

Racial and Ethnic Relations
Queens College, Summer Session I 2005
Mikaila Mariel Lemonik Arthur
(SOC 211, 1SIHA)

Meeting Time: Monday-Thursday, 1-3:40 pm (with a 10 minute break)
Place: Powdermaker Hall, Room 152

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Office: Powdermaker Hall Room

Phone: (212) 260-4118. Calls are accepted between 7 and 10 pm Sunday through Thursday ONLY.

Course website: <http://homepages.nyu.edu/~mma235/race05>

Required Materials

Ghallagher, Charles A. ed. 2004. *Rethinking the Color Line: Readings in Race and Ethnicity*. Boston: McGraw Hill. This book is available at the QC bookstore as well as online. A new edition should cost about \$53 and used books should be available.

A photocopied reading packet, available at QC Copy Center, right across the street from the main gate and under the pizzeria.

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 three 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) and with social institutions; and third, to explore the dynamics of ethnicity and immigration that have shaped the United States we live in today. It has the additional aim of giving students the tools to critically interrogate race in term of both their academic and non-academic lives.

Grading:

1. PARTICIPATION. This is a short but intensive class. You are expected to come on time for every class meeting and let me know as soon as possible (preferably in advance) if you must miss class for a legitimate reason. Part of your attendance is the expectation that you will participate in class sessions by contributing something to our discussions. If you have significant problems speaking in class, I strongly urge you to come speak to me privately as soon as possible to develop alternative participation mechanisms (such as private meetings or e-mail discussions) so that you can meet this requirement. Remember that there are few

stupid questions, but that all questions and comments should be made in a spirit of respect for other students and their contributions to the class. (10% of your final grade).

2. DAILY QUIZZES. Each day when you come to class, you will be asked to respond to a brief quiz question. These quizzes serve three purposes: first, they help you to gather your thoughts for discussion. Second, they help you stay on track with the reading load. And third, they enable me to take attendance quickly and easily. Because the quizzes are also used for attendance, you should submit a quiz even when you do not know the answer to the question. On certain occasions, a small group assignment may take the place of the daily quiz. Please see the “Academic Integrity” section of this syllabus for additional information about a quiz assignment. (15% of your grade)
3. PAPERS. You will be required to do three papers during this class on assigned topics. These papers will be based primarily on your own experiences and in-class readings, but may require some research. They should be about four to six pages in length and will be due each Monday. (20% each=60% total)
4. FINAL EXAM. At the end of the course, there will be an in-class open book final exam lasting about one and one-half hours which will consist of two essay questions and a series of short answer questions. (15%)
5. READING. While the reading load in this course may seem heavy, remember that we are condensing a full semester of work into three and a half weeks. Normal expectations for a college course are that you should do about two hours of work outside class for every one hour in class. As you are spending two and a half hours four days a week in class, that means you can expect up to twenty hours a week of work outside the classroom. You are expected to complete three readings for each scheduled course meeting, except for the final course meeting when there are two. In addition, there are two optional readings each week, except for the last week when there is one. While you are not required to complete any optional readings, I encourage you to choose at least one or two that you find interesting. Students who wish to earn extra credit should plan on reading all of the optional materials.
6. PLAGIARISM. Any plagiarism will result in deductions from your grade according to the Academic Integrity policy described below. In addition, you are required to submit your written work to the Turnitin.com plagiarism detection service described below under “Academic Integrity”. If you do not have Internet access and thus feel that you can not complete this requirement, please speak to me within the first two days of the course and I will give you an alternative assignment. The fulfillment of the plagiarism-detection assignment will be worth two days’ quiz grades.

Schedule

(T refers to *Rethinking the Color Line*, R refers to the photocopied course pack; O-T refers to optional readings in the text and O-R refers to optional readings in the course pack)

Monday, June 6th—First Class Meeting

Tuesday, June 7th—Theories and Definitions

Omi & Winant, “Racial Formations” T

Feagin and Feagin, “Theoretical Perspectives in Race and Ethnic Relations” T

Bonilla-Silva, “Racialized Social System Approach to Racism” T

Moynihan, “The Negro Family” O-R

Wednesday, June 8th—The History of Race and Ethnicity

Zinn, “Drawing the Color Line” T

Espiritu, “Asian American Panethnicity” T

Blank, “An Overview of Trends in Social and Economic Well-Being, by Race” T

Cartwright, “Report of the Diseases and Physical Peculiarities of the Negro Race” O-R

**Media and NYC Paper Plans Due

Thursday, June 9th—Migrations

Zhou, “The Changing Face of America: Immigration, Race/Ethnicity, & Social Mobility” T

Suleiman, “The Arab Immigrant Experience” T

Waters, “Ethnic & Racial Identities of Second-Generation Black Immigrants” T

Monday, June 13th—Inequalities: Class

Gans, “Positive Functions of the Deserving Poor” T

Oliver, Melvin L. and Thomas M. Shapiro. Ch. 6 from *Black Wealth/White Wealth* R

Suzuki, “Asian Americans as the Model Minority” R

**First paper due: Family History

Tuesday, June 14th—Inequalities: Gender, Sexuality, Disability

Samuels, “My Body, My Closet” R

Frankenberg, “White Women, Race Matters” R

Matthaei and Amott, “Race, Gender, Work: The History of Asian American Women” T

McIntosh, “Unpacking the Invisible Knapsack” O-R

Wednesday, June 15th— Intergroup Relations

Feagin, “The Continuing Significance of Race: Antiblack Discrimination in Public Places” T

Pinderhughes, “The Anatomy of Racially Motivated Violence” T

Wu, “The Changing Face of America: Intermarriage and the Mixed-Race Movement” T

Waldinger, “When the Melting Pot Boils Over” O-T

Thursday, June 16th—The Dynamics of Ethnicity

Waters, “Optional Ethnicities: For Whites Only?” T

Wilkins, “A Tour of Indian Peoples and Indian Lands” T

Gilman, “Are Jews White? Or, the History of the Nose Job.” R

Monday, June 20th—Education

Kozol, “Savage Inequalities” T

Duster, “Individual Fairness, Group Preferences, and the California Strategy” R

Steele, “Thin Ice: ‘Stereotype Threat’ and Black College Students” R

Fish, “Reverse Racism” O-R

**Second paper due: Race and Ethnicity in New York City

Tuesday, June 21st—Law and Crime

Cole, “The Color of Punishment” T

Davis, “Race and Criminalization” T

Reiman, “...And the Poor get Prison” T

Wednesday, June 22nd—Media

Lewis and Jhally, “Television and the Politics of Racial Representation” T
Lichter and Amundson, “Distorted Reality: Hispanic Characters...” T
Lapchick, “The 2001 Racial and Gender Report Card on Sport” T
Fong-Torres, “Why Are There No Male Asian Anchormen on TV?” O-R

Thursday, June 23rd—Work

Newman and Ellis, “There’s No Shame in My Game” T
Neckerman and Kirschenman, “We’d Love to Hire Them But...” T
Wilson, “When Work Disappears” T

Monday, June 27th—Residence

Massey, “Residential Segregation and Neighborhood Conditions” T
DeSena, “Local Gatekeeping Practices and Residential Segregation” T
Bullard, “Environmental Justice in the 21st Century” T
**Third Paper Due: Race in the Media

Tuesday, June 28th—Religion; Future Trends

Ghallagher, “Color-Blind Privilege” T
Camarilla and Bonilla, “Hispanics in a Multicultural Society” T
Ong, “The Ambivalence of Salvation” R
Lefever, “When the Saints Go Riding In” O-R

Wednesday, June 29th—What Next?; Final Exam

Ghallagher, “Ten Simple Things You Can Do” T
Huntington, “The Hispanic Challenge” O-R

Course Policies and Resources

Attendance

As noted above, you are expected to attend class regularly. Keep in mind that this is an intensive summer course. If you miss one class, that is like missing an entire week in a semester-long class. If you come to class an hour late, that is like missing an entire class in a semester-long class. I certainly understand that at times, students do have legitimate reasons for missing class (such as family emergencies, illness, or religious observance). If you know you will be absent, you must notify me in advance. If an emergency comes up, please notify me as soon as possible about how long you expect to be out. Excused absences will not be penalized if I know about them at the earliest available opportunity. In addition, I expect that you will come to class on time and prepared to learn and return from all class breaks promptly. Lateness is distracting to your fellow students.

In addition, all assignments are due in class on the due date. If you can not attend class on a day when an assignment is due, please make your best effort to turn it in ahead of time. If this is impossible, I will accept e-mailed assignments if they have been sent before 1 pm on the due date. Please attach the assignment as an .rtf, .pdf, .html, or .doc file. If you submit an assignment electronically, you should also submit a copy through the Turnitin.com website. If you do not receive an e-mail confirming that I have received and successfully opened the file, then you must resend it. Technical problems will not be an acceptable excuse for lateness.

Academic Integrity

As in all college courses, I expect all students to adhere to a strict standard of academic integrity. 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. Be aware that I have caught and penalized many students in the past.

I require students to provide evidence that they have thought seriously about this statement of academic integrity. Therefore, I require you to submit all three of your course essays to the Turnitin.com plagiarism detection website. Doing this counts for two daily quiz grades. If you do not have Internet access, I encourage you to get it promptly, as discussed under “Information Technology” below. However, if this is impossible for you, speak to me promptly and I will give you an alternative assignment which does not require the Internet. The enrollment password for Turnitin.com is “formation” and the class ID is “1294933.” If you provide me with an e-mail address, I will register you for Turnitin.com. For help, see http://www.turnitin.com/static/training_support/tii_student_qs.pdf.

Offenses against academic integrity 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 and <http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html>.
- ↳ Copying work from other students or writing papers as a joint effort, unless specifically directed to do so. 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 students have been caught.

Information Technology

You are expected to have access to e-mail for the duration of this course. If you do not have access to e-mail, <http://mail.yahoo.com> is a good source for free e-mail accounts. I would suggest you check your e-mail often (at least twice a week), as I will send important information about the course via e-mail. If you have any changes in your e-mail address during the course, please notify me immediately. If you do not have access to a computer at home, Queens College does provide computer labs and you can check your e-mail there.

There is also a website associated with this course. This website provides copies of course materials as well as links to important resources for doing well in the course, such as links to Turnitin.com, suggestions for further reading, websites to help you with your research for the course papers, past and supplemental quiz questions, and visual data. The website is available at <http://homepages.nyu.edu/~mma235/race05>

Support services

If at any time during the semester you are having difficulty with the work, or even if you just have a question, please let me know right away. Other resources you might want to turn to are:

- ↳ The Queens College “Sociology Write” website, which offers tips for writing and research in sociology as well as a link to the Queens College writing center. Remember that even good writers can benefit from writing practice and from help in editing and focusing their writing assignments. <http://www.soc.qc.edu/robin/writesoc/index.html>
- ↳ If you have personal or academic concerns that are keeping you from doing your best, you may wish to consider taking advantage of the services of the Peer Advisement Center. <http://qcpages.qc.edu/peeradvisement/home.html>
- ↳ The library offers online tutorials (<http://qcpages.qc.edu/Library/olstutorial/index.html>) as well as informational tours (<http://qcpages.qc.edu/Library/info/instructional.html>) to help you get acquainted with library services and with doing research.

Disability Accommodations:

If you have a disability for which you will need accommodations during this course, such as extra time on assignments or exams, please let me know as soon as possible during the semester so that all appropriate arrangements can be made.

Students New to the English Language:

I understand that the students in my class come from diverse linguistic backgrounds, and while this is not an English or writing class, I do require that papers and exams be grammatically correct and show attention to writing style and format. If you believe that this may be difficult for you, please come speak to me early in the semester so that we can work out appropriate arrangements. Written communication is important in sociology, but I do not want this to be a stumbling block for anyone to do well.

Some strategies for improving your writing including taking advantages of the services listed above, scheduling meetings to talk with me about your writing, exchanging drafts with peers for proofreading, and reading your papers aloud to yourself as part of the editing process. Remember that even the best writers need practice with editing, and don't be over-critical of yourself.

Extra Credit

Because of the short duration of this course, I can not offer you the opportunity to re-do papers or engage in extensive extra-credit opportunities. However, I will offer one extra-credit question on the final exam. In order to answer this question, make sure that you have read all of the course readings marked as optional on the syllabus.