

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Department of Economics

Economics 181
Economics of Racism
Fall, 2003

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Office Hours: MW 10-11:00; TTH 3-4:00
and by appointment

Course Prerequisite: Sophomore Standing

Course Description: An economic analysis of the origins and development of racism and the economic reasons for its maintenance and perpetuation.

General Education Status: Economics 181 satisfies Area D2, Major Social Issues of the Contemporary Era. It also satisfies the Race and Ethnicity in American Society requirement.

Learning Objectives:

The purpose of this course is several-fold: Students will be expected (1) to gain an appreciation for the role of economic forces and factors in explaining the development and institutionalizing of racism (and other social institutions); (2) to evaluate evidence in social theory; (3) to develop an appreciation for the mis-use of statistical procedures; and (4) to better understand the nature of social processes in general. While the course is specifically directed toward an examination of racism, it should be borne in mind that the theories and analyses presented are all pertinent to various forms of social injustice. Thus, one objective of this course is to demonstrate the relationship between the examination of racism and the examination of social injustice in general.

Reading Assignments: in order of reading (Required texts are highlighted in **bold**; recommended readings are in normal typeface.)

Churchill, W., Bringing the Law Home, (Five copies on reserve, University library)

Blaut, J.M., The Colonizer's Model of the World

Boston, T., "The East African Coast During the Age of Exploration." In A Different Vision
(on reserve in University Library)

Bailey, R., "Out of Sight, Out of Mind." In A Different Vision (on reserve)

Fast, H., Freedom Road

Twain, M., On the Damned Human Race (selections) (Five copies on reserve)

Marable, M., "Booker T. Washington and the Political Economy of Black Education." In A Different Vision (on reserve)

Butler, J., "Why Booker T. Washington was Right." In A Different Vision (on reserve)

Williams, V., "Booker T. Washington, Myth Maker." In A Different Vision (on reserve)

Foner, P., Organized Labor and the Black Worker

Hollens, M., The African-American Worker, (Five copies on reserve)

Hollens, Latino Workers in the United States, (Five copies on reserve)

Cherry, R., Discrimination

Cherry, “Myrdal’s Cumulative Hypothesis.” In A Different Vision (on reserve)

Forstater, M., “Jobs for All: Another Dream of the Rev. Dr. Martin Luther King (on reserve)

Anderson, B. “Government Intervention....” In A Different Vision (on reserve)

Conrad, C., “The Economic Cost of Affirmative Action” (on reserve)

Course Outline and Readings: (Organized by week. The following may be slightly modified as we move through the semester.)

1. Racism Defined: Social Injustice and Fraud: **Churchill**
2. Tribal Society
3. The Origin and Nature of Class Society
4. Origins and Development of Racism in Europe and the U.S. **Blaut; Boston**
5. The Civil War and Reconstruction Periods; the development of the “bipartite” race relationship: **Fast**
6. The bipartite race relationship, continued: the case of the U.S. and South Africa compared
7. Racism in the Era of Imperialism: **Twain**, pp. 3-40, 64-8, 82-94, 110-21, 181-93;
8. Racism and the Labor Movement: **Foner**, chs. 4-7, 11-13, 16, 19, 22-24, 25; **Hollens**, both selections
9. Racism and the Labor Movement, continued
10. Modern Economic Theories of Racism: **Cherry**, chs. 1-7
11. Economic Theories, continued
12. Economic Theories, continued
13. Recent Issues: **Forstater**
14. Recent Issues, continued
15. Conclusion

Exams:

Examination #1: Covers sections 1-4 above (30%)

Examination #2: Covers sections 5-6 above (30%)

Final Examination: Inclusive, concentrating on sections 7-9 (40%)

All examinations will be conducted in the class hour and will be of the essay variety. Students will bring a large blue book to the examination and will write the exam in pen. All examinations will begin promptly at the appointed time and will end when so specified: Any writing beyond that point will result in a failed paper. Students requiring additional time due to language or other issues must make arrangements with me beforehand. Students are expected to take the examinations at the appointed time. No make-up examination will be given except for serious and compelling reasons (illness, etc.)

that must be documented: I must be informed of such situations prior to the examination.

Examinations will test the student's understanding of both lecture and reading material. It will be impossible to pass this course without committing oneself to the reading program as most of the lectures will not directly cover that which is to be read independently by the student. I shall distribute a list of questions from which the test questions will be drawn. These will speak directly to the above material and will test the student's understanding of that material in the context of the learning objectives (below).

Grading will be determined on the following basis: the top performer will be awarded the equivalent of 100%. Individual marks will then be classified as "A," "B," etc. as a percentage of the high mark. Thus, if the top mark is a 90, the "A" category will begin at 81 (90% of 90), the "B" category at 72, and so on.

NOTE WELL:

This course requires careful study, attention, and inquisitiveness. Keep up with the readings and lecture material. I urge you to form small study circles for the purpose of collectively analyzing the material. A hint as to how to read: Do not concentrate on small details, but rather try to draw out the central point(s) of the author's argument. If you understand this (these) point(s), the details fall into place. Do not underline, but take notes instead. Underlining is often viewed as equivalent to understanding, but it's not. In your own words, summarize and synthesize the author's argument and develop an understanding of the argument - don't simply memorize, but think about the various positions you read and relate these to the underlying theoretical theme of the course.

Taping of lectures is not permitted unless special considerations are present and the instructor grants individual permission.

DROP POLICY

Any student may drop the course without reason up to the point of the first examination. Beyond that point, any withdrawal application must be supported by documentation consistent with University policy.

Suggested Supplementary Readings: (See the "Selected Bibliography" for a more extensive listing.)

Tribal Society and the Origins of Classes:

- Briffault, R. - The Mothers (1931)
- Rational Evolution
- Bernal, J. D. - Science in History
- Childe, V. G. - What Happened in History
- Morgan, L. H. - League of the Iroquois
- Ancient Society
- Houses and House-Life of the American Aborigines
- Nesturkh, M. - The Origins of Man
- Thomson, G. - Studies in Ancient Greek Society (Vol. 1)
- Robertson, A. - The Origins of Christianity

Capitalism:

- Dobb, M. - Studies in the Development of Capitalism
- Briffault, R. - The Decline and Fall of the British Empire
- Breakdown
- Bernal, J. - Science in History (Vol. 3)
- Foster, Wm. Z. - Outline Political History of the Americas
- Baran, P.,
and Sweezy, P. - Monopoly Capital
- Twain, M. - On the Damned Human Race
- Veblen, T. - Essays in Our Changing Order

Race:

- Allen, James - Reconstruction
- Aptheker, H. - American Negro Slave Revolts
- Essays in the History of the American Negro
- A Documentary History of the Negro People of the U.S.
- To Be Free
- Becker, G. - Discrimination
- Chase, A. - The Legacy of Malthus
- Cherry, R., - Discrimination
- Chomsky, N. - Year 501: The Conquest Continues
- Cox, O. - Caste, Class, and Race
- Douglass, F. - The Life and Work of Frederick Douglass (4 volumes)
- DuBois, W. - Souls of Black Folks
- Black Reconstruction
- Black Folk, Then and Now
- The World and Africa
- Feiner, S., ed. - Race and Gender in the American Economy
- Fischer, C., Hout, M.,
et al. - Inequality By Design

- Foner, P. - History of Black America (4 volumes) (Extensive bibliography)
- Foster, Wm. Z. - The Negro People in American History
- Franklin, J. H. - Reconstruction After the Civil War
- Georgakas, D
and Suskin, M. - Detroit: I Do Mind Dying
- Gould, Stephen Jay - The Mismeasures of Man
- Gutman, H. - The Black Family in Slavery and Freedom 1750-1925
- Hanke, L. - Aristotle and the American Indians
- Hannaford, I. - Race: the History of and Idea in the West
- Horowitz, D. - The First Frontier
- Hudson, Hosea - Black Worker in the Deep South
- Jacoby, R. and
Glauber, N., eds - The Bell Curve Debate
- James, C.L.R. - The Black Jacobin (Toussaint L'Ouverture)
- Keller, J. - Power in America
- Konig, H. - The Conquest of America
- Las Casas, B de - Devastation of the Indies
- Lawler, J. - I.Q., Heritability and Racism
- McWilliams, C. - Factories in the Field/North From Mexico
- Meier, A. and
Rudwick, E. - Black History and the Historical Profession, 1915-80
- Oliver and Shapian - Black Wealth/White Wealth
- Perlo, V. - Economics of Racism, USA
- Pinkney, A. - The Myth of Black Progress
- Reich, M. - Racial Inequality
- Sowell, T. - Ethnic America
Race and Culture
- Stannard, D. - American Holocaust (Extensive bibliography)
- Thomas, A.
and Sillen, S. - Racism and Psychiatry
- Tucker, Wm. - The Science and Politics of Racial Research
- Vinogradov, A. - The Black Consul (Toussaint
L'Ouverture)
- Weyler, R. - Blood of the Land
- Woodward, C. - The Strange Career of Jim Crow
- Walker, S. - David Walker's Appeal to the Colored Citizens of the World