

SOC 348: Race and Ethnic Relations
Soc348RACESYL20192020.docx

Office: 212 College Hall

Professor Mary Olson

Course time varies, check
daily course notations

COURSE DESCRIPTION:

The goal of this course is to explore the ways in which sociologists approach issues of race and ethnicity. The course considers how racial or ethnic group membership is related to and affected by such structural features of American society as social stratification and social inequality and altered by processes of social change through such actions as social movements and public policy implementation. Major topics in the course include immigration policy, civil rights activism, treaty rights activism, identity formation, and racial stratification. While course readings are drawn from a wide range of disciplines, each is analyzed from a sociological perspective, focusing on the complex interactions between social structure, culture, and social history.

COURSE OBJECTIVES:

Students will emerge from the course with a clearer grasp of the experiences of selected American racial and ethnic groups and the ways in which these experiences have been altered through social movements and public policy. They will also gain a keener understanding of immigration policy, racial stratification, and racial identity in America. Finally, they will come to appreciate the unique ways in which sociologists approach the study of race and ethnic relations. This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, inquiry, and intercultural literacy.

EVALUATION CRITERIA:

Class activities will vary from day to day. Students are expected to complete all readings, attend class, ask questions, raise issues, and otherwise contribute to classroom discussion. They are expected to complete all course readings and assignments on time. They are also expected to attend class. Each unexcused absence will result in the lowering of your overall participation grade by 1/2 grade point. The course features both a heavy reading schedule and several written assignments. Lectures and class discussions will focus on developing an in-depth understanding of the assigned material.

Each student is responsible for (1) set of summaries of and questions for articles on racial stratification, (1) analysis paper on racial stratification, (1) set of summaries and questions on articles on racial identity, and (1) take-home, final examination, and daily in-class participation that will include a written component.

The racial stratification and racial identity summaries will require students to review assigned articles, and to develop questions to

share with other class members. The article analysis assignment will ask students to write an eight-to-ten page paper utilizing the writings of either Martin Luther King, Jr. or Malcolm X, attempting to understand and evaluate an example of contemporary racial stratification as he might have done. The final examination will feature required essays that will ask students to analyze key issues raised in the course. Daily questions will ask students to explore major ideas covered in each of the day's readings. Answering daily questions is assigned in order to increase the depth of student's engagement with the course material and to facilitate active class participation. At least once during the block I will collect and grade these answers to daily questions.

Excellent examinations, analysis papers, and summaries will be well organized and well argued. They will demonstrate evidence of critical thinking, and indicate both breadth and depth of understanding of the course material. Excellent class participation will depend both upon your attendance in class and upon your ability to outline major ideas covered in each of the day's readings, to connect ideas in each day's readings with those addressed in earlier books and articles, and to reflect upon the day's readings through an identification of issues the readings raise for you. Evaluation of daily written work will depend both upon completion of assignments and evidence of high levels of engagement with the course materials.

Final Grades are computed as follows:

Racial Stratification article summary/questions	10% of the grade
Racial Identity article summary/questions	10% of the grade
Racial Stratification Analysis Paper	30% of the grade
Final Examination:	40% of the grade
In-class participation:	10% of the grade

Grades will be assigned using the following criteria:

A's—evidence outstanding breadth and depth of coverage of material and indicate an outstanding level of knowledge of and ability to analyze concepts and key ideas.

B's—evidence good breadth and depth of coverage of material and indicate a good level of knowledge of and ability to analyze concepts and key ideas.

C's—evidence average breadth and depth of coverage of material and indicate an average level of knowledge of and ability to analyze concepts and key ideas.

D's—evidence below average breadth and depth of coverage of material and indicate a below average level of knowledge of and ability to analyze concepts and key ideas.

F's—evidence an unacceptably low level of breadth and depth of coverage of material and indicate an unacceptably low level of

knowledge of and ability to analyze concepts and key ideas.

Academic Honesty Expectations:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is his or her work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty.

Students with Disabilities:

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

REQUIRED TEXTS:

James Cone, Martin and Malcolm and America.

Susan Ferris and Ricardo Sandoval, The Fight in the Fields: Cesar Chavez and the Farm Workers Movement.

Charles Wilkinson, Messages from Franks' Landing.

ARTICLES: There are articles on reserve for this course on moodle. The symbol ® denotes an article on moodle.

READING SCHEDULE:

There are readings listed for each class day. You must complete all assigned readings before the beginning of class for each day. **In order to facilitate discussion, please bring copies of all articles to class on the day they are assigned.**

COURSE OUTLINE

TOPIC ONE: IMMIGRATION

MONDAY: Immigrating to America: Theorizing the Process. (TP 72)

Course will meet: 12:15-3:00.

Please come to class with this material read. (On moodle)

Question: What was supposed to happen?—Social Science Theories

Readings:

-® Joseph Hraba. "Assimilation" and "Ethnic Conflict Theory," American Ethnicity. Pp. 23-66, 93-120 (I will lecture on this material.)

TUESDAY: Immigrating to America: Living the Experience/Laws, Controls and Life in the New Land. (TP 49)

Course will meet: 12:15-3:00 (Discussion of Ethnic Conflict Theory may shade into today.)

Question: What laws guided immigration and what were the conditions of immigrant life through the end of the "Great Migration?" What was life like for those who came to America at the turn of the 20th century (immigrant mothers and daughters?)

Readings:

® Stephen Steinberg, "The Ignominious Origins of Ethnic Pluralism in America," The Ethnic Myth. Pp. 5-43.

-® "Immigrant Mothers and Daughters," in Hymowitz and Weismann, A History of Women in America.

Video: Coming to America

WEDNESDAY: Who Immigrates to America Today? (TP 44)

Course will meet: 12:15-3:00

Question: Who is coming to America today and why are they coming/What laws regulate how they are treated?

Readings:

®-Alejandro Portes and Ruben G. Rumbaut, "Nine Stories," and "Who They Are and Why they Come.," Immigrant America: A Portrait. Pp. 1-36.

Video: The Other Side of Immigration—a film by Roy Germano

THURSDAY: Constructing and Reconstructing Servitude and the Possibility of Liberation (TP 60)

Course will meet: 9:00-12:00 and 1:00-3:00 (if necessary)

Readings:

-® Winthrop Jordan. "Libidinous Blacks," in Ronald Takaki, (ed.) From Different Shores, Pp. 43-53.

-® Basil Davidson. "Attitudes and Opinions." American Slave Trade, Pp. 115-119.

-® Howard Zinn, "Drawing the Color Line," in Charles A. Gallagher, (ed.) Rethinking the Color Line (RCL). (3rd Ed.) New York: McGraw-Hill, 2007. Pp. 9-20.

-® Stephen Steinberg, "The Reconstruction of Black Servitude after the Civil War," The Ethnic Myth, Pp. 171-200.

Video: Africans in America (First section, How could America have been different? Second section, slave capture and passage. Show before speaking of Davidson or Zinn—this material illustrates the work of those two authors.)

FRIDAY: Work day: Work on assignments for Monday, Tuesday, and Wednesday.

We will not meet as a class on Friday but working on the following assignments should occupy you for most of Friday and a good portion of the weekend:

Monday and Tuesday Assignment: You have 119 pages of reading for Monday and an additional 152 pages of reading for Tuesday from the book Martin and Malcolm and America. In order to complete this work comfortably, you need to read a significant portion of this reading on Friday and continue to read throughout the weekend. You need to plan to come to class on Monday and on Tuesday prepared to discuss the readings you have done in terms of the questions raised for the appropriate days from the form entitled "Questions for Weeks One, Two, and Three".

Wednesday Assignment: Each of you is expected to read, summarize, and write discussion questions for all the articles. This written work is due at the beginning of class on the second Wednesday of class.

(Second Saturday assignment): For one article of your choice drawn from Wednesday's readings, you will utilize the writings of either Martin Luther King, Jr. or Malcolm X, and write an eight to ten page paper attempting to understand and evaluate this example of contemporary racial stratification as he might have done. *The analysis paper is due the second Saturday of the block.* Further instructions concerning the details of these assignments will be given in class on the first Thursday of the block.

TOPIC TWO: The CRM: ASSIMILATION OR SEPARATION?

MONDAY: Martin and Malcolm-Why Integration or Separation? (TP 119)

Course will meet: 12:15-3:00.

Readings:

Cone, Martin and Malcolm, and America. Pp. 1-119

TUESDAY: Martin and Malcolm-Goal Alterations during their Last Years (TP 171)

Course will meet: 12:15-3:00.

Cone, Martin and Malcolm, and America. Pp. 120-271.

WEDNESDAY: The Legacy of the Civil Rights Movement-Articles on Contemporary Racial Stratification. (TP 96)

Course will meet: 9:00-12:00 and 1:00-3:00.

-® Jonathan Kozol, "Still Separate, Still Unequal, America's Educational Apartheid," in Susan J. Ferguson, (ed.), Mapping the Social Landscape: Readings in Sociology (MSL), (5th ed.), New York: McGraw-Hill, 2008, Pp. 578-595.

Richard D. Kahenberg, "The Return of Separate but Equal", in Tracy E. Ore, The Social Construction of Difference and Inequality, Race, Class, Gender, and Sexuality, 5th Ed. New York: McGraw-Hill, 2009, pp. 303-310. McGraw Hill

-® Ann Arnett Ferguson, "Bad Boys: Public Schools in the Making of Black Masculinity," in Ferguson, (MSL 5th ed.), Pp. 595-604.

-® Victor M. Rios, "Stealing a Bag of Potato Chips and Other Crimes of Resistance," Contents. Vol 11. No 1. pp. 48-54. ISSN 136-5042, [@2012](http://electronicISSN1537-6052) American Sociological Association,

<http://contents.sagepub.com> Doll01177/1536504214496. (8 copies in my 2018-2019 folder).

-® Lawrence D. Bobo and Victor Thompson, "Racialized Mass Incarceration: Poverty, Prejudice, and Punishment," in Marcus and Moya, (DR), Pp. 322-355.

-® Thomas M. Shapiro, "Transformative Assets, the Racial Wage Gap and the American Dream," in Charles A. Gallagher, (ed), Rethinking the Color Line (RCL), pp. 80-85. (The Comparison)

-® Thomas M. Shapiro, "The Hidden Cost of Being African American," in Ferguson, MSL 5th Ed., Pp. 280-291. (What it means in terms of people's lives).

Wednesday Assignment Due: Key point summaries and discussion questions will be collected at the beginning of class and will be covered in class.

TOPIC THREE: LAND, LABOR, AND MEXICAN AMERICANS

THURSDAY: A History of Social Policy towards Mexican Americans and the Early Years of Labor Organizing. (TP 110)

Course will meet: 9:00-12:00 (finish stratification articles if necessary) and 1:00-3:00 (discuss Moore)

® Joan Moore, "History: An American Minority Appears," Mexican Americans. Pp. 11-30.

Ferris and Sandoval, The Fight in the Fields, pp. 1-89.

Video: Los Mineros

FRIDAY: There is no class today. This day is devoted to the completion of work on Martin Luther King/Malcolm X Analysis Paper.

SATURDAY: Completed analysis paper due at 10:00 a.m. on Saturday as a word document attachment to an email sent to Professor Mary Olson at Molson@cornellcollege.edu.

MONDAY: Farm Worker Organizing...A Struggle for Integration? (TP 66)

Course will meet: 12:15-3:00

Ferris and Sandoval, The Fight in the Fields, p. 91-157.

Video: The Fight in the Fields.

TUESDAY: Labor on Farms and Processing Plants/the Issue of Rape in the Fields (TP 17)

Course will meet: 12:15-3:00.

-® Barry Yeoman, "Hispanic Diaspora," in John Kromkowski, (ed.) Annual Editions: Race and Ethnic Relations 02/03. Connecticut: McGraw-Hill/Dushkin, Pp. 106-110. (Short history of movement out of the SW.)

-® Charles LeDuff, "At the Slaughterhouse, Some Things Never Change," in Ferguson, (MSL 5th ed.), Pp. 383-393.

Video: New Harvest, Old Shame/Rape in the Fields DVD 331.62 R190 2013.

TOPIC FOUR: TREATIES, SOVEREIGNTY, AND AMERICAN INDIANS

WEDNESDAY: A History of Social Policy towards American Indians and the Early Years of the Fishing Rights Struggle (TP 66)

Course will meet: 12:15-3:00.

Readings:

-Charles Wilkinson, Messages from Franks' Landing. Seattle, Washington: University of Washington Press. 2000. Pp. 1-65.

Video: As Long as the River Flows

THURSDAY: Social Movements and Policy Implementation...A Struggle for Separation? (TP 53)

Course will meet: 9:00-12:00

Readings:

-Charles Wilkinson, Messages from Franks' Landing. Seattle, Washington: University of Washington Press. 2000. Pp. 66-118.

--® Silent and Sacred: The Wall, <https://www.usatoday.com/story-wall/story/tohono-oodham-nation-arizona-tribe/582487001/#>

FRIDAY: There will be no class today. Read/Study Day. Prepare reading and answer and create reading questions for Monday and Tuesday. Study in groups or individually for final examination.

TOPIC FIVE: CONSTRUCTING CATEGORIES OF DIFFERENCE

MONDAY: Constructing Difference: The Issue of Race. (TP 51)

Course will meet: 12:15-3:00

*-® Kevin Avruch, "Culture and Ethnic Conflict in the New World Disorder," in John Stone and Rutledge Dennis, (eds.), Race and Ethnicity: Comparative and Theoretical Approaches. Malden, MA: Blackwell Publishing, 2003, Pp.72-75.

-® Karen E. Rosenblum and Toni-Michelle C. Travis, "Framework Essay," in Karen E. Rosenblum and Toni-Michelle C. Travis, (eds.) The Meaning of Difference (MD), (5th ed.), New York: McGraw-Hill, 2008, Pp. 1-39.

-® Audrey Smedley, "Race" and the Construction of Human Identity," in (MD), Pp. 40-46 (end at beginning of the Non-Problem of "Mixed-Race" People section.

TUESDAY: What Shall They Be? Being Other/Being White (TP 74)

Course will meet: 9:00-12:00 and 1:00-3:00

Readings:

-® Marvin Harris, "How our Skins Got their Color," in Gallagher, (RCL), Pp. 7-9.

-® E. James Davis, "Who is Black? One Nation's Definition," in (MD), Pp. 50-58.

-® Eva Marie Garroute, "Real Indians: Identity and the Survival of American Indians," in (MD), Pp. 60-68.

-® The Evolution of Identity (on the U.S. Census), in (MD), Pp. 59.

-® bell hooks, "Representations of Whiteness," Black Looks. Pp.165-178. (Others Experience Whiteness)

-® Ruth Frankenberg, "Whiteness as an "Unmarked" Cultural Category," in (MD), 81-97. (Living Whiteness)

-® George Libsitz, "The Possessive Investment in Whiteness: Racialized Social Democracy and the White Problem in American Studies," in Tracy E. Ore, The Social Constructin of Difference and Inequality, Race, Class, Gender, and Sexuality, 4th Edition, New York: McGraw-Hill, 2009, Pp. 432-443. (Creating Whiteness)

Assignment: Final Examination distributed at the end of class.

WEDNESDAY: Final examination due at noon as a word document attached to an email sent to molson@cornellcollege.edu.