Syllabus

Although personal experiences will inevitably affect our responses to what we read and discuss, this is not a course about feelings or impressions. Race relations has long been a serious topic of study, and this is a course about facts, theories, and arguments drawn from books and articles. Precisely because the topics to be studied are controversial and opinions are often heartfelt, we must be especially on our guard to be rational and careful.

The requirements of the course include not only the common reading, but two written 2000 word (8-10 pp.) reports, two oral reports on the topics of the written reports, and a 3-hour, closed-book, closed-notes final exam covering everything in the course, including the topics of other students’ oral reports (so you are advised to take notes). Please note that this course is offered for Grades Only. I will not allow anyone to take it Pass/Fail.

The oral reports will be coordinated with the topics of the common reading each week, so please be prepared to give them on time. It will help other students if you would distribute outlines or other material from your reports in class when you give the reports. Don’t just tell us what the book or article says, page by page. Instead, you should focus on one or two topics of general interest in your selection. For example, if you are reporting on Woodward’s *Strange Career of Jim Crow*, tell us how and when segregation was solidified, according to Woodward, and how convincing his evidence for his position seems. Your two books should total about 400-500 pages of reading. I’ll be happy, if you wish, to discuss ways to handle your chosen books before you’re scheduled to report them. Contact me for an appointment.

Please note that I care about writing style. Please write clearly and coherently. Very badly written papers will be failed. Please also note that this course is offered for grades only: no pass/fails.

Books to be Purchased

John D. Smith, *When Did Southern Segregation Begin?* (hereafter referred to as Smith)
Matthew F. Jacobson, *Whiteness of a Different Color* (Jacobson)
Clayborne Carson, *In Struggle* (Carson)
John D. Skrentny, *The Ironies of Affirmative Action* (Skrentny)
Paul M. Sniderman and Edward G. Carmines, *Reaching Beyond Race* (Sniderman and Carmines)
Donald R. Kinder and Lynn M. Sanders, *Divided by Color* (Kinder and Sanders)
Susan Welch *et al.*, *Race and Place* (Welch)
Douglas Massey and Nancy Denton, *American Apartheid* (Massey and Denton)
Common Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 8</td>
<td>organization</td>
<td>origins and development of segregation</td>
</tr>
<tr>
<td>Jan. 15</td>
<td>Smith</td>
<td>whiteness studies</td>
</tr>
<tr>
<td>Jan. 22</td>
<td>Jacobson</td>
<td>whiteness studies</td>
</tr>
<tr>
<td>Jan. 29</td>
<td>Carson</td>
<td>the Civil Rights Movement</td>
</tr>
<tr>
<td>Feb. 5</td>
<td>Skrentny</td>
<td>affirmative action</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>Sniderman and Carmines</td>
<td>white attitudes</td>
</tr>
<tr>
<td>Feb. 19</td>
<td>Kinder and Sanders, 3-162</td>
<td>black and white attitudes</td>
</tr>
<tr>
<td>Feb. 26</td>
<td>Kinder and Sanders, 163-end</td>
<td></td>
</tr>
<tr>
<td>Mar. 5</td>
<td>Welch</td>
<td>Detroit area study</td>
</tr>
<tr>
<td>Mar. 12</td>
<td>Massey and Denton</td>
<td>housing segregation</td>
</tr>
</tbody>
</table>

Supplementary Books for H/SS 154a

Jan. 15: Origins and Development of Segregation
1. C. Vann Woodward, *The Strange Career of Jim Crow*, 225 pp., E185.61.w86.1974, focuses on post-Reconstruction period, the classic work
   Joel Williamson, ed., *The Origins of Segregation*, 110 pp., E185.615.w5, articles on the debate over the Jim Crow thesis
3. Roger A. Fischer, *The Segregation Struggle in Louisiana, 1862-77*, 150 pp., E185.93.l6.f57, segregation in the most integrated southern state

Jan. 22: Whiteness Studies


Jan. 29: The Civil Rights Movement

Before the Movement

10-11 John Egerton, *Speak Now Against the Day: The Generation Before the Civil Rights Movement in the South*, 625 pp., E185.61.e28.1994, reformers before their time, split into two reports


13. Patricia Sullivan, *Days of Hope: Race and Democracy in the New Deal Era*, 265 pp., E185.61.S93.1996 Could liberals have captured the South in the 1930s and 40s?

14. Charles Kellogg, *NAACP, 1909-20*, 300 pp., E185.5.n276.k4, first years of the organization


The Movement

16. Adam Fairclough, *To Redeem the Soul of America: The Southern Christian Leadership and Martin Luther King, Jr.*, 400 pp., E185.61.f17.1987, history of organization


18. August Meier and Elliott Rudwick, *CORE: A Study in the Civil Rights Movement*, 425 pp., E185.61.m516, one of the leading organizations, a pioneer in sit-ins


Feb. 5 Affirmative Action


Feb. 12 White Racial Attitudes

voter responses


March 5 Cities and Inequality


55. William J. Wilson, *The Declining Significance of Race: Blacks and Changing American Institutions*, E185.w73, provocative formulation of a class thesis
57. Wilson, *The Ghetto Underclass*, 225 pp., Hv4045.g48.1989, reactions to *Truly Disadvantaged*
61. Gary Becker, *The Economics of Discrimination*, 140 pp., Hd4903.5.u58.b4, economic theory in which discrimination is a matter of individual choice
62. Steven Shulman and William Darity, *The Question of Discrimination: Racial Inequality in the U.S. Labor Market*, 400pp., Hd4903.5.u58.q47.1989, 12 essays from different points of view, offering empirical correctives to Becker

March 12 Housing Segregation
65. Robert Bullard *et al.*, *Residential Apartheid*, 275 pp., Hd7288.76.u5.r47.1994, 12 essays, many on housing segregation in different cities
66. Davis McEntire, *Residence and Race*, 350 pp., Hd7293.m22, a national report, based on studies in the 1950s, interesting to contrast with later studies
67. Clement E. Vose, *Caucasians Only: The Supreme Court, the NAACP, and the Restrictive Covenant Cases*, 300 pp., Kf662.v5, outlawing contracts that barred members of certain ethnic groups from buying houses