Socy 3171-002

**Whiteness Studies**

Maymester 2019

**Instructor:** Eleanor A. Hubbard, Ph.D.

**Class:** 9-12am; M-F; Econ 205

**Office Hours:**  By appointment

**Phone**: 303-817-6536 (leave a message), **Email**: through Canvas, or when I’m available, in real time in Chat on Canvas or hubbarde@colorado.edu

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**Educational Outcomes**

1. Students will understand the concept of whiteness as a socially constructed racial category and explore how white racial identity is constructed and maintained as well as how social structures impact identity and are impacted by them.
2. Students will have opportunities to have difficult conversations about race, white privilege, inequality, and how whiteness impacts people of color and to demonstrate their skillful and intellectually adept ability to articulate their own positions while listening to other points of view.
3. Students will demonstrate their understanding of a critical race theoretical perspective through planning and implementing a whiteness studies social issue project, using experiential and ethnographic methodologies.
4. Students will sharpen their ability to think critically through in-depth study, lively discussions, written and oral assignments, and individual and group assignments.

**Text**

All assigned articles are available on Canvas

**Course Requirements (each assignment is fully described on pp. 4-7)**

1. In-class assignments (worth 5% of your total grade).

1. Attendance and participation
2. Short in-class essays and other assignments as assigned
3. Difficult conversations about race and whiteness, Day 8, 9, 11 (5/22, 23, 28)

2. 8-10 quizzes (worth 15% of your total grade); worth 10 points each.

3. One written experiential assignment (worth 30% of your total grade), see pp. 4-5 for description, Due Day 8 (5/22) worth 75 points, must also post in Discussions in Canvas on Day 2, 3, 4, 5, 6 (5/14-20), worth 5 points each.

4. One whiteness social issue project (worth 50% of your total grade); see pp. 5-8 for complete description and due dates.

# Course Rules

**1. Doing well in this class:** Even if you do not quality for disability accommodations, it is always my intent and my desire to work with all students so that you can perform at the highest level of which you are capable. Giving me information about your needs is the best way for me to work with you well.

**2. Attendance/participation:** Attendance is expected, as is class participation. Students are expected to actively engage the course, by being prepared for and participating in all class sessions. Regularly throughout the semester, but unannounced, I may also require in-class individual and group activities which are graded (see course requirements # 1). When a student misses a class, for whatever reason, it is the obligation of the student to check with another student for lecture/discussion notes, but any documentation for why the student missed is not expected or wanted. No student will be penalized for missing class or assignments due to religious holidays, but of course the student is expected to complete all work.

**3. Missed classes due to illness:** There will be lots of sharing in this class, but please don’t share your germs. I prefer that when a student is sick, particularly contagious, that they do not come to class. If you miss an exam due to illness, the make-up will always be an essay exam.

4,**Communication**: All emails will be sent and received through Canvas. Any information sent via email is considered, per university policy, an official communication. I do communicate with my classes regularly by email, so please check Canvas daily. You are also welcome to use my personal university email, hubbarde@colorado.edu.

**5. Assignments:** All individual assignments must be the work of the individual student. Feedback will be given on every assignment in a timely fashion; it is expected that future assignments will reflect the feedback given. All group assignments must be (as nearly as possible) the equal work of all members. This means that each member attends all preparation meetings, that work is distributed by mutual agreement, and that presentations, both oral and written, reflect the work of all the participants. If group work is a hardship for any student, I may negotiate an alternate assignment; otherwise, students are expected to participate actively in any group assigned or chosen.

**6. Written work:** Standard English is expected, as is careful editing of all written assignments for spelling, punctuation, and grammar. In addition, all papers must be typed double-spaced, and page numbers included. Appropriate parenthetical citations from scholarly sociological sources are expected whenever you use an idea which is not your own (see plagiarism below). It is expected that citations and works cited pages use ASA (American Sociological Association) format; style manuals for this format can be found on Canvas and on the internet. A model of a works cited page is on pp. 9-10 of this syllabus, and in Canvas. All written assignments, unless otherwise noted on the assignment sheet, using the submit assignment button in Canvas no later than 1 hour before class begins on the day work is assigned.

**7. Late assignments policy:** All written assignments, unless otherwise noted on the assignment sheet, must be placed in the course drop-box no later than 1 hour before class begins on the day work is assigned; any assignment received after that will be considered a late assignment. Late assignments may be turned in at any time until the end of the semester with a penalty of two letter grades. If students know they will be unable to complete an assignment on-time, they may notify me in writing prior to the due date that the assignment will be late and indicate a date on which it will be completed. If due to an emergency, students do not know they will be unable to complete an assignment on-time, they may notify me in writing up to five days after the assignment was due with proper documentation included (a doctor’s note, or a funeral notice; for instance). No excuse is necessary if the professor is notified prior to the assignment’s due date, and no penalty will be exacted if students meet their own deadlines. However, late papers will not be graded until all on-time assignments have been graded and will not receive written comments from the professor. Any assignment submitted electronically no later than the beginning of the class prior to the due date will be given a 5% increase in grade. These will be graded with the on-time assignments. All oral assignments must be presented on the date negotiated between the professor and the student or group, unless the professor is notified, and other arrangements can be made (this is usually impossible). If a student cannot do all the necessary work for a group assignment and/or appear on the date of a scheduled oral presentation, that student must do a written assignment, negotiated with the professor.

**8. Honor Code**: Students must sign CU’s honor code for any written work, when requested: On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this (test, paper, work, or assignment)

**9. Plagiarism**: Any material copied from another source without proper citation is plagiarism and will be punished according to university guidelines. You will not find web sites selling term papers particularly useful for this class, because of the unique nature of the assignments. However, you should note that your work is evaluated through appropriate evaluative websites. Plagiarism services are provided to all faculty members at CU-Boulder, and these services retain a copy of the submitted work for future comparisons.

**10. Grading:** Grades will be distributed on a standard scale of 90-100 % equals A, etc. Any student who disagrees with a grade should contact me as soon as possible. Extra credit will be given only in extreme circumstances, negotiated between the student and the instructor.

**11. Disabilities:** If you qualify for educational accommodations because of a disability, please submit a letter from Disability Services to me in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. (Disability Services is located in N200 at Center for Community (C4C), 303-492-8671, and on the web at disabilityservices.colorado.edu)

**12. Sexual harassment:** CU’s policy on sexual harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or creates an environment that is hostile or offensive. Harassment may occur between members of any gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. This policy applies to all during all on-campus activities as well as off-campus. Any student who believes they have been sexually harassed should contact the Office of Institutional Equity and Compliance at 303-492-2127, cureport@colorado.edu, 3100 Marine Street, 2rd Fl, 557 UCB, Additional information including campus resources available to assist those who believe they have been sexually harassed can be obtained at: http://www.colorado.edu/institutionalequity/harassment.

# Socy 3171-002

**COURSE OUTLINE**

**Maymester 2019**

**Day Date Topic Assignment**

#### *Week I: White Racial Identity/White Social Structure*

 1 5/13 I’m not White, I’m an American! What is Whiteness? Quiz

 2 5/14 I’m not White, I’m just me! White identity

Bazelon, Kolbert, Riese, Taylor, Quiz

 Question/Exercise 1

 3 5/15 I wish we had good White food and celebrations! White culture Kendall, Hochschild, Lyubansky, Quiz

 Question/Exercise 2

4 5/16 I’m poor, White and privileged? Inequality & privilege

Desmond, DiAngelo, Quiz

Question/Exercise 3

5 5/17 This makes no sense! Critical race theory and Whiteness

Norris, Neklason, Purdue, Russworm, Wildman, Quiz

#####  Question/Exercise 4

##### *Week II: Difficult Conversations About Race*

6 5/20 This is how we look! Representations of Whiteness

 Dirks, Mueller, Quiz

 Question/Exercise 5

 Choose topic for Difficult conversations

**Team Description due (hard copy handed in at beginning of class)**

7 5/21 Guest Lecture: Being Black in White America, Michele Simpson

8 5/22 Difficult conversations about race and whiteness, assigned articles, Quiz

**Experiential assignment due (in Canvas drop box by 8am)**

9 5/23 Difficult conversations about race and whiteness, assigned articles, Quiz

10 5/24 Guest Lecture: Mass incarceration, Nancy Cebula,

##### Memorial Day, 5/27-No Class

##### *Week III: The Future of Whiteness*

11 5/28 Difficult conversations about race and whiteness, assigned articles, Quiz

**Team Historical and Social Context paper due (in Canvas drop box by 8am)**

**Team Community Attitudes paper due (in Canvas drop box by 8am)**

12 5/29 Guest Lecture: Allyship, Talia Watrous, Sarah Rimmel, CU’s Peer Educators

**Team Action Plan due (hard copy handed in at beginning of class)**

13, 14 5/30, 31 **Presentations (when assigned)**

**Social Issue Project Paper due (hard copy due before presentation)**

# COURSE REQUIREMENTS (Assignment Descriptions)

1. **IN-CLASS ASSIGNMENTS (worth 5% of your grade)**

Attendance and participation is expected and graded in this class (see course rules # 2).  The grade assigned is based on the instructor’s subjective assessment of your in-class participation and may include but is not limited to: studying assigned readings and being prepared to discuss, participating during the class period, and writing short essays in-class.  These assignments usually cannot be made up if you miss a class. This category is worth 5% of your total grade.

Days 8, 9, 11 (5/22, 23, 28), we will be having difficult conversations about race.  Some of the topics we might cover are racial and gender fluidity, racial implicit bias, use of the N-word, microaggressions, refusing to stand for the national anthem, educational segregation, interracial marriage, prison privatization, labeling not listening, Facebook and reinforcing whiteness, or a topic of your choice. You will be expected to actively participate in the class discussions by summarizing and reacting to an academically sophisticated article.

If you have a topic you particularly want to discuss with the class, email me no later than Day 6 (5/20) with an article that you would like to use as the foundation for your discussion.  If you do not email me, you will be assigned an article.  These conversations will be worth 50% of your grade for this assignment.

**If you are not in class, for whatever reason, or if you were in class and weren’t able to comment on the discussion, or if you are concerned about your grade in this class, a good way to rectify that if to respond to discussion prompts in Canvas.  Of course anyone can comment on any discussion questions or about any relevant topic concerning Whiteness studies at any time.**

# 2. QUIZZES (worth 15% of your grade)

There will be 8-10 quizzes in this class (no mid-term or final).These quizzes will be both objective and subjective, and they may cover in-class lectures, readings from assigned articles (which may or may not be covered in class), discussion, videos, exercises, and any other in-class activities. These quizzes may include anything presented in class prior to a particular quiz. Your lowest score will be dropped. Some of these quizzes may be taken on Canvas, or in class, or as take-homes. If you are unable to take the exam during the time allotted, you will be given one essay question to be answered by a 2-4 pp. paper. This category is worth 15% of your total grade.

# 3. EXPERIENTIAL ASSIGNMENT,

# (Worth 30% of your grade)

**The purpose of an experiential assignment is for you to use your own experience to demonstrate an understanding of whiteness and your ability to use a critical race perspective.**

This assignment will be a progressive assignment, meaning there will be five days of questions/exercises, and after completing each assignment, you will submit a short, well-written paragraph or two and submit it to Discussions on Canvas no later than 7 am of the day assigned.

These submissions (due Days 2, 3, 4, 5, 6) are worth 5 points each, 2 points meeting the requirements of the assignment, 2 points for your understanding of a critical race perspective, and 1 point for your ability to interact with the other students.

**Question/Exercise 1 (due Day 2, 5/14):** Define race in your own words and identify your racial identity.  How did you come to understand your race and who were the important people who helped you to define yourself racially?  What institutions were most formative for you in your understanding of race. The title of this essay must be 6 words that define race for you (for instance, Race: A whole lot of hooey; or Race: what my life is about) and posted to Discussions in Canvas by 7am of the day assigned. Sign your first name to all posts.

**Question/Exercise 2 (due Day 3, 5/15):** Google *“Project Implicit”* (Harvard’s Implicit Association Test (IAT)) and take at least two of the tests. One must be Race (‘Black-White’ IAT) and then another one of your choice. After you receive your results, write your essay discussing your scores and what they mean to you. This essay should be titled I’m not White, I’m just me and posted to Discussions in Canvas by 7am of the day assigned. Sign your first name to all posts*.*

**Question/Exercise 3 (due Day 4, 5/16)** Interview 5 fellow white students (not in this class) and ask them these questions taking careful notes: 1) What does it mean to you to be white? 2) What are you most proud of in being white? 3) What is difficult for you being white? 4) Do you have white privilege? If so, how, and if not, why not? Analyze your findings and write your essay discussing them. This essay should be titled Celebrating (or not) Whiteness, and posted in Discussions in Canvas by 7am of the day assigned. You may be asked to submit your notes. Sign your first name to all posts.

**Question/Exercise 4 (Day 5, 5/17)** Be aware of anything that has to do on campus with race.  Be particularly aware of when race is discussed.  Then, observe and take notes on one aspect of race on campus.  Here are some things you might observe: student and professor diversity by race, diversity in administration and staff (including those working cleaning dorms or in C4C). Analyze your findings and write your essay discussing them.  This essay should be titled A critical analysis of race on campus and posted to Discussions in Canvas no later than 7am of the day assigned.  You may be asked to submit your notes.Sign your first name to all posts.

**Question/Exercise 5 (Day 6, 5/20)** Think deeply about your own experiences being white (or not) and your own intersectionality and how that impacts your understanding of race. Analyze your experiences in your essay. The title of the essay is your choice, and it should be posted in Discussions in Canvas no later than 7am of the day assigned. Sign your first name to all posts.

**Experiential Assignment Essay (Day 8, 5/22)** This 5-7 page essay (worth 75 points) is an opportunity for you to demonstrate your understanding of the course readings, lectures, and discussions and how well you have listened to and learned from your classmates. An essay that will exceed the expectations for this assignment will include: your revised short essays submitted to Discussions in Canvas (25 points), an introduction and conclusion (10 points), and an academically sophisticated analysis using a critical race theoretical perspective (30 points).  This essay will have appropriate citations from readings assigned, as well as your own research, with a works cited page (10 points).

American Sociological Association (ASA) format is expected for all citations and the works cited page; a manual is readily available in Canvas or many places on-line.  On pages 9-10 of the syllabus is a works cited page for the articles assigned for this class.  You may use this as a model of a good works cited page. **This assignment must be submitted on-line using the submit assignment button in Canvas no later than one hour prior to the beginning of class on the Day 8 (5/22).**

This essay will be worth 75 points and the total category is worth 100 points, 30% of your total grade.

**4. WHITENESS SOCIAL ISSUE PROJECT (worth 50% of your grade)**

**The educational purpose of this project is for a team to demonstrate their understanding of whiteness with a critical race analysis by doing in-depth research on a particular whiteness social issue and presenting the findings.** This assignment must include a clear description of the social issue, its historical and social context, library or social research on community attitudes about the issue, and an action plan. The action plan is a series of steps that would encourage social change and enhance racial equality. It is not necessary to complete this action plan, but the strategies on your action plan must be doable and realistic. Through these activities, the team will investigate in more depth a specific issue in whiteness and demonstrate their ability to understand and use the conceptual framework of this class, particularly critical race theory. Extensive research, thoughtful exploration, and realistic and possible solutions are expected from all team members, however, the team may assign the various tasks as they choose, as long as it is an equitable distribution of time and effort. This category is worth 50% of your total grade.

**Important note!** A team may consist of a single person or small groups of 2, 3, or 4 (Groups of 5 will not be allowed). There may be some negotiated agreements between the instructor and the teams as to the differing expectations based on how many people are on a team.

**Another important note!** Grading: This project will not be graded individually, but as a team, unless there is clear evidence that one person did more or less than the others.

**Assignment Descriptions and Timeline**

**A. Topic selection:** No topic is off limits as long as you can show that it is relevant to the course and researchable during it. The most important thing is that the topic be limited so that the team is able to research and analyze it appropriately during the course of the class. **All members of the team must be a part of this brainstorm, which will occur in class during week one.**

Here are some possible topics/research questions, for the purpose of stimulating your imagination and encouraging discussion within your team.

* Does “100 Influential People,” a Time Magazine issue reinforce structural racism?
* What is the role of Instagram in reinforcing personal stereotyping of racial groups?
* Reality TV: The role of class and race in understanding “The Duck Dynasty”
* Is White fragility a thing?
* How is fear of the “other” used in the creation of whiteness? A study of the caravan from Central America
* Intersectionality in the world of gaming: Fortnite
* You have no sense of humor! The use of jokes to maintain the White racial order

**Day 6 (5/20)**

**B. Description paper:** After selecting a topic, the team will write a one-page description of their whiteness social issue. This paper should include the question the team is researching and a general introduction to and description of the topic. This paper should also include a general outline of tasks and assignments to members of the team. One or more members of the team may write this paper, but must be reviewed by all members.

A hard copy of this paper must be handed in at the beginning of class on Day 6 (5/20). This assignment is worth 5 points.

**Day 11 (5/28)**

**C. Historical and social context paper**: The team will write a 3-5 page paper providing a clear, thoughtful academic understanding of the historical and social context of topic selected.  This is an overview paper, but must include at least three citations (one from a guest lecturer if relevant, one from an assigned article, and one additional academically relevant (scholarly) article), supporting the arguments made. This paper must include a works cited page. **One or more members of the team may write this paper, but must be reviewed by all members.**

**This assignment must be submitted on-line using the submit assignment button in** Canvas on Day 11 (5/28)**.** This paper is worth 20 points.

**Day 11 (5/28)**

**D. Community attitudes paper:** The team will write a 3-5 page paper analyzing the results of your chosen methodology with the information below attached to the paper (in other words, the body of the paper must be 3-5 pp. with an appendix of required attachments). In this paper, use **one** of these three methodologies:

* 1. a literature review of the relevant research, including an annotated works cited page; OR
	2. a quantitative survey of community attitudes, for instance, asking 10 people well-thought out survey questions. Although this is not statistically significant research, the information gathered maybe treated as though it is. The sample (people who took the survey identified by number), an interview schedule (questions) and the tabulated answers given to each question must be included in the appendix; OR
	3. qualitative in-depth interviews, probably 4-5 interviews will give you a good flavor of what your interviewees are saying. The sample (people who were interviewed identified by number), an interview schedule (questions), and notes taken during the interviews must be included in the appendix.

**Note: only one methodology may be used, selected from the list above.** **One of more members of the team may write this paper, but must be reviewed by all members.**

**This assignment must be submitted on-line using the submit assignment button in** Canvas on Day 11 (5/28)**.** This paper is worth 20 points.

**Day 12 (5/29)**

**E. Action plan paper:** The team will write a one-page strategic action plan, giving specific steps that could be taken to change, even in a small way, the team’s social issue. It is not necessary to complete this action plan, but the strategies on your action plan must be doable and realistic. **All members of the team must be a part of this planning session, although one member may write the final version.**

A hard copy of this paper must be handed in at the beginning of class on Day 12 (5/29) This paper is worth 15 points.

**Day 13 or Day 14 (5/30 or 31)**

I will assign the date the team is presenting with input from the team**.**

**F. Presentation:** The team will present a discussion of their project. **All members of the team must be a part of the presentation, but one or more team member(s) may take the lead.** This presentation will occur in class on either Day 13 or 14 (5/30 or 31) and is worth 20 points. Prior to presentation day, I will provide guidelines for this presentation.

**Day 13 or Day 14 (5/30 or 31)**

**G. Whiteness social issue project paper:** Each team will provide a hard copy ofthecomplete paper, including an introduction, the description, the historical and social context, community attitudes, and the action plan, and a conclusion (no more than 12 pages, please). This paper must also include any corrections and comments made by the instructor as well as transitions between sections. This paper must be submitted in class before the team presentation on either Day 13 or 14 (5/30 or 31) and is worth 20 points.

**Assigned Articles for 3171: Whiteness Studies**

**Maymester 2019**

**Works Cited in Syllabus**

**Bazelon, Emily. 2018. “White People are Noticing Something New: Their Own Whiteness. New York Times Magazine. Retrieved March 2, 2019. (https://www.nytimes.com/2018/06/13/magazine/white-people-are-noticing-something-new-their-own-whiteness.html)**

**Desmond, Matthew and Mustafa Emirbayer. 2009. “What is Racial Domination?” pp. 335-355 in W.E.B. Dubois Review: Social Science Research on Race. 6:2. Retrieved March 4, 2019 (https://www.cambridge.org/core/journals/du-bois-review-social-science-research-on-race/article/what-is-racial-domination/D7BEC81A09479F28DD951BC664492260)**

**DiAngelo, Robin. 2011. “White Fragility,” International Journal of Critical Pedagogy. 3 (3), pp. 54-70.**

**Dirks, Danielle, and Jennifer C. Mueller (2007) “Racism and Popular Culture,” Retrieved April 30, 2019 (**[davidmcnally.org/wp-content/uploads/2011/01/Dirks\_\_\_Mueller\_\_2007\_1.pdf )](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=2ahUKEwiy-O2wn_jhAhVGmK0KHX5NBa4QFjABegQIBhAC&url=http%3A%2F%2Fdavidmcnally.org%2Fwp-content%2Fuploads%2F2011%2F01%2FDirks___Mueller__2007_1.pdf&usg=AOvVaw1I-HFE-mGAhEclehGrR1yv)

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**Kendall, Frances E. 2002. “Understanding White Privilege.” Retrieved April 25, 2017 *(*www.cpt.org/.../Undoing%20Racism%20-%20Understanding%20White%20Privilege...*by WIW Privilege)***

**Kolbert, Elizabeth. 2018. “Skin Deep,” pp. 29-31, 34-35, 40-41, 44-45 in National Geographic. April 2018.**

**Lyubansky, Mikhail. 2010. “…Defining White Culture.” PsychologyToday. Posted July 28, 2010. Retrieved March 13, 2019.**

**Mueller, Jennifer C., Danielle Dirks, and Leslie Houts Picca. 2007. “Unmasking Racism: Halloween Customing and Engagement of the Racial Other.” Contexts 30:315-335. Retrieved March 4, 2019. (**[**https://www.academia.edu/2206699/Unmasking\_Racism\_Halloween\_Costuming\_and\_Engagement\_of\_the\_Racial\_Other)**](https://www.academia.edu/2206699/Unmasking_Racism_Halloween_Costuming_and_Engagement_of_the_Racial_Other%29)

**Neklason, Annika. 2019. “Blackface Was Never Harmless,” The Atlantic. February 16. Retrieved March 5, 2019 (**[**https://www.theatlantic.com/entertainment/archive/2019/02/legacy-blackface-ralph-northam-didnt-understand/582733/)**](https://www.theatlantic.com/entertainment/archive/2019/02/legacy-blackface-ralph-northam-didnt-understand/582733/%29)

**Norris, Michele. 2018. “The Rising Anxiety of White America,” pp. 78-81, 87-89, 92-93, 95-99 in National Geographic. April 2018.**

**Purdue Online Writing Lab. College of Liberal Arts. Purdue University. nd. Critical Race Theory (1970s-present). Retrieved March 4, 2019. (https://owl.purdue.edu/owl/subject\_specific\_writing/writing\_in\_literature/literary\_theory\_and\_schools\_of\_criticism/critical\_race\_theory.html)**

**Riese, Matt. 2005. “The Biological Meaning of ‘Race.’” UCSU Center for Biomolecular Science & Engineering. Retrieved May 3, 2016. (**[**https://cbse.soe.ucsc.edu/.../default/.../..UUI)**](https://cbse.soe.ucsc.edu/.../default/.../..UUI%29)

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**Wildman, Stephanie with Adrienne D. Davis. “Making Systems of Privilege Visible.” Retrieved March 23, 2016 *(*tartarus.ed.utah.edu/users/.../Wildman%20&%20Davis%20(1997).pdf**)