

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF SOCIOLOGY  
264 HAINES HALL  
BOX 91551  
LOS ANGELES, CA 90095-1551

April 24, 2015

Joseph Nagy, Chair  
General Education Governance Committee  
A265 Murphy Hall  
Los Angeles, CA 90095

Dear Dr. Nagy:

I am submitting the materials for a new General Education course, Sociology 40, American Racism: A Psychosocial Analysis. This course introduces students to an examination of the long-standing history of American racism, beginning with the institution of slavery; including Jim Crow legislation, the separate but equal doctrine, Brown v. Board of Education, Civil Rights Legislation of the 1960's and the Obama presidency. This course exposes students to issues related to race, ethnicity and beliefs.

This new course will augment the department of Sociology's lower division and general education courses and, hopefully, attract a broader range of students to the Sociology major. Students will come away with a general understanding of the subject matter and various ways it can be studied within Psychology and Sociology.

Please let us know if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Simbi Mahlanza".

Simbi Mahlanza (on behalf of Department Chair, Stefan Timmermans)

**General Education Course Information Sheet**  
*Please submit this sheet for each proposed course*

Department & Course Number Sociology  
 Course Title American Racism: A Psychosocial Analysis  
 Indicate if Seminar and/or Writing II course \_\_\_\_\_

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis X
- Social Analysis X

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course focuses on a major social problem confronting the United States: racism. It will establish the stability of racial inequality over time employing many different social indices, and demonstrate the persistence of inequality from early encounters between Africans and Europeans in America.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Jeffrey Prager, Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes X No \_\_\_\_\_

If yes, please indicate the number of TAs 4

4. Indicate when do you anticipate teaching this course over the next three years:

2013-2014	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2014-2015	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2015-2016	Fall	<u>X</u>	Winter	_____	Spring	_____
	Enrollment	<u>150</u>	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes \_\_\_ No X

If yes, provide a brief explanation of what has changed. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Present Number of Units: \_\_\_\_\_ Proposed Number of Units: \_\_\_\_\_

6. Please present concise arguments for the GE principles applicable to this course.

✓ General Knowledge	A history of the encounter between Africans and Europeans since the inception of the nation. Various indices of inequality will be presented as an introduction.
✓ Integrative Learning	The course explores the psychological consequences for individuals who live in a society characterized by racial inequality. Also, an historical analysis of the changing character of racism.
✓ Ethical Implications	Alerts students to the invidious interpersonal consequences of racism, including the role it plays at UCLA.
✓ Cultural Diversity	Students from various ethnic backgrounds will be in attendance. Sections will focus on group discussion, and group process between the diverse members of the class.
✓ Critical Thinking	The reading and writing component will focus on critical readings of texts. Evaluation of contemporary accounts of racial inequality will be explored through in class examinations and take home essays.
❑ Rhetorical Effectiveness	
❑ Problem-solving	
❑ Library & Information Literacy	

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture:	<u>5</u>	(hours)
2. Discussion Section:	<u>2</u>	(hours)
3. Labs:	<u>          </u>	(hours)
4. Experiential (service learning, internships, other):	<u>          </u>	(hours)
5. Field Trips:	<u>          </u>	(hours)

**(A) TOTAL Student Contact Per Week** **7** **(HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation:	<u>2</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u>          </u>	(hours)
4. Preparation for Quizzes & Exams:	<u>          </u>	(hours)
5. Information Literacy Exercises:	<u>          </u>	(hours)
6. Written Assignments:	<u>1 1/2</u>	(hours)
7. Research Activity:	<u>1</u>	(hours)

**(B) TOTAL Out-of-class time per week** **8 1/2** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** **15 1/2** **(HOURS)**



American Racism: A Psychosocial Analysis  
 Sociology 191V, Seminar 2, Fall, 2014  
 Thursdays 10-12:50  
 Rm: MS 3915H  
 Professor Prager  
 Jeffreyprager1@gmail.com

Office Hours: Thursdays 2-4, 257 Haines Hall and by appointment

### **Course Description (A work-in-progress, subject to change)**

This course explores American racism and the role it plays to preserve persistent inequality between *blacks* and *whites*. How do we explain the fact that despite the end of slavery, the end of Jim Crow legislation, the end of segregation, and the election of an African-American president, a durable racial inequality exists nearly across-the-board? The course develops an understanding of the *stability* of American racism over time, as a psychosocial phenomenon 1) insufficiently explained through the concepts alone of prejudice and discrimination 2) negatively effecting African-Americans in particular, that makes the challenges they face different from immigrant and other groups designated as racially or ethnically different from European-Americans, and 3) necessary to understand as an intergenerational phenomenon, reinforced and replicated in time through all spheres of social life. The intention of the course is to consider specific ways to combat racism and to disrupt existing interactional and social patterns through which it is passed on from one generation to another.

The course is a small-group seminar organized around assigned readings, classroom discussions, oral presentations, and written work. Readings will be drawn both from the social sciences and from both classic and contemporary American literature.

### **Course Requirements:**

- 1) Attendance and Participation is the heart of this course. Each student is expected to engage with the readings, the other students, and the group discussion. Since we will be meeting only once per week, absences should be cleared by me prior to the absence (if at all possible). Your grade will be heavily based on your involvement with the class.
- 2) Each student will be expected to complete a "blog," like Ifemelu's blog in *Americanah*. This blog will not be a purely personal one based on your own observations about American society but should focus on the ways in which your readings for the week have been utilized by you to think about the social, or interpersonal world, in a different way than you had or confirmed what you already knew to be true. What did you find enlightening by the reading, what new questions did it spark, what ways do you disagree, etc.?

- 3) Members of the class will take turns being responsible for the discussion; each student volunteering for one of the weeks. Each week, one student will be expected to complete the assigned reading by Monday of the class week and a second assigned student will respond to it by Tuesday evening of that same week. All students will read both “point” and “counterpoint,” and the two respondents will lead the discussion in the seminar on Thursday. Don’t volunteer to be co-leaders during a period when you know that you will not have sufficient time to devote to the reading and writing required.
- 4) Currently, there is no plan for either a mid-term or a final exam. Instead, one 7-10 research paper, stimulated by the readings and the discussion, on a topic of your choosing **in consultation with me**. The paper can take many different forms—either as more reading on a given topic, the application of an idea from the reading to a specific situation in your own life or with respect to specific institutions in America—schools, family, employment, health, politics, etc.

## Readings

Pre-Seminar Readings: *Americanah* by Chimamanda Ngozi Adichie  
 Recommended: *Men we Reaped, A Memoir* by Jesmyn Ward

October 2 Introduction to Class: Racism Realized: Inequality through Social Control and Interpersonal Subordination

### **In-class Film: Nothing but a Man**

October 9 Classic Statements on American Racism

**Readings:** W.E.B. DuBois, The Forethought, Of Our Spiritual Strivings, Pgs. 1-12, *The Souls of Black Folk*

James Baldwin, Notes of a Native Son, Everybody’s Protest Novel, Carmen Jones, in *Notes of a Native Son; On Being White.....And Other Lies; Blues for Mr. Charlie*

Teju Cole, “Black Body: Rereading James Baldwin’s ‘Stranger in the Village’, The New Yorker, August 19, 2014

Film: Carmen Jones, \$2.99 rental on Amazon, (recommended)

Video: Eli Anderson, The Iconic Ghetto,

<http://sociologicalimagination.org/archives/13830>

[Youtube, W.E.B. DuBois—Mini-Biography](#)

[Youtube, W.E.B. DuBois by Alexander Alwaysmind](#)

In-Class: Baldwin and Buckley Cambridge Debate, You Tube 1964

October 16 Race and “Racecraft”: A Spurious Idea Spurring Real Inequalities

Readings: Fields and Fields, Introduction, A Tour of Racecraft, Individual Stories and America's Collective Past  
 Prager, Melancholia and the Racial Order  
 West, The Pitfalls of Racial Reasoning  
 Video: Youtube, Cornel West on George Stroumboulopoulos Tonight: Extended Interview  
 Youtube, Racecraft: Barbara Fields and Ta-Nehisi Coates in Conversation (recommended)

In-Class: Eberhardt, How Race Alters Perception of People, Places and Things,  
<http://www.cornell.edu/video/how-race-alters-perception-of-people-places-and-things>

Recommended: Fields and Fields, Slavery, Race and Ideology in The USA  
 Steele, In the Air Between Us: Stereotypes, Identity and Achievement  
 Eberhardt, Enduring Racial Associations, African Americans, Crime and Animal Imagery

October 23 Legalized Racism: Legislation, Part 1

Readings: Loving v. Virginia 388 U.S. 1(1967),  
<https://supreme.justia.com/cases/federal/us/388/1/1/case.html>  
 Schuette v. BAMN 572 U.S. (2014) Dissent  
<https://supreme.justia.com/cases/federal/us/572/12-682/opinion3.html>  
 Katznelson, "American with a Difference," "Jim Crow Congress"

Recommended: <https://supreme.justia.com/cases/federal/us>

October 30 Legalized Racism: Incarceration, Part II

Readings: Bobo and Thompson, Radicalized Mass Incarceration: Poverty, Prejudice and Punishment  
 Wacquant, Deadly Symbiosis: When Ghetto and Prison Meet and Mesh  
 Alexander, Introduction, The Rebirth of Caste  
 Goffman, A Fugitive Community

Youtube, Cornel West "No Serious Talk on the New Jim Crow!  
 The Prison

## November 6 Gender, Sexuality and Racism: The Personal and the Political

Readings: Carbado, The Construction of O.J. Simpson as a Racial Victim

Lawrence, The Message of the Verdict, A Three-Act Morality Play Starring Clarence Thomas, Willie Smith, and Mike Tyson

Blow, Up from Pain

Ward, Men We Reap

Recommended: Blow, Fire Shut Up in my Bones

Video: Youtube, Supreme Court Moments in History: Clarence Thomas and Anita Hill

Youtube, Anita Hill on Lessons from the Clarence Thomas Confirmation Hearings

## November 13 The Broken Social Contract, Part 1: Protest

Readings: Morgan and Fischer, Hip-Hop and Race: Blackness, Language and Creativity

Coates, The Case for Reparations

**In-Class: Hidden Colors 3 The Rules of Racism**

Video: Youtube, The Case for Reparations: Ta-Nehisi Coates on Reckoning with U.S. Slavery and Institutional Racism, Parts 1 and 2

Youtube, The Colbert Report: 6/16/14 in :60 seconds

Youtube, Facing the Truth: The Case for Reparations by Moyers and Co.

## November 20 The Broken Social Contract Part 2: The Social Meets the Personal across Generations

Readings: Prager, Lost Childhoods, Lost Generations

Khan, Cumulative Trauma

Jansen, Bearing Witness, Loss and Change, Indirect Knowledge

## December 4 Acknowledgement and Recognition

Readings: Prager, On South Africa

Davis, Are Prisons Obsolete?

## December 11 Toward a Society of Love and Other Forms of Anti-cruelty: The Restoration of Utopian Thought and Action

Readings: Coates, Baldwin on Love

Allen, Talking to Strangers  
Davis, Abolitionist Democracy



# UCLA Course Inventory Management System

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## Approve or Deny a New Course Proposal

Required fields are marked with a red letter **R**.

### Sociology 40 American Racism: A Psychosocial Analysis

**Department** **R** Enter 7-character code Browse for name

SOCIOL Sociology

or

**Requested Course Number** **R** Enter 7-character code Subject Area - Browse for code

SOCIOL Sociology Course Number: 40

or

prefix number suffix

**Check if Multiple Listed** **Check if Concurrent**

Multiple Listed Course  Concurrent Course

**Course Catalog Title** **R** American Racism: A Psychosocial Analysis

**Short Title** RACISM: PSYCH ANALY (19 character limit)

**Units** **R**  Fixed: 5  Variable: Minimum Maximum  Alternate: or

**Grading Basis** **R** Letter grade or Passed/Not Passed

**Instructional Format** **R** Primary Format: Lecture Secondary Format: Discussion

Hours per week: 4  
Hours per week: 1 [Next](#)

**TIE Code** **R** LECS - Lecture (Plus Supplementary Activity) [T]

**GE Requirement** **R**  Yes  No  
If yes, submit a proposal to the GE Governance Committee.

**Major or Minor Requirement** **R**  Yes  No  
If yes, submit program change memo to College or School Faculty Executive Committee.

**Requisites** Include enforcement level (enforcement, warning, none).  
None

**Course Description** **R** Examination of the long-standing history of American racism, beginning with the institution of slavery; including Jim Crow legislation, the separate but equal doctrine, Brown v. Board of Education, Civil Rights  
333 characters remaining

**Justification** **R** Justify the need and state the objectives for this new course. Identify effects on other courses in your department or on courses or curriculum in other departments. List departments and chairs consulted and summarize responses.

No comparable course exists in Sociology. While there are courses that focus on African Americans with respect to the communities where they reside, on urban America, on immigration, there are no courses devoted exclusively

312 characters remaining

**Syllabus R** A syllabus and/or reading list is required for new courses.  
 File [Sociology 40 American Racism syllabus.doc](#) was previously uploaded. You may view the file by clicking on the file name.  
 No file chosen  
 Upload syllabus file.  
 Read the [upload instructions](#) for help.

**Supplemental Information**

**Grading Structure R** Include midterm and final examination information.  
 Mid-term and Final. In-class short-answer and essay.

1027 characters remaining

**Effective Date R**

**Discontinue Date**

**Instructor R** Name  Title  [Next](#)

**Quarters Taught**  Fall  Winter  Spring  Summer

**Contact** Name **SIMBI MAHLANZA** E-mail **mahlanza@soc.ucla.edu**

[Routing Help](#)

### ROUTING STATUS

**Role:** FEC School Coordinator - Castillo, Myrna Dee Figuracion (MCASTILLO@COLLEGE.UCLA.EDU) - 45040

**Status:** Pending Action

**Role:** Department/School Coordinator - Mahlanza, Simbi Refilwe (MAHLANZA@SOC.UCLA.EDU) - 51215

**Status:** Approved on 4/24/2015 3:05:32 PM

**Changes:** No Changes Made

**Comments:** Acting as designee for Professor Stefan Timmermans for the department of Sociology.

**Role:** Initiator/Submitter - Mahlanza, Simbi Refilwe (MAHLANZA@SOC.UCLA.EDU) - 51215

**Status:** Submitted on 4/24/2015 3:04:15 PM

**Comments:** Initiated a New Course Proposal

### REVIEWER'S ACTION

For help with any element, click on its label link.

**Action**  Approved  Re-routed  Denied

**Required: If you are a staff member acting as designee for a chair or faculty coordinator, note the name and role of the person you are representing in the comment box.**

**Comment** If approved with changes, this section must be completed. If approved with no changes, this section is optional. If denied or withdrawn, this section must be completed. Maximum 1080 characters.

1080 characters remaining

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