

SUMMER INSTITUTE  
The Hoop Institute and DePaul University  
<http://www.hoopinstitute.org>

**White Studies and Eradicating White Racism**  
**Summer Session II**  
**Sociology 390/495**  
**July 30<sup>th</sup> through August 3<sup>rd</sup>**  
**2007**

**Instructors:**

Ted Manley, Jr. Ph.D. Associate Professor of Sociology, DePaul University  
E-mail: [tmanley@depaul.edu](mailto:tmanley@depaul.edu) office: #1113 Sociology Department Deitzgen Building 990  
West Fullerton. Telephone: 773-325-4718 Office hours: 4-5:00pm

Frank Holiwski Ph.D. Assistant Professor of Psychology Southwest Georgia Community  
College

**Assisted By:**

Jason Washburn (Board Member—Hoop Institute)

**Guest Speakers:**

Rudy Lozano (Institute for Latino Progress)  
Ali Abunimah (Chapin Hall, University of Chicago)  
Innocence Project—Guest Speaker  
Ellen Garza (Board Member—Hoop Institute)  
Lauren Kaeseberg (Board Member—Hoop Institute)

**Required Books:**

Joe R. Feagin, Hernán Vera and Pinar Batur. 2001. 2<sup>nd</sup> edition ***White Racism: The Basics***  
New York: Routledge.

Richard Delgado and Jean Stefancic. 1997. ***White Studies: Looking Behind the Mirror.***  
Philadelphia: Temple University Press.

Ian F. Haney López. 2006 Revised and Updated edition. ***White By Law: The Legal  
Construction of Race.*** New York: New York University Press.

Gerald W. Sue 2003. ***Overcoming Our Racism: The Journey to Liberation.*** California:  
Jossey-Bass

## I. Course Schedule

The White Studies and Eradicating White Racism course will meet the week of July 30<sup>th</sup> to August 3<sup>rd</sup> 2007. It meets five days from 9am to 12 (noon) and 1pm to 4pm for a total of 30 contact hours or 4 credits at the graduate and undergraduate level and non-credit for all other participants.

The summer institute is co-sponsored by the Department of Sociology, DePaul University and the Hoop Institute, a not-for-profit community organization serving oppressed people in the inner city of Chicago.

The '*White Studies and Eradicating White Racism*' summer institute is designed for teachers, administrators, and staff in Chicago Public Schools, schools within the greater Chicago area, multicultural diversity training organizations and institutes and, corporate managers, administrators, and executives in Chicago.

## II. Introduction

Since 1998 the Hoop Institute has offered the White Studies and Eradicating White Racism summer institute. While the summer institute is an introduction to a "new" inquiry on White Studies and White racism the Hoop Institute and Professor Manley has collected data since 1999 from former participants on their racial attitudes in either the White Studies Summer Institute or other White Racism courses taught during the December and Spring quarters at DePaul University since 1999. Results from pre-and post test racial attitude scales from prior participants will be presented throughout the institute.

The topic of White studies is on the cutting edge of the sub-field of racial and ethnic group relations, multicultural studies, and cultural studies. Indeed, in the last decade of the twentieth century the tables have been turned to study White as subject.

Do people who call themselves White see themselves as a non-race? Is White a legitimate subject to study?

“The sense of white as non-raced is most evident in the absence of reference to whiteness in the habitual speech and writing of White people in the west. We (Whites) speak of, say, the blackness or Chineseness of friends, neighbors, colleagues, customers or clients, and it may be in the most genuinely friendly and accepting manner, but we don't mention the whiteness of the White people we know” (Dyer, 1997: 2).

This frame of mind raises the question, what is White? Is White a social construction? If so, what was lost to build it? And, what was gained? If White is a social construction how can we deconstruct White to understand how it was built? When we uncover the subject of White should we abolish Whiteness to eradicate White racism?

“White racism can be viewed as the socially organized attitudes, ideas, and practices that deny African Americans and other people of color the dignity, opportunities, freedoms, and rewards that this nation offers white Americans” (Feagin, 1995: 7).

The focus of this summer institute is on the critical question of what constitutes White. Is White constituted by events such as the near genocide of indigenous people of North America? The events listed below unequivocally remind us of the power of Whiteness in the United States

- Native American conquest and genocide
- Slavery and the Civil War
- The conquest of Mexico
- The Chinese Exclusion Act
- The Spanish American War and the Colonization of Puerto Rico
- The Women Suffrage Movement and the right to vote
- WWI, the Great Migration and immigrant restrictions
- The holocaust and WWII
- Segregation
- Japanese Internment
- The Red Scare and the Cold War
- The Civil Rights Movement
- The Vietnam War and the Poor Peoples Movement
- Black Power and the Third World
- Watergate
- The Women's Movement
- Jerry Farwell and the Moral Majority
- The Oil Crisis'
- The Iran Hostages
- Civil Rights Law Enforcement Abandonment and the Attack on Affirmative Action
- Rodney King—a throw back to the Sixties and police brutality
- Reagan/Bush: Iran-Contra and Desert Storm
- The New Contract on America: Newt Gingrich and the Bill Clinton affairs
- Texaco and the Black jelly bean
- The bombing of the Oklahoma federal buildings
- The World Trade Centers: Under Siege
- The Empire Strikes Back: Afghanistan and Osama Bin Laden
- The War in Iraq: Weapons of Mass Destruction
- University of Michigan Affirmative Action Decision
- Supreme Court recent rejection of the use of Race/Diversity in public schools
- U.S. Anti-Immigrant policy

These events span four centuries explicating the globalization and social construction of the color white and its corollaries of White privilege, entitlement, and Whiteness as property. They will be used throughout the course to begin to interpret how White is

constituted as dominant, pure, powerful, controlling, and superior. The social construction of Whiteness is manifested through both externalized and internalized forms of racism. Each justifies the stratification of human beings by a color caste system. Inside this system human beings are bound by the rigidity of codes to protect White privilege and supremacy.

The ‘White Studies and Eradicating White Racism’ summer institute is designed to teach students the basic perceptions of White (e.g., as human, normal, civil, objective, neutral, universal, humane, pure, clean, powerful, free, angelic). In addition, the institute is designed to challenge students to examine their personal relationships with Whiteness and White racism. The final goal of the institute is to transfer skills and knowledge to all participants that can be used, in practical everyday life situations, to eradicate White racism at work and at home.

### **III. Objectives**

- 1) To teach participants how to talk “White talk” in multicultural settings at work and home;
- 2) To increase participants understanding of the perception and presence of the color white in our everyday lives;
- 3) To train participants how to monitor and evaluate the perception and presence of white in our everyday lives;
- 4) To disseminate knowledge and transfer skills to assist all participants in working toward the eradication of White Racism.

### **IV. Requirements for the summer institute/class**

#### **Reading required before the start of the Summer Institute on July 30<sup>th</sup>:**

In *White Studies* introduction and Part I “How Whites See Themselves” Pp. 1-48. In *White Racism* Preface and Chapter 1 “The Waste of White Racism” Pp. xi-33. In *White By Law* Chapter 1 Pp. 1-26. In *Overcoming Our Racism* Part 1 Chapter 1-4 Pp. 3-98.

**Racial Diversity Feedback Assessment Survey** : All participants are required to take the Racial Diversity Feedback Assessment Survey. A \$50.00 administration fee is required to pay for analyzing the results and reporting the results to all participants on the last day of the institute.

#### **In class requirements:**

1. Perfect attendance is required for all participants taking the class for credit and non-credit.
2. Each participant is asked to take the **Implicit Attitude Test** on the evening of Monday, July 30<sup>th</sup>. To take the IAT test go to <http://implicit.harvard.edu/implicit>. Select “Demonstration.” Read the brief description of the project and select “go to demonstration tests.” Read the disclaimer and select “I wish to proceed.” Choose the

“Take the Race IAT Test.” Read the brief introduction and click “Click Here to Begin.” Read the paragraph and when finished click “Continue.” Read the task instructions and click “I am ready to begin.” Follow the remaining instructions. Complete the test and print out the results. Please bring your results to class on Tuesday July 25<sup>th</sup>.

3. Each participant will be asked to complete the White benefit and the cost of White racism for White people checklists; N-Word exercise; Eliminating Cost of White Racism exercise; Personal Inventory Vignettes exercise (see Kivel, 1996).
4. The entire workshop will be asked to participate in an outdoor exercise to measure our social background and group position (Anti-Defamation League A WORLD OF DIFFERENCE Institute, 1995).

### **Out-of-class:**

1. The demographic power analysis. Each participant will be asked to conduct a demographic power analysis at either their work place/institution or home/community environment (Hoop Institute, 1998).
2. Each participant will keep a journal for recording and describing personal reflections about the information used in the institute/class (day one, two, three, and four) (Hoop Institute, 1998).
3. Each participant is asked to write a brief essay on a White benefit and cost of White racism experience they would like to challenge and change at work and at home (Hoop Institute, 1998).
4. Each participant is asked to write a brief essay on how their background has affected/effected the position they hold in society and people of color (Hoop Institute, 1998).
5. Undergraduate students seeking 4-hour credit for SOC 390 must complete a summary of their journal recordings and the social action paper. The summary of your journal recordings from day one through four should include a re-interpretation and critical reflection of your journal and other journal quotes used throughout the institute. The social action paper should include the everyday actions and steps you are prepared to take to eradicate the cost of White racism. They must be typed and doubled spaced. Both assignments are due August 24<sup>th</sup>, 2007.
6. Graduate students seeking 4-hour credit for SOC 490 must complete a summary of their journal recordings, a social action paper, and a paper describing the impact and your assessment of White studies on the discipline of sociology. The summary of your journal recordings from day one through four should include a re-interpretation and critical reflection of your journal and other journal quotes used throughout the institute. The social action paper should include the everyday actions and steps you are prepared to take to eradicate the cost of White racism. The impact assessment paper must be a thorough review of the literature on White studies and, its absence or lack of presence in the central theories and ideas of sociology. They must be typed and doubled spaced. All three assignments are due August 24<sup>th</sup>, 2007.

## **V. Five day class schedule of readings, class assignments, homework, and workshops presentations**

### **1. Day One (Monday July 30<sup>th</sup>, 2007) Time 9am-12am and 1pm-4pm.**

#### **AGENDA—DAY ONE**

##### I. Welcome and introductions

##### II. Presentation: The origin of White: What is White?

III. Definition: “White is non-raced in the sense that it does not represent the interest of a race. The sense of white as non-raced is most evident in the absence of reference to whiteness in the habitual speech and writing of white people in the west. We (Whites) speak of, say, the blackness or Chinese-ness of friends, neighbors, colleagues, customers or clients, and it may be in the most genuinely friendly and accepting manner, but we don’t mention the whiteness of the white people we know” (Dyer, 1997: 2).

##### IV. Class Outline:

9am-12 (noon)

Identity, attitudes, ideology, behavior and action: Critical Whites Studies: Preliminary Results from Teaching White Racism at a Predominantly White Mid-Western University

Film: White Identity Theory and Practice 9:20-10:00am

1. Group exercise—Understanding Your Racial Identity and White Racism 10:15-11:00am
2. Lecture and discussion on how Whites see themselves: the form and content of Whiteness in European Thought and Civilization.

1pm-4pm

1. What is the ‘N’ word: The miss-measure of human kind?
2. Film: “The Story We Tell”
3. Primordial ties and the social construction of race
4. Discussion on the chain of humanity, the genetic hereditary myth and blood politics

V. Classroom exercise: A voluntary in-class scale to measure participant attitudes on political correctness will be administered at the beginning of class. Results of the scale will be presented and discussed the following day. An in Class exercise on the N-Word will be administered during the day.

VI. Homework: The demographic power analysis. Each participant will be asked to conduct a demographic power analysis at either their work place/institution or

home/community environment (see hand-out for instructions). The demographic power analysis is due Tuesday, July 31<sup>st</sup>.

Each participant will receive a notebook pad to begin keeping a journal describing personal reflections about your feelings toward the information, exercises, lecture and discussions discussed on the first day of the institute. Is the information what you expected? Is it relevant? Are you uncomfortable? Do you feel guilty, mad, angry, shame, embarrassment, and pride?

Journals are confidential. Some selections from the journals will be read in class by staff. The selections are introduced to bring out some views and concerns that may be difficult to express during group discussion. Anonymity will be upheld as the everyday voices of the participants are added each day to the learning process to stimulate critical thinking and dialogue on White racism.

VII. Discussion: Discussion and dialogue are woven throughout today's presentation. Some suggested questions.

When you look at the history of White in Europe and the United States are they similar? Now that you know more about White do you agree that it is a non-race? How does White affect/effect you? Do you see White as a privilege? Is it an advantage to be White? Is Whiteness unearned?

### **Reading assignments for day two:**

In *White By Law* Chapter 2 & 3 Pp. 27-55; In *White Racism* Chapter 2 and 3 Racism in Practice: Case Studies and Ghosts of Segregation: Discrimination in Restaurants. Pp.34-66; In *White Studies* In Part II Articles #14, 17, and 22. In Part III Articles # 23, 24, 26, 29 and 30; In Part IV Articles # 32-34 and 37-38; In *Overcoming Our Racism* Chapter 5-7 Pp. 97-162

## **2. Day Two (Tuesday July 31<sup>st</sup>, 2007) Time 9am-12am and 1pm-4pm.**

### **AGENDA—DAY TWO**

I. Review: Discuss results of IAT and N-word exercise. Hand-in demographic power analysis. Review lessons learned from day one. Collect and return journals by end of institute today.

II. Presentation: White racism: Perceptions and experiences

III. Definition: A *perception* is a mental image of an observed event (i.e., newspaper, television, film, movie, or observation). In many cases, the perception a White person has is usually not based on observation but on the images learned throughout the course of their “normal” life.

“For example, White people often fear people of color, and most people of color fear white people. White people are not usually in danger from people of color. People of color are in danger of individual acts of discrimination, hate crimes, and police brutality from white people, as well as institutional practices that kill people of color through lack of health care, lack of police protection, and unequal legal prosecution. White people are rarely killed, harassed or discriminated against by people of color.” (Kivel, 1996: 52).

An *experience* is to have participated and observed an event as a basis of knowledge. Experience involves having had direct contact with a situation and observing how the situation directly changes ones life and circumstance.

All of us should think about the image/perception president Bush used to justify the war in Iraq. The experience was September 11, 2001. But few of us in the United States actually experienced, directly, this tragedy. The perception that Saddam Hussein had **Weapons of Mass Destruction** was used to justify bringing ‘democracy’ to the Iraqi people. Where are the Weapons of Mass Destruction? Is this an experience or perception?

#### IV. Class Outline:

9am-12 (noon)

1. Review short film clip and discuss results of N-word exercise
2. Whiteness in the United States: The Indian Removal Act of 1830; The Kansas-Nebraska Act of 1854; Homestead Act of 1862; Treaty of Guadeloupe Hidalgo, 1948; Chinese Exclusion Act 1872; The General Allotment (Dawes) Act of 1887; *Plessy vs. Ferguson*, 1896; Federal Housing Association and the Home Owners Loan and Mortgage Investment Corporation in the 1930s; Banks and redlining in the 1950s and; the media’s representations people of color.

Film: “The House We Live In”

Audio: Music by Tracy Chapman “Across the Lines”

1pm-4pm

1. Review results of IAT and demographic power analysis
2. The Psychology of White Racism—Jason Washburn 1:30-2:15pm
3. Segregation and Racial Change: The Revanchist City and the gentrification of Bronzeville—Power point presentation 2:15-2:45pm

Film: “Who’s the Savage?”

V. Classroom exercise: Each participant will be asked to complete the White benefit and the cost of racism for White people checklists (see Kivel, 1996).

VI. Homework: Write your second journal. Remember to describe your personal feelings and reflections toward the information used in the class. Is the information what you



expected? Is it relevant? Are you uncomfortable? Do you feel guilty, mad, angry, shame, embarrassment, and or pride?

Journals are confidential. Selected quotes will be read by staff in class to bring out some views and concerns that may be difficult to express in the group discussion. Anonymity will be upheld as everyday voices from the participants are added each day to the learning process to stimulate critical thinking and dialogue on White racism.

VII. Discussion: Discussion and dialogue are woven throughout today's presentation. Some suggested questions. Do you think White racism exist? Why are Blacks and all other people of color viewed as non-racist but prejudiced? Are White women privileged? What is acting White? Who does it?

### **Reading assignments for day three:**

In *White By Law* Chapters 4-5 Pp. 56-108.

In *White Racism* Chapter 4 Racism and Murder Pp. 89-116.

In *White Studies* In Part V Articles # 41-43 and Article 44 and 46. In Part VI Articles # 47, 49, 53, and 55. In Part VII Articles 57-59 and Articles 65-66.

### **3. Day Three (Wednesday August 1<sup>st</sup>, 2007) Time 9am-12am and 1pm-4pm.**

#### **AGENDA—DAY THREE**

I. Review: Results of White benefit and the cost of racism for White people checklists. Review lessons learned from day two and one. Collect participant journals (will be returned before they leave at the end of today's class).

II. Presentation: White Benefits, what is the cost of White Racism?

III. Definition: "White racism can be viewed as the socially organized attitudes, ideas, and practices that deny African Americans and other people of color the dignity, opportunities, freedoms, and rewards that this nation offers white Americans" (Feagin, 1995: 7).

IV. Class Outline:

9am-12 (noon)

1. Results of White benefits and White racism checklist.  
Film: "Death runs riot."  
Audio: "Love Me, I'm a liberal"
2. White liberalism
3. Whiteness as entitlement and property

1pm-4pm

1. The cost of being a person of color 1-1:30pm
2. Rudy Lozano, guest speaker—"The Struggle for Immigration, Labor, and Citizenship Rights in the 21<sup>st</sup> Century" 1:30-2:30pm.
3. "Separating fact from fiction: what we have been socialized to believe, what we perceive and what we know about Palestine, Israel, and the War in Iraq" 3:00-4:00pm

V. Classroom exercise: Each participant will be asked to participate in the social background continuum exercise.

VI. Homework: 1) Make another entry into your journal on what you are learning and how the information is relating to you.

2) Each participant is asked to write a brief essay on a White benefit and cost of White racism experience they would like to challenge and change at home and at work.

Some of the essays will be read in class on day four. All of the essays will be confidential and read by instructors only to bring into the class some of the ways participants would like to challenge and change White benefits and the cost of the White racism at home and at work.

VII. Discussion: Discussion and dialogue are woven throughout today's presentations. Some suggested questions.

Why do Whites and people of color perceptions and experiences differ? How do the media influence the perceptions and experiences of Whites and people of color? What are some ways to challenge and change perceptions and experiences of Whites and people of color? Hand-back participant journals

#### **Reading assignments for day four:**

In *White By Law* Chapter 6 Pp. 109-138; In *White Racism* Chapter 5 and 6 The Racial Profile of Police Brutality and Racism in the Halls of Power: The Texaco, "Willie" Horton, and Sister Souljah Cases Pp.117-185; In *White Studies* In Part VIII Articles # 70, 75, 77, 79; In Part IX Articles 83 and 89. In Part X Articles #98-99

#### **4. Day Four (Thursday August 2<sup>nd</sup>, 2007) Time 9am-12am and 1pm-4pm.**

### **AGENDA—DAY FOUR**

I. Review: Review lessons learned from day three, two, and one. Discuss selections from participant journals. Collect participant journals (will be returned before they leave at the end of today's class) and essays on White benefits and the cost of White racism experiences participants would like to challenge or change at home and at work (essays will be returned on day five).

II. Presentation: Impact of White Racism on People of Color-- Latino/a, Asian Arab Americans: What is your role in ending racism/being allies?

III. Definition: To impact someone is to affect/effect the way they think, feel, know, learn, see, hear, touch, taste and understand them. In sociology the self-fulfilling prophecy has good meaning because it simply means that the more you tell someone who they is the more likely they are to believe it and practice it. How can people become who they really are without confronting White racism everyday in their lives?

IV. Class Outline:

9am-12 (noon)

1. The Social Background Exercise 9am-10:00 am
3. The impact of White racism on Asian Americans 11:15am-12:00am

Film: "Days of Waiting"

1pm-4pm

1. The Miner's Canary: Building multiethnic, racial, gender, and class based coalitions—the need for participatory democracy, interdependence and the embracing of diversity. Film: "Quest for a Homeland" Part 1 History of the Chicano/a Movement
2. Film clip: "do the right thing" a Spike Lee joint. Audio: Tracy Chapman "New Beginning."
3. Innocence Project guest speaker—"Manipulating Criminal Evidence to Convict Racial Icons: The Black Man and the rise of the Prison Industrial Complex" 2:30-3:30pm.

V. Classroom exercise: Social background continuum exercise (World of Difference, 1995).

VI. Homework: 1) Each participant is asked to write a brief essay on how their social background has affected/effected the position they hold in society. Some of the essays will be read in class on day five. All of the essays will be confidential and read by staff only to bring into class some of the ways our social backgrounds affect/effect people of color. Continue journal entries.

VII. Discussion: Discussion and dialogue are woven throughout today's presentation. Some suggested questions.

Do we all start from the same position in society? How does our social position in society affect/effect people of color? What are some ways to change how our social position in society affects/effects people of color? Hand-back participant journals.

## Reading assignments for day five:

In ***White By Law*** Chapters 7-8 Pp. 139-162; In ***White Racism*** Chapter 7 and 8 Sincere Fictions and the White Self and Taking Action Against Racism: Problems and Prospects Pp. 186-253; In ***White Studies*** Part XI What Then Shall We Do? A Role for Whites Pp. 605-664; In ***Overcoming Our Racism*** Part II Overcoming the Problem Chapter 8-11 Pp. 163-214

## 5. Day Five (Friday August 3<sup>rd</sup>, 2007) Time 9am-12am and 1pm-4pm.

### AGENDA—DAY FIVE

I. Review: Review lessons from day four, three, two, and one. Discuss selections from participant journals and essays on ways they will challenge and change White benefits and the cost of White racism at home and at work. Collect essays on participant background and affect/effect on people of color (essays will be discussed at the beginning of class and collected after discussion).

II. Presentation: Where do we go from here?

III. Definition: Empathy is the act of feeling for others and knowing when something is wrong and it needs to be changed. When Dr. King said “what good is the vote, education, and basic rights when the Negro can’t buy a hamburger” what did he mean? Is there false empathy? Can we eradicate White racism? Should we abolish the White race?

We will focus today on the global issues related to whiteness including White Affirmative Action, the fear of Korea and Iran as potential treats to US security and anti-immigration protest in the US.

IV. Class Outline:

9am-12 (noon)

1. Review social background essays
2. Social desirability and avoiding false empathy—the search for approximate connectedness, knowingness, and experience near situations.
3. Ali Abunimah guest speaker—“The Palestine Struggle for Liberation: What Can We Do?” 10:30-11:30am

1pm-4pm

1. Practicing change—the need to recognize defense mechanisms, uncover unconscious racism, confront discomfort and race anxiety producing situations.
2. Resources to eradicate White racism—personal inventory and social responsibility exercise.

3. Ellen Garza, guest speaker—“Taking everyday life as an opportunity to affect/effect Change” 1:30pm-2:30pm
4. Lauren Kaeseberg guest speaker—“Teaching others to eradicate White racism—accountability and the difficulty of building White allies” 2:30-3:30pm
5. 3:30-4:00pm Wrap-up session: Evaluations.

V. Classroom exercise: Analysis of results of pre-test. Post-test administered to all participants after review of social background papers. Results of pre-test and post-test will be mailed to all participants two-weeks after the completion of the summer institute. Evaluation of summer institute.

VI. Discussion: Discussion and dialogue are woven throughout today’s presentation. Some suggested questions. Can Whites connect with people of color? Can we stop the rape of the world? Hand-back participant journals and essays.

#### **VI. METHODS TO BE USED TO EVALUATE COURSE OBJECTIVES:**

The key methods used to evaluate course objectives are:

1. Attendance;
2. In class and out-of-class assignments;
3. Participation in workshop and small group discussions;
4. Department of Sociology and Hoop Institute evaluation on the content and impact of the institute on the cognitive, emotional, and moral consciousness of participants,
5. For undergraduate credit summary of journal and social action paper; and
6. For graduate credit summary of journal, social action paper, and impact and assessment of White studies and the discipline of sociology.

#### **VII. ADDITIONAL INFORMATION:**

##### **Instructors for the course:**

1. Theodoric Manley Jr. (Ph.D. University of Chicago, 1986) Associate Professor, Department of Sociology DePaul University. (Specialty: race, class, ethnicity, gender, and power relations in everyday life).
2. Frank Holiwski (Ph.D. Assistant Professor Southwest Georgia Community College)

**VIII. Institute Costs:** \$50.00 dollars for analysis and interpretation of Racial Diversity Feedback Assessment Survey.

**IX. Summer Institute Co-sponsors:**

Theodoric Manley Jr. Acting Executive Director and President  
The Hoop Institute  
P.O. Box 16604  
Chicago, Illinois 60616  
708-383-5232  
Email: [hoopinstitute@aol.com](mailto:hoopinstitute@aol.com) or [tmanley@depaul.edu](mailto:tmanley@depaul.edu)

Department of Sociology  
Chair Roberta Garner  
DePaul University  
990 West Fullerton  
Chicago, IL 60614  
773-325-7820