

## THE SOCIOLOGY OF RACE AND ETHNICITY

Course Number: V93.0135 4 credits

No prerequisites

Meets Monday, Tuesday, and Thursday, 11:10-1:15 from May 17 to June 25, 2004  
25 West 4<sup>th</sup> Street, Room C-19

*Instructor:* Mikaila Mariel Lemonik Arthur

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Office Hours by appointment

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*Course Website:* <http://homepages.nyu.edu/~mma235/race04>

*Required Materials:*

Back, Les and John Solomos, eds. 2000. *Theories of Race and Racism: A Reader*. London and New York: Routledge. Available for purchase at Shakespeare & Company Booksellers (716 Broadway at Washington Place, lower level) and on reserve in Bobst Library.

A packet of photocopied materials is available at New University Copy, 11 Waverly Place.

Additional readings required for the course are available online. The URLs for these readings are listed on the course website at <http://homepages.nyu.edu/~mma235/race04>.

*Course Description and Objectives:*

Why should we study race? Race does not “exist” in any physical or biological sense. The genes that dictate our skin color, our hair color, the shape of our eyes or our nose—these genes do not come in some neat little bundle that tells us who belongs to which group. Indeed, over history and still today there has not been a consensus on how to classify people into races or even how many races exist. However, race is extremely real in its effects on our lives as individuals and as members of society. By studying race, along with ethnicity (an idea which is often confused or conflated with race), we can unravel where race comes from, why it still matters, how it impacts us, and how it intersects with other sorts of inequality in society.

This course has two primary substantive aims: first, to develop an understanding of how the idea of race has emerged and developed in the United States, and second, to understand how race intersects with other systems of inequality (including class, gender, sexuality, and disability). It has the additional aim of giving students the tools to critically interrogate race in term of both their academic and non-academic lives (for instance, the appearance of race in the media). Students will also get practice in a number of important forms of academic and professional writing as pertains to race, as well as in leading class discussions.

*Grading* (these assignments are explained in more detail below):

Presentation and discussion facilitation for one class meeting: 10%

Five weekly 3-5 page papers on assigned topics: 10% each=50%

Open-book exam at the end of the course: 15%

Class participation and attendance, including web participation: 25%

*Course Calendar:*

All readings and assignments are due for the date under which they are listed. Readings marked “T” are available in the textbook, *Theories of Race and Racism*. Readings marked “R” are available in the photocopied course packet. Readings marked “E” are available online for download from the electronic reader on the course website. Assignments which must be handed in are marked with an asterisk (\*).

**Monday, May 17<sup>th</sup>**    *Introduction to the Class* \*Pre-test administered

**Tuesday, May 18<sup>th</sup>**    *What is Race? Ethnicity? Culture?*

Appiah, K. Anthony. “Racial Identity and Racial Identification.” (T)

Benedict, Ruth. “Race: What it is Not.” (T)

Dyer, Richard. “The Matter of Whiteness.” (T)

**Thursday, May 20<sup>th</sup>**    *What is Panethnicity? How and Why do we Study Race?*

Espiritu, Yen Le. 1992. “Ethnicity and Panethnicity” (pp. 1-18) from *Asian American Panethnicity: Bridging Institutions and Identities*. Philadelphia: Temple University Press. (R)

McIntosh, Peggy. 1988. “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies.” (E)

Morning, Ann. 2000. “Who Is Multiracial? Definitions and Decisions.” *Sociological Imagination* 37:209-29 (R)

**Monday, May 24<sup>th</sup>**    *History and Development of Race as an Idea* \*Statistics & demographics paper due

Banton, Michael. “The Idiom of Race: A Critique of Presentism.” (T)

Cox, Oliver C. “Race Relations: Its Meaning, Beginning, and Progress.” (T)

Jordon, Winthrop. “First Impressions.” (T)

**Tuesday, May 25<sup>th</sup>**    *Theories of Race*

Bonilla-Silva, Eduardo. 1997. “Rethinking Racism: Toward a Structural Interpretation.” *American Sociological Review* 62:465-480. (E)

Hall, Stuart. “Old and New Identities, Old and New Ethnicities.” (T)

Miles, Robert. “Apropos the Idea of ‘Race’...Again.” (T)

Winant, Howard. “The Theoretical Status of the Concept of Race.” (T)

**Thursday, May 27<sup>th</sup>**    *History of Race in the United States*

Cartwright, Samuel A. 1851. “Report on the Diseases and Physical Peculiarities of the Negro Race.” *The New Orleans Medical and Surgical Journal*: 691-715. (R)

DuBois, W. E. B. “The Conservation of Races.” (T)

Myrdal, Gunmar. “Racial Beliefs in America.” (T)

Moynihan, Daniel Patrick. 1965. “The Negro Family: The Case for National Action.” Washington, D.C.: The United States Department of Labor. (E)

Park, Robert E. “The Nature of Race Relations.” (T)

**Monday, May 31<sup>st</sup>** *No Class—Memorial Day*

**Tuesday, June 1<sup>st</sup>**     *Race, Politics, and Law* \*Book review paper due  
Crenshaw, Kimberlé Williams. "Race, Reform, and Retrenchment: Transformation and Legitimation in Antidiscrimination Law." (T)  
Harris, David A. 1999. "The Stories, the Statistics, and the Law: Why 'Driving While Black' Matters." *Minnesota Law Review* 84. (E)  
Mercer, Kobena. "Identity and Diversity in Postmodern Politics." (T)

**Thursday, June 3<sup>rd</sup>**     *Race and Education*  
Duster, Troy. "Individual Fairness, Group Preferences, and the California Strategy," in Robert Post and Michael Rogin, eds. *Race and Representation: Affirmative Action* (New York: Zone Books, 1998), pp. 111-133(R)  
Fish, Stanley. 1993. "Reverse Racism, or How the Pot Got to Call the Kettle Black." *Atlantic Monthly*. (E)  
Orfield, Gary and Chungmei Lee. 2004. "Brown at 50: King's Dream or Plessy's Nightmare?" Harvard Civil Rights Project. (E)  
Steele, Claude M. 1999. "Thin Ice: 'Stereotype Threat' and Black College Students." *The Atlantic Monthly* 284: 44-54.(E)

**Monday, June 7<sup>th</sup>**     *Race and Other Sources of Inequality—Introduction; Race and Class*  
\*Policy Analysis Paper Due  
Back, Les and John Solomos. "Introduction: Theorising Race and Racism." (T)  
Moore, Joan and Raquel Pinderhuges. 1993. *In The Barrios: Latinos and the Underclass Debate*. New York: Russell Sage Foundation. "Introduction." (R)  
Oliver, Melvin L. and Thomas M. Shapiro. 1995. *Black Wealth/White Wealth: A New Perspective on Racial Inequality*. Chapter 6. (R)  
Suzuki, Bob H. 1989. "Asian Americans as the 'Model Minority'." *Change* 21:6. (E)

**Tuesday, June 8<sup>th</sup>**     *Gender I—Privilege*  
Carby, Hazel V. "White Woman Listen! Black Feminism and the Boundaries of Sisterhood." (T)  
Frankenberg, Ruth. "White Women, Race Matters: The Social Construction of Whiteness." (T)  
McClintock, Anne. "The White Family of Man: Colonial Discourse and the Reinvention of Patriarchy." (T)

**Thursday, June 10<sup>th</sup>**     *Gender II—Feminisms*  
Brah, Avtar. "Difference, Diversity, Differentiation: Processes of Racialization and Gender." (T)  
Collins, Patricia Hill. "Black Feminist Thought." (T)  
hooks, bell. "Racism and Feminism: The Issue of Accountability." (T)  
Mohanty, Chandra Talpade. "Under Western Eyes: Feminist Scholarship & Colonial Discourse." (T)

**Monday, June 14<sup>th</sup>**     *Sexuality and Disability* \*Intersectionality Paper Due  
Eng, David L. and Alice Y. Hom, ed. 1998. "Introduction" (pp. 1-25) in *Q & A: Queer and Asian in America*. Philadelphia: Temple University Press. (R)  
Samuels, Ellen. 2003. "My Body, My Closet: Invisible Disability and the Limits of Coming-out Discourse." *Gay and Lesbian Quarterly* 9:233-55. (E)  
Stoler, Ann L. "Sexual Affronts and Racial Frontiers: European Identities and Cultural Politics of Exclusion in Colonial Southeast Asia." (T)

**Tuesday, June 15<sup>th</sup>** *Anti-Semitism*

- Bauman, Zygmunt. "Modernity, Racism, Extermination." (I)  
Gilman, Sander L. "Are Jews White? Or, the History of the Nose Job." (I)  
Jacobson, Matthew F. "Looking Jewish, Seeing Jews." (I)  
Mosse, George L. "The Jews: Myth and Counter-Myth." (I)

**Thursday, June 17<sup>th</sup>** *Race in the Media*

In class, we will be viewing the film *Color Adjustment*. For more information on this film, go to <http://www.newsreel.org/films/coloradj.htm>.

- Collins, Patricia Hill. 1995. "Pornography and Black Women's Bodies." From Gail Dines & Jean M. Humez, eds., *Gender, Race, and Class in the Media*. Thousand Oaks, CA: SAGE Publications. (R)  
Fong-Torres, "Why Are There No Male Asian Anchormen on TV?" July 13, 1986. *San Francisco Chronicle*. (E)  
Gilliam, Franklin D. et al. 2002. "Where You Live and What You Watch: The Impact of Racial Proximity and Local Television News on Attitudes about Race and Crime." *Political Research Quarterly* 55:4. (E)  
Henderson, Jennifer Jacobs and Gerald J. Baldsty. 2003. "Race, Advertising, and Prime-Time Television." *Howard Journal of Communications* 14:2. (E)

**Monday, June 21<sup>st</sup>** *Immigration* \*Media Paper Due

- Shanahan, 2002. "Immigration and Conflict in the United States." From Pyong Gap Min, ed. *Mass Migration to the United States*. Walnut Creek, CA: AltaMira Press. (R)  
Smith, Robert C. 2001. "Mexicans: Social, Educational, Economic, and Political Problems and Prospects in New York." From Nancy Foner, ed. *New Immigrants in New York*, 2<sup>nd</sup> Edition. New York: Columbia University Press. (R)  
Zhou, Min. 2002. "The Changing Face of America: Immigration, Race/Ethnicity, and Social Mobility." From Pyong Gap Min, ed. *Mass Migration to the United States*. Walnut Creek, CA: AltaMira Press. (R)

**Tuesday, June 22<sup>nd</sup>** *Activism and Social Change*

\*Review and organize materials for Post-Test

- Chang, Mitchell J. 1999. "Expansion and Its Discontents: The Formation of Asian American Studies Programs in the 1990s." *Journal of Asian American Studies* 2:181-206. (E)  
Community Coalition for Environmental Justice. n/d. "History of the Environmental Justice Movement." (E)  
Nagel, Joane. 1995. "American Indian Ethnic Renewal: Politics and the Resurgence of Identity." *American Sociological Review* 60: 947-965. (E)  
Rollins, Judith. 1986. "Part of a Whole: The Interdependence of the Civil Rights Movement and Other Social Movements." *Phylon* 47:1. (E)

**Thursday, June 24<sup>th</sup>** *Conclusions & Summaries*

\*Post-Test administered (open book)

- Huntington, Samuel P. 2004. "The Hispanic Challenge." *Foreign Policy* March/April 2004. (E)  
Steinburg, Stephan. "America Again at the Crossroads." (I)

## Course Policies

### *Attendance/Lateness*

Your primary responsibility in this course is to come to every class. While I understand that it is summer in New York City and there are many other things you want to do, it is necessary for you to attend the classes. Remember that this course is compressed into less than half of the number of weeks of a normal semester class, so missing one class is like missing a week of classes during the semester. While I will not drop your grade by a set percentage for each absence, I do ask that you try to let me know in advance if you will not be able to make it. In addition, be aware that any significant number of absences will result in a decrease in your grade for the course.

In addition, please make an effort to come to class on time. Students who come late disrupt the learning experience for everyone else. If you are consistently late, you are missing out on important material and eventually your lateness will come to be treated as an absence. If you have a commitment before this course (such as another summer course) that may result in frequent lateness, please make that clear to me and try your best to arrive on time.

### *Participation*

You are expected to participate in class. What does this mean? It means that you should come to every class prepared to talk about the readings and your responses to them. It also means that you should be ready to contribute to any and all discussions we have. Also remember that many of the issues we will talk about in this class are controversial and affect peoples' individual lives. You are welcome and encouraged to criticize the ideas brought up by me, the reading, or your classmates. But you always need to do so in a respectful tone and without criticizing the individual person themselves.

The course will also include a web discussion board hosted on Blackboard. Students will be expected to post copies of their weekly papers there and encouraged to comment on each other's work as well as on class discussions. This web discussion will count as part of your class participation grade.

If you know that you have difficulty speaking up in class, please come see me privately and we can work out an arrangement for your participation. If you do not talk to me within the first week of the course and you do not participate during the course, your grade will suffer. However, you will be required to put in extra effort in terms of web participation.

### *Discussion Questions*

Discussion questions for each class will be available on the class website. Students are not required to work with these questions before class and will not be asked to turn in written responses, but the questions will help you to organize your reading and think about what is important for each class session. Thinking about the questions will also help you come to class prepared to speak and point to important issues which may arise on the final exam.

## *Academic Integrity*

As in all courses at NYU, I expect all students to adhere to a strict standard of academic integrity. Please review the NYU sources on academic integrity early in the course. These are available at <http://www.nyu.edu/cas/map/integrity.html>. Any student who cheats or commits plagiarism will receive a grade of 0 for that assignment. Repeated offenses will result in a grade of F for the course.

Offenses include:

- ↳ Submitting work that does not use proper attribution of all sources, whether print, internet, or simply a conversation with a classmate or friend. Proper attribution includes a correctly formatted citation and bibliographic entry every time you use an idea that did not come entirely from your own head, whether you quote directly, paraphrase, or merely draw on a text. All standard citation formats are acceptable in this course (such as MLA, Chicago, APA, etc.) though you need to be internally consistent. For those who are not familiar with a particular citation format, here are two links for the citation format used by the American Sociological Association: [http://www.skidmore.edu/academics/sociology/resources/writing\\_citation.html](http://www.skidmore.edu/academics/sociology/resources/writing_citation.html) and <http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html>.
- ↳ Copying work from other students or writing papers as a joint effort. This does not prohibit you from discussing assignments with your peers, but the product of your work must be your own. In addition, you may not submit papers written for other courses without my prior approval.
- ↳ Purchasing your papers from a web source, hiring someone to write your papers for you, submitting papers written by other individuals, or downloading all or part of your paper from a website. Be aware that it is easier to detect this sort of dishonesty than you might think and many NYU students have been caught.
- ↳ Hiding or destroying library materials or refusing to provide access to the papers you have written so that other students in the course are prevented from getting the full advantage of the course.

## *Information Technology/Computer Labs*

A significant portion of the work in this course will require the use of computers and the internet. If you do not have access to a computer at home, you will need to use one of the ITS computer facilities located around campus. These are located at 14 Washington Place, 40 West 4<sup>th</sup> Street, 35 West 4<sup>th</sup> St, and 75 Third Avenue, and in addition you can borrow a laptop in the library which you can use anywhere within it for high-speed internet access. All NYU students are eligible to use these resources and more information is available at <http://www.nyu.edu/its>.

You are expected to enable your NYU Home account so that you can access Blackboard and receive emails pertaining to the class.

If you have a computer at home but do not have internet access, NYU provides dial-up access free of charge (except for phone charges). Information about NYU-DIAL is available on the ITS website at <http://www.nyu.edu/its> or on CDs available in any computer lab.

### *Support Services*

NYU offers many support services for students. If you are struggling, either academically or in other areas of your life, there are resources here for you. I will be happy to discuss these resources with you privately and help refer you to the most appropriate source of assistance. Some of the most important and helpful resources NYU provides include:

- ↳ The Expository Writing Center, which can critique your writing and help you hone your writing skills. This program is not just for students with poor writing and can help any student improve. More information on the Expository Writing Center's programs and services is available at <http://www.nyu.edu/cas/expository.writing/WritingCenter.html> or you can call to schedule an appointment at (212) 998-8866.
- ↳ The Counseling Center, which offers individual and group counseling sessions dealing with a wide range of issues, from stress to depression, from family difficulties to eating disorders. You can go just for one appointment to help you deal with a pressing issue in your life. For more information look at <http://www.nyu.edu/counseling/> or call them at (212) 998-4780.
- ↳ The Moses Center for Students with Disabilities provides resources for students with physical and learning disabilities as well as chronic illnesses. Contact them at (212) 998-4980 or look at their website at <http://www.nyu.edu/osl/csd/>. If you will need extended time on the final exam for this class, please make sure to contact me in advance about scheduling since it will only take up part of the last class.
- ↳ You can also always call the Student Resource Center Helpline, a service which can help you navigate NYU. Information is available at <http://www.nyu.edu/src/helpline/index.html> or you can call them directly at (212) 998-4411.

### **Assignments**

#### *Pre-Test*

At the first class meeting, you will be asked to respond, in writing, to a set of general questions on race and ethnicity. These questions will form the basis of the inquiry we undertake in the course and have guided my selection of topics and readings. This assignment will not be graded. However, I will read the responses with two goals in mind. First, your responses to this assignment will help me make sure that the course is geared to the needs and interests of the students. Second, your responses will form the baseline for evaluation of your final examination. You will have access to your pre-test when you sit for the final examination and you will be able to see your own progress over the course as well.

#### *Final Examination*

At the last class meeting, you will sit for a one-hour written exam. This exam will consist primarily of answering the same questions you answered on the pre-test, but the responses will be longer and will require use of the course readings, discussions, and written assignments completed both by you and your classmates during the course. The examination will be entirely open-book. One half of your grade on this examination will consist of a traditional grading process where I assess the extent to which you demonstrated fulfillment of the goals of the course. The other half will require you to show development of thought and advancement of knowledge from the point at which you took the

pre-test. In other words, you are expected to learn from the course and demonstrate this learning on the final exam.

Studying will not help you with this exam. The best strategies for doing well are to read all of the course readings, look at the discussion questions, attend class, take good notes, read your classmates' written work, and keep your materials organized and accessible for use during the exam.

### *Class Discussion Facilitation*

Each student will take responsibility for discussing the readings assigned for one specific class period. In some cases, two students might work together on this assignment. This responsibility will involve giving a ten to fifteen minute presentation (ten minutes each if two students present together) in which you summarize and synthesize the body of readings as a whole, present your own criticisms and reactions to them, and present a few questions for discussion by the class as a whole. The discussion questions will always be available as a guideline to help you determine what to focus on, though you do have to come up with your own discussion questions. In addition, I will be happy to meet with you in advance of the class for which you will present. You will be asked to sign up for the class you would like to facilitate at the first meeting of the course.

### *Weekly Papers*

The written assignments for this class are a series of weekly papers. Each paper must be three to five pages long, double spaced with twelve point font and one inch margins. The assignments for these papers are appended below. The assignments are varied and should be interesting. They will generally require limited research of a type clearly specified. Additionally, you will be asked to post a copy of each paper on Blackboard and read your classmates' papers. These five papers will be due each Monday (except in the case of Memorial Day, when the paper will be due the following Tuesday). You will be asked to sign up for paper topics during the first two meetings of the course so as to make sure that a variety of topics are covered.

- ↳ *Statistics and Demographics* (due 5/24). You must choose one issue from the list to write about. You will use statistical websites to conduct your research. These websites must be good sources. I will provide suggested starting points for each topic, though you are welcome to use other sources. If you have any questions about the appropriateness of a source, just ask. All papers assume that you will discuss trends over time, and though there are no particular time periods you must cover, you should try to get the most recent data you can find. Do not just present the data—also think about what the implications of the data are.
- ↳ *Book Review* (due 6/1). You must choose one recently published social science book dealing with race and ethnicity. A list will be distributed containing a number of suggestions, though you are welcome to choose a different book with prior approval. If you can not find the book you sign up for, you can always switch, but you must switch to a book no one else is already reviewing. You must follow the specific book review format which will be handed out. I will provide one-to-two sentence summaries of each book.
- ↳ *Policy Memo* (due 6/7). You will choose one controversial policy related to race or ethnicity and conduct a policy review. This means that you should look for information about the various opinions people have on the issue and the evidence that they use to support it. Particularly important is reviewing the *validity* of the evidence people use to support their arguments. You

may rely on websites and newspaper/magazine articles, but you should be aware of their limitations and realize that your analysis will be stronger if you use some scholarly sources. Do some basic internet research to find out what the opposing sides think about the policy. Then apply the theoretical and historical materials from the course to understand why this is an important issue and how it relates to other issues. You are not required to take a position on the issue, just to understand how it works and how it is related to the dynamics of race and ethnicity.

- ↳ *Intersectionality Autobiography* (due 6/14). This paper will give you a chance to write about your own personal experiences with race, class, gender, sexuality, disability, and other sources of inequality. You are expected to use race as the lens through which to examine some set of experiences in your life, but incorporate at least two other sources of inequality. You should also mention how these experiences are related to the shaping of your beliefs about race and other sources of inequality. Though you are writing about personal experiences, remember that this is an academic paper. This means you should use analytical and critical thinking skills, a formal writing style, and references to some of the readings from the course (particularly those on in the class dates pertaining to class, gender, sexuality, and disability).
- ↳ *Media Analysis* (due 6/21). You will choose a specific set of media to review for the way in which people of particular ethnic or racial groups are depicted. Make sure to include both editorial content *and* advertising. Talk about specific examples, and if you are using print media, you are welcome to hand in samples.