis of that session’s readings. In addition, for each session, one student must volunteer to help lead class discussion.

This course will be run like an intimate seminar and feature a lot of discussion. To this end, maintaining an academic, respectful, and honest classroom environment is a collective effort. I am relying on you to please:

- When possible please keep your cameras on, particularly when you are speaking.
- Be respectful of others’ ideas and arguments. This means providing space for fruitful debate.
• Not interrupt each other. You do not have to raise your hand to speak, but please allow the current speaker to complete their thoughts before sharing.

• Arrive to class on time.

• Complete and submit your assignments on the days they are due.

**Response Memos**

Instead of a midterm and final, I will have four memos due throughout the semester. Each memo will be 1 to 2 pages following formatting expectations (see below). Memos will ask students to reflect on the themes/concepts of the previous weeks, engage with the readings, offer their analysis, and demonstrate their understanding of the materials. Because memos are short, students are expected to write efficiently AND effectively—these are important skills to learn and practice.

I will provide a prompt for each response memo at least one week before it is due.

The final response memo will be in the format of an Op-Ed essay. Details for this specific assignment will be provided after Spring Break.

Memo 1 due February 23  
Memo 3 due April 27

Memo 2 due March 30  
Op-Ed Essay due May TBD

**Formatting**

You will automatically lose 5pts if ALL criteria are not met for written assignments. Please give yourself enough time to make sure that your assignments are in compliance with the formatting expectations before turning in your work. If you have trouble making this format changes on your word processing program, please consult with the college tech services.

• Font: Times New Roman
• Size: 12
• Margins: 1-inch all around
• Left alignment
• Single-spaced
• Consistent in-text references and bibliography (I prefer Chicago citation styles)
Grading Rubric
A: Outstanding
A-: Outstanding, with one or two areas of improvement
B+: Very good
B: Good
B-: Good overall, with some significant weaknesses
C+: Satisfactory, with some potential for improvement
C: Satisfactory, but needs significant development
C-: Barely satisfactory
D: Poor: overwhelming flaws
F: Failing: doesn’t complete assignment

Final Grades
89.45+ = A, 89.44-84.45= B+, 84.44-79.45= B, 79.44-74.45=C+, 74.44-69.45=C, 69.44-65.45=D, 65.44-Below= F

All papers are evaluated for content, grammar, and logic.

For assistance on your writing assignments, please consult the University Writing Center. Tutors can help students: clarify an assignment, generate ideas and writing, review and revise drafts, improve grammar and usage, and strengthen reading and editing skills.

Plagiarism Policy

Plagiarism is a serious academic offense, for which a student may receive a range of punishments, including failing the course, a permanent record on his or her final transcript, suspension or even expulsion from the University. Please familiarize yourself with the University’s definition of plagiarism by reviewing the Rutgers University Policy on Academic Integrity, here: http://wp.rutgers.edu/courses/plagiarism.

If I suspect any student of plagiarism I will bring it to his/her attention and report it to the administration. We faculty have a professional obligation to report all instances of plagiarism in our classes. Failure to do so promotes inequity among the student body, given that honest students have not had the advantage of using external sources in preparing their work.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”
All class communication will be through Canvas. **This syllabus is subject to revision and updated version will be posted to the course site.** Please check the site regularly for notification. All assignments must be submitted through Canvas.

**Email Policy**

You may email me any time/day, but please do not expect an immediate response. I try to respond to emails within 12 hours. I only reply to emails Monday-Friday (so, I might not respond to emails received on Friday until the next Monday). In your email subject line, include the name of the course (i.e., SOCI 255). In the body of your email, please use a proper address (e.g., Dear Prof. Jones) and signature.

**Office Hours**

“Office hours” are times reserved outside of our usual class meetings for students to discuss and/or ask questions about the course materials and concepts with me 1:1. While you are not required to attend office hours, I strongly encourage students to see me at least once during the semester even if you do not have a specific question (I will start the conversation. It will not be awkward, I promise)

**Attendance Policy**

Attendance is required. There will be no make-up opportunities for missed classes.

Excused vs. Unexcused absences: [The Rutgers-Newark Undergraduate catalog](https://ods.rutgers.edu/students/documentation-guidelines)

The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.” If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

**Disability Services and Accommodations**

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines). If the documentation
supports your request for reasonable accommodations, your campus disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at: https://ods.rutgers.edu/students/registration-form. For more information please contact Kate Torres at (973)353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

Required Texts


Course Materials
All required books are available at Barnes and Nobles Rutgers- Newark (42 Halsey Street). All other required readings are available via the Canvas site.
**Course Schedule**

This schedule indicates the themes and readings of each week and any assignments due.

This schedule is tentative and may change to reflect our progress as a class.

Each week’s assigned readings must be completed before class. Please be prepared to discuss the assigned readings in class/online.

*NOTE: Readings may change (except for the books)*

1/19: **First Day of Class Racism, politics, and our current moment**

Representative Cori Bush. *This is the America that Black people know*

1/26: **Race and Political Theory**


*Last Day to Drop a Course*

2/2: **The Social Construction of Race and State**


Omi, Michael and Howard Winant. 1994. Racial Formation in the United States: From the 1960s to the 1990s. Chapter 4

2/9: **Race and the Early Republic**


2/16: **Race and the Early republic**


2/23: **The Legal Construction of Race**


**Memo 1 Due**

3/2: **The Census and the Racial Order**

Lee, Jennifer and Frank Bean. What Is This Person’s Race? The Census and the Construction of Racial Categories


3/9: **Rewarding Whiteness**


3/23: **Rewarding Whiteness**


*3/22 Last Day to Withdraw from a Course*

3/30: **Race and Housing Policy**

**Memo 2 Due**

**4/6 Race and Housing Policy**


Coates, Ta-Nehisi. 2014. “The Case for Reparations,” The Atlantic,

**4/13: Punishing Non-Whites**


**4/20: Punishing Non-Whites**

Alexander, Michelle. 2010. The New Jim Crow. Chapter 3-4

The Ferguson Report (Read Executive Summary Only)

**4/27: Last Day of Class**

Angela Davis. 2003. Are Prisons Obsolete? Excerpts

Vision for Black Lives Policy Demands Booklet

**Memo 3 Due**