

Conflict and Race
CONF 721
Spring 2016
Thursdays 7:20pm-10:00pm
Founders Hall 324

Dr. Tehama Lopez Bunyasi

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Office hours: Thursdays 4:30-6:00pm in my office (room 5090)

If you cannot meet during regular office hours, you may schedule an appointment.

Course Description:

The beginning of this course will be dedicated to understanding what race is, how it functions, and how people become racialized. The hope behind dedicating this amount of time to grasping “the basics” is to encourage students to develop their own understanding and theories about race, and to provide a foundation from which they will be able to think critically about racial conflicts in the United States, as well as in other parts of the world. We will then investigate the role racial identity plays in group-based representation and collective mobilization, and will think critically about what is at stake in adhering to or diverging from particular racial identities, stereotypes and standards of authenticity in the political and social arena. Thirdly, we will consider normative aspects of Whiteness and the racial ideology of colorblindness. After spring break, we will treat specific racial issues in the United States, and will close the semester collectively designing curriculum to accompany a documentary on race relations in the United States.

Expectations for Participation

Although the professor will often begin each class with brief comments and some points of clarification, much of the course will run as a seminar, reliant upon dialogue between students. A successful, productive class will require that you do the following:

- Come to class each day with both generous and critical commentary prepared
- Summarize the central thesis/argument of the assigned reading
- Give examples of how the thesis/argument is supported
- Identify weaknesses/strengths in the thesis/argument and methodology
- If appropriate, identify to whom/or to what the author is responding
- Identify questions that you think will illuminate the text for you
- Identify question that you would like to ask your classmates (at this level of education, some of your best learning will come from listening to your peers as you pick one another’s brains)
- Respectfully listen to the views and ideas of others
- Remember that learning in community is a special experience, and it is one that is enhanced with a compassionate disposition.

Regular attendance is expected; if one does not attend, one cannot participate. During class discussions, the professor will be expecting people to raise their hands so that they may be called upon. When raised hands are not forthcoming, she will call on people at random.

Technology Policy

Cell phones must be silenced while in class. Text messaging and communicating via social media are strongly discouraged. Please suspend such activities until our mid-class break. You are expected to neither make nor receive calls during our class unless the matter is an urgent one. Please let me know if you anticipate such a call. Failure to comply with these codes of conduct will negatively affect your participation grade. The professor will communicate with students over email, so please be attentive to your university email account. Being attentive to your account means checking it daily.

Student Resources

George Mason has a terrific Writing Center where you can access tutoring (face-to-face, online and e-mail), writing workshops and helpful online resources. To find out how you can take advantage of the WC, please visit their website at: <http://writingcenter.gmu.edu>

Learning Services provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. To learn more about their coaching, skills, and tutoring resources, please visit their website at: <http://caps.gmu.edu/learning-services/>

Any student who suspects s/he may need an accommodation based on the impact of a disability should contact the professor privately to discuss the student's specific needs, and provide written documentation from the Office of Disability Services (ODS). If the student is not yet registered as a student with a disability, s/he can contact ODS. For more information, please visit their website at: <http://ods.gmu.edu>

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the faculty or staff. For more information, please visit their website at: <http://eli.gmu.edu>

The Office of Military Services assists veterans, active duty service members, guardsmen, reservists, and dependents in making a successful transition into the Mason community. For more information, please view their website at: <http://military.gmu.edu>

The Office of Diversity, Inclusion and Multicultural Education leads the university in creating and sustaining inclusive learning environments where all members of the Mason community are welcomed, valued, and supported. Some of the constituencies that they serve are historically under-represented minorities and first-generation

university students. For more information, please visit their website at:
<http://odime.gmu.edu>

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a safe learning, living and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success.

George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support.

Confidential resources are available on campus at Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), the University Ombudsperson (ombudsman.gmu.edu), and Wellness, Alcohol and Violence Education and Services (waves.gmu.edu).

All other members of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator.

For a full list of resources, support opportunities, and reporting options, contact the University Title IX Coordinator at integrity.gmu.edu and/or at 703-993-8730. Our goal is to create awareness of the range of options available to you and provide access to resources.

Academic Conduct & Honor Code

The professor shares and upholds the expectations of academic conduct stated by the Office for Academic Integrity. As student members of the George Mason University community, and as student members of this course, you are accountable to the following Honor Code:

"To promote a stronger sense of mutual responsibility, trust, and fairness among all members of the Mason community, and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work."

In this course, students are also prohibited from (a) knowingly permitting another student to plagiarize or cheat from one's work, and (b) submitting the same assignment in different courses without consent of the professor.

Should you have any questions about what it means to cheat, plagiarize, steal and/or lie, please consult the following website: <http://oai.gmu.edu/the-mason-honor-code-2/>

All students are encouraged to review the “Student Strategies for Preventing Violations” link on the Office for Academic Integrity’s website: <http://oai.gmu.edu/preventing-violations/student-strategies-for-preventing-violations/>

Any student found violating the tenets of the Honor Code will be reported to the Honor Committee for review.

Papers

All papers should be typed, double-spaced, and stapled with 1-inch margins in Times New Roman size 12 font. Double-sided printing is preferred, though not required. Your name, name of the course, semester, professor’s name, and assignment title must be placed as a heading in one of the top corners of the paper (single-spaced): this heading constitutes five lines total. There should be a gap between the end of the heading and the body of the paper that is three single-spaces wide. All papers must include page numbers and proper citation. Citations must be in the form of endnotes. A template for proper paper formatting can be found on Blackboard under the “Assignments” tab. You may turn in a late paper over e-mail, but you must turn in a hard copy at your earliest convenience. The professor will not grade a paper electronically; she will only grade a hard-copy paper. She will, however, grade the paper keeping in mind the day that you turned it in electronically. Do yourself a favor and proofread each paper by reading it out loud to yourself before turning it in to the professor.

Basis for Grading for Master’s Students:

10 page paper due March 17	45%
In-class presentation (one day, either: 3/17, 3/31, 4/7, 4/14)	10%
Reflection#1 (2 pages) on topics covered March 17, 24, or 31	10%
Reflection#2 (2 pages) on topics covered April 7 or 14	10%
Curriculum contribution due April 28	10%
In-class participation throughout semester	15%

Basis for Grading for PhD Students:

15 page paper due March 17	45%
In-class presentation (one day, either: 3/17, 3/31, 4/7, 4/14)	10%
Reflection#1 (3 pages) on topic covered March 17, 24, or 31	10%
Reflection#2 (3 pages) on topic covered April 7 or 14	10%
Curriculum contribution due April 28	10%
In-class participation throughout semester	15%

For clarity—all reflection papers are due the week after we cover (in class) the topic you are reflecting upon.

Reflection #1: choose one of three below

Reflection on *Blues and Greens* due March 24

Reflection on *Homies and Healing* due March 31

Reflection on *Ethnic Studies* due April 7

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Reflection #2: choose one of two below

Reflection on *Microaggressions, Trigger Warnings, and Freedom of Speech*
due April 14

Reflection on *Black Lives Matter* due April 21

At the beginning of the semester, I will draw your date for the in-class presentation at random. On the date of your in-class presentation, you, along with at least one other person, will work as a team to lead the class discussion for the first half hour of class. During this time, I would like you to bring to light certain ideas and questions for your peers to consider.

Grading Rubric

The A paper may exemplify all, or a combination of, the following characteristics:

- The paper is either very good or excellent.
- The thesis is clear, the arguments are supported, and the writing is strong and easy to navigate.
- Perfection is not necessary for an A paper, but critical engagement with the subject is.
- Ideas are pursued with depth and detail. Grammatical errors and missteps with syntax are minimal.

The B paper may exemplify all, or a combination of, the following characteristics:

- The paper illustrates an understanding of the text(s) and takes ideas beyond the obvious.
- The arguments in the B paper are slightly weaker than those in the A paper, but they are also more than adequate.
- The writing and coherence of paragraph arrangement are also more than adequate, but they are not stellar.
- At times the paper may describe rather than analyze.
- Grammatical errors and missteps with syntax are present, but they do not terribly undermine the clarity of the thesis.

The C paper may exemplify all, or a combination of, the following characteristics:

- The paper is adequate.
- The paper may have shallow analysis, being more descriptive than analytical.
- Some ideas may be underdeveloped or unsupported.
- The essay makes limited use of textual evidence.
- The paragraphs are weakly unified, underdeveloped, or unfocused.
- The paper has obvious grammatical errors and several missteps with syntax, making the paper difficult to read.
- When the paper is grammatically correct, it lacks in content and development.

The D paper may exemplify all, or a combination of, the following characteristics:

- The paper lacks critical content, development, and has serious grammatical errors.
- D papers do not have thesis development, and are undeveloped in analysis, format and length.
- When evidence is cited, there tends to be multiple factual and interpretive errors.
- D quality essays often rely on anecdotal information as evidence.
- The D paper generally lacks in the areas of proper sentence structure, paragraph development, correct spelling, and clarity of expression.
- D papers are below average graduate level writing, and often look and read like a first draft or last minute effort.

The F paper: Wasting time.

Grading Rubric (continued)

A 93-100
A- 90-92.9
B+ 87-89.9
B 83-86.9
B- 80-82.9
C+ 77-79.9
C 73-76.9
C- 70-72.9
D+ 67-69.9
D 63-66.9
D- 60-62.9
F below 60

Automatic deductions to written assignments:

3 percentage points for each day a paper is turned in late (ex., Day One of a late paper begins at the end of class in which the paper is due, and it ends 24 hours after the beginning of that same class, i.e. Thursday at 10:01pm through Friday at 7:20pm. Day Two begins Friday at 7:21pm, and ends on Saturday at 7:20pm. Day Three begins on Saturday at 7:21pm, and ends on Sunday at 7:20pm, so on and so forth.)

3 percentage points for every sentence that starts with “so,” “and,” and “because”

3 percentage points for a lack of page numbers

5 percentage points for incorrect heading

5 percentage points for every incomplete sentence

10 percentage points for incorrect margin width

10 percentage points for incorrect spacing

10 percentage points for incorrect font size

10 percentage points for every paragraph that contains fewer than three sentences

10 percentage points for every time you cite but do not use endnotes for citation of sources (i.e., you use parenthetical citation or footnotes)

Required Texts

Books

- Omi, Michael and Howard Winant. 2014. *Racial Formation in the United States (3rd edition)*. New York, NY: Routledge.

Articles and Chapters

- Excerpts from Alexander, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press. (available through Mason's e-book collection)
- Alimahomed, Sabrina. 2011. "Generation Islam': Arab American Muslims and Racial Politics after September 11." *Race/Ethnicity: Multidisciplinary Global Contexts* 4, 3 pp. 381-397. (available through Mason's online journal subscriptions)
- Altman, Alex. August 31, 2015. "Where Black Lives Matter Goes From Here." *Time* 186, 8 pp. 22-24. (available through Mason's online journal subscriptions)
- Asoka, Kaavya and Marcia Chatelain. 2015. "Women and Black Lives Matter: An Interview with Marcia Chatelain." *Dissent* 62, 3 pp. 54-61. (available through Mason's online journal subscriptions)
- Excerpt from Bonilla-Silva, Eduardo. 2006. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman and Littlefield Publishers, Inc. (available through "e-Reserves" tab on Blackboard)
- Cohen, Cathy J. 1996. "Contested Membership: Black Gay Identities and the Politics of AIDS." In *Queer Theory/Sociology*, ed. Seidman, Steven, pp. 362-94. Cambridge, MA: Blackwell Publishers. (available through "e-Reserves" tab on Blackboard)
- Delgado, Richard. 2013. "Precious Knowledge: State Bans on Ethnic Studies, Book Traffickers (*Librotraficantes*), and a New Type of Race Trial." *North Carolina Law Review* 91 pp. 1513-1553. (available through Mason's online journal subscriptions)
- Eichstedt, Jennifer L. 2001. "Problematic White Identities and a Search for Racial Justice." *Sociological Forum* 16, 3 pp. 445-470. (available through Mason's online journal subscriptions)
- Garner, Steve and Saher Selod. 2015. "The Racialization of Muslims: Empirical Studies of Islamophobia." *Critical Sociology* 41, 1 pp. 9-19. (available through Mason's online journal subscriptions)

- Horne, Tom. "An Open Letter to the Citizens of Tucson." June 11, 2007. (available through "Course Content" tab on Blackboard)
- House Bill 2281. State of Arizona House of Representatives. 49th Legislature. Second Regular Session. 2010. (available through "Course Content" tab on Blackboard)
- Jungkunz, Vincent. 2011. "Dismantling Whiteness: Silent Yielding and the Potentiality of Political Suicide." *Contemporary Political Theory* 10, 1 pp. 3-20. (available through Mason's online journal subscriptions)
- Excerpts from Kennedy, Randall. 2008. *Sellout: The Politics of Racial Betrayal*. New York: Pantheon. (available through "e-Reserves" tab on Blackboard)
- Kesler, Charles R. Spring 2015. "From the Editor's Desk: I'm Offended." *Claremont Review of Books* 15, 2 pp. 5. (available through Mason's online journal subscriptions)
- Khanna, Nikki and Cathryn Johnson. 2010. "Passing as Black: Racial Identity Work among Biracial Americans." *Social Psychology Quarterly* 73, 4 pp. 380-397. (available through Mason's online journal subscriptions)
- Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics & Society* 27,1 pp. 105-138. (available through Mason's online journal subscriptions)
- Lopez Bunyasi, Tehama and Leah Wright Rigueur. 2015. "'Breaking Bad' in Black and White: What Ideological Deviance Can Tell Us about the Construction of 'Authentic' Racial Identities." *Polity* 47, 2 pp. 175-198. (available through Mason's online journal subscriptions)
- Lukianoff, Greg and Jonathan Haidt. September 2015. "The Coddling of the American Mind." *The Atlantic* 44, 3 pp. 42-52. (available through Mason's online journal subscriptions)
- Michney, Todd M. 2011. "White Civil Visions Versus Black Suburban Aspirations: Cleveland's Garden Valley Urban Renewal Project." *Journal of Planning History* 10, 4 pp. 282-309. (available through Mason's online journal subscriptions)
- Moosavi, Leon. 2015. "White Privilege in the Lives of Muslim Converts in Britain." *Ethnic and Racial Studies* 38, 11 pp. 1918-1933. (available through Mason's online journal subscriptions)

- Perry, Pamela. 2001. "White Means Never Having to Say You're Ethnic: White Youth and the Construction of 'Cultureless' Identities." *Journal of Contemporary Ethnography* 30, 1 pp. 56-91. (available through Mason's online journal subscriptions)
- Pulido, Laura. 2015. "Geographies of Race and Ethnicity I: White Supremacy vs. White Privilege in Environmental Racism Research." *Progress in Human Geography* 39, 6 pp. 809-817. (available through Mason's online journal subscriptions)
- Rodriguez, Javier M., Arline T. Geronimus, John Bound, Danny Dorling. 2015. "Black Lives Matter: Differential Mortality and the Racial Composition of the U.S. Electorate, 1970-2004." *Social Science and Medicine* 136-137 pp. 193-199. (available through Mason's online journal subscriptions)
- Stroud, Angela. 2012. "Good Guys with Guns: Hegemonic Masculinity and Concealed Handguns." *Gender & Society* 26, 2 pp. 216-238. (available through Mason's online journal subscriptions)
- Sue, Derald Wing, Christina M. Capodilupo, Gina C. Torino, Jennifer M. Bucceri, Aisha M. B. Holder, Kevin L. Nadal, and Marta Esquilin. 2007. "Racial Microaggressions in Everyday Life: Implications for Clinical Practice." *American Psychologist* 62, 4 pp. 271-286. (available through Mason's online journal subscriptions)

Course Schedule

The following schedule is subject to change according to the learning needs of the class.

Jan. 21. Racial Formation in the United States

- ❖ Introductions. Syllabus.

Readings to be completed for January 21:

- Omi and Winant, pp. 1-102.

Jan. 28. Racial Formation in the United States (continued)

Readings to be completed for January 28:

- Omi and Winant, pp. 103-269.

Feb. 4. Can Religious Groups be Racialized? The Case of Muslims

Readings to be completed for February 4:

- “The Racialization of Muslims: Empirical Studies of Islamophobia” by Steve Garner and Saher Selod, pp. 9-19
- “‘Generation Islam’: Arab American Muslims and Racial Politics after September 11” by Sabrina Alimahomed, pp. 381-397
- “White Privilege in the lives of Muslim converts in Britain” by Leon Moosavi, pp. 1918-1933.

Feb 11. Race and Representation—Model Minorities and Perpetual Foreigners

Readings to be completed for February 11:

- “The Racial Triangulation of Asian Americans” by Claire Kim, pp. 105-138
- ❖ Documentary: *Most Honorable Son*

Feb 18. Race and Representation—Selling Out, Passing, and Keeping it Real

Readings to be completed for February 18:

- “The Idea of the Sellout in Contemporary Black America” by Randall Kennedy, pp. 58-86
- “Passing as Selling Out” by Randall Kennedy, pp. 144-185
- “Passing as Black: Racial Identity Work among Biracial Americans” by Nikka Khanna and Cathryn Johnson, pp. 380-397

February 25. Race and Representation—Contestation and Resistance

Readings to be completed for February 25:

- “Contested Membership: Black Gay Identities and the Politics of AIDS” by Cathy Cohen, pp. 362-394
- “Problematic White Identities and a Search for Racial Justice” by Jennifer Eichstedt, pp. 445-470
- “‘Breaking Bad’ in Black and White: What Ideological Deviance Can Tell Us about the Construction of ‘Authentic’ Racial Identities” by Tehama Lopez Bunyasi and Leah Wright Rigueur, pp. 175-198

*******March 1: Virginia Residents, Don't Forget to Vote*******

March 3. On Whiteness

Readings to be completed for March 3:

- “White Means Never Having to Say You’re Ethnic: White Youth and the Construction of ‘Cultureless’ Identities” by Pamela Perry, pp. 56-91.
- “The Central Frames of Color-Blind Racism” by Eduardo Bonilla-Silva, pp. 25-52
- “Dismantling Whiteness: Silent Yielding and the Potentiality of Political Suicide” by Vincent Jungkuz, pp. 3-20

March 10. Spring Break

March 17. Blues and Greens: Colors We Can't Live Without

- ❖ First paper due today

Readings to be completed for March 17:

- “White Civic Visions Versus Black Suburban Aspirations: Cleveland’s Garden Valley Urban Renewal Project” by Todd M. Michney, pp. 282-309
- “Geographies of Race and Ethnicity 1: White Supremacy v. White Privilege in Environmental Racism Research” by Laura Pulido, pp. 809-817

In Class:

- ❖ Van Jones (Ella Baker Center)
- ❖ Majora Carter (Sustainable South Bronx, Green For All, Major Carter Group)

March 24. Homies & Healing

Readings to be completed for March 24:

- “The Color of Justice” by Michelle Alexander, pp. 97-139
- “The Cruel Hand” by Michelle Alexander, pp. 140-177

In Class:

- ❖ Documentary: *G-Dog*

March 31. Ethnic Studies

Readings to be completed for March 31:

- “*Precious Knowledge: State Bans on Ethnic Studies, Book Traffickers (Librotraficantes), and a New Type of Race Trial*” by Richard Delgado, pp. 1513-1553
- “An Open Letter to the Citizens of Tucson” by Tom Horne. June 11, 2007.
- House Bill 2281. State of Arizona House of Representatives. 49th Legislature. Second Regular Session. 2010.

In Class:

- ❖ Documentary: *Precious Knowledge*

April 7. Microaggressions, Trigger Warnings, and Freedom of Speech

Readings to be completed for April 7:

- “Racial Microaggressions in Everyday Life” by Derald Wing Sue, et al., pp. 271-286.
- “I’m Offended” by Charles Kesler, p. 5.
- “The Coddling of the American Mind” by Greg Lukianoff and Jonathan Haidt

April 14. Black Lives Matter: Assessing the Crisis, Assessing the Response

Readings to be completed for April 14:

- “Where Black Lives Matter Goes From Here” by Alex Altman, pp. 22-24.
- “Women and Black Lives Matter: An Interview with Marcia Chatelain” by Kaavya Asoka and Marcia Chatelain, pp. 54-61.
- “Good Guys and Guns: Hegemonic Masculinity and Concealed Handguns” by Angela Stroud, pp. 216-238
- “Black Lives Matter: Differential Mortality and the Racial Composition of the U.S. Electorate, 1970-2004” by Javier M. Rodriguez et. al., pp. 193-199

April 21. American Textures

In Class:

- ❖ Documentary: *American Textures*

*******April 26: Maryland Residents, Don’t Forget to Vote*******

April 28. American Textures

- Discussion. Curriculum Musings.

Instructor’s Intellectual Property

The lectures, classroom activities, and all materials associated with this class and developed by the instructor are copyrighted in the name of Dr. Tehama Lopez Bunyasi for the semester of Spring 2016.