

**Sociology of Race and Ethnicity in the United States**  
SOC 260W, Fall 2007  
Hamilton College

Course Location: BEN 207  
Meeting Times: Tuesday and Thursday, 2:30-3:45 PM

Instructor: Mikaila Mariel Lemonik Arthur  
Office: 113 South Court  
Office Hours: Tuesdays 4-6 PM (except during faculty meetings); Wednesdays 10:30 AM-12:30 PM;  
other times Tuesday-Friday by appointment.

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I am to respond to voice messages as soon as I can, but you will generally get a faster response via email. I can not, however, guarantee an immediate response to emails, particularly those sent over the weekend. During most office hours, I am also available via AOL IM at ProfMMLA.

The course website, which will be updated with information on assignments, can be accessed at <http://academics.hamilton.edu/sociology/marthur/classes.html>. You should be sure to check it frequently. Some course resources will also be made available through the course Blackboard site.

*Course Description*

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 goals. First, it will help develop an understanding of the historical dynamics of race and ethnicity and the ways in which they have shaped the contemporary United States. Second, it will explore the complex interactions between race and other forms of inequality (class, gender, sexuality, disability) as well as between race and significant social institutions (education, employment, family, media, the criminal justice system) that shape our daily lives. Finally, it will help students develop an understanding of both how the realities of race and ethnicity have shaped their own personal histories, their communities, and the policy debates that currently face our world. As a writing-intensive course, it additionally will give students the opportunity to develop and improve their writing skills, particularly their ability to write about controversial issues and about quantitative and geographical data.

### *Required Materials*

Books, available at the campus bookstore, on reserve in the library, or online:

- Smedley, Audrey. 2007. *Race in North America*, 3<sup>rd</sup> edition. Westview Press. List Price: \$43.00. (You are welcome to buy a 2<sup>nd</sup> edition used if you wish; only 3 chapters are different and you can use the copy on reserve for those)
- Rothman, Barbara Katz. 2006. *Weaving a Family*. Beacon Press. List Price: \$18.00
- Shapiro, Thomas M. 2004. *The Hidden Cost of Being African American*. Oxford University Press. List Price: \$16.95
- Brown, Michael *et al.* 2005. *Whitewashing Race*. University of California Press. List Price: \$18.95

There are also a number of articles and book chapters available on electronic reserves through the library. You are expected to read these as assigned; if you have problems accessing electronic sources, please see me immediately to make alternate arrangements.

### *Course Schedule*

Readings, web activities, and writing assignments are due for the class date under which they are listed. Readings available on electronic reserve are noted with an "E."

Aug 28	<b>Introduction to the Course</b>
Aug 30	<b>Defining Race and Ethnicity</b> Smedley, "Some Theoretical Considerations" (13-36) Smedley, "The Etymology of the Term 'Race'" (37-42) Espiritu, "Ethnicity & Panethnicity," <i>Asian American Pan-Ethnicity</i> (1-18) E Jenkins, "Anthropology, Ethnicity" from <i>Rethinking Ethnicity</i> (3-15) E <i>Web Assignment:</i> Complete the Race Trivia Quiz, posted on Blackboard.
Sept 4	<b>The History of Race: Colonialism and Slavery</b> Smedley, "Antecedents of the Racial Worldview" (43-74) Smedley, "The Arrival of Africans and Descent into Slavery" (95-122) Smedley, "Comparing Slave Systems" (123-160) Marx, "Historical and Cultural Legacies," <i>Making Race and Nation</i> (27-77) E Wilkins, "A Tour of Indian Peoples and Indian Lands" (92-111) E
Sept 6	<b>Race and Science</b> Smedley, "The Rise of Science" (161-176) Smedley, "A Different Order of Being" (235-258) Smedley, "Science & the Growth & Expansion of Race Ideology" (259-282) Smedley, "Twentieth-Century Developments in Race Ideology" (283-304) Smedley, "Changing Perspectives on Human Variation in Science" (305-330)

- Sept 11                   **Researching Race**  
*Web Assignment:* Compare the American Anthropological Association’s Statement on Race (<http://www.aaanet.org/stmts/racepp.htm>) to the American Sociological Association’s similar document ([http://www2.asanet.org/media/asa\\_race\\_statement.pdf](http://www2.asanet.org/media/asa_race_statement.pdf)).  
 Discussion about demography assignment—come to class with questions.
- Sept 13                   **Rosh Hashanah: No Class Meeting**
- Sept 18                   **Racism**  
 Brown, “Race Preferences and Race Privileges” (1-33)  
 Brown, “Of Fish and Water” (34-65)  
 Bonilla-Silva, “Rethinking Racism,” *American Sociological Review* (465-480) E  
*Web Assignment:* Complete one or more Implicit Association Tests (<https://implicit.harvard.edu/>), including the one titled “Race IAT” found under “Demonstration.”
- Sept 20                   **Gender, Race, and Intersectionality**  
 McIntosh, “White Privilege and Male Privilege” (to be distributed)  
 Collins, “Pornography and Black Women’s Bodies,” *Race, Class, Gender, and the Media* (279-286) E  
 King-O’Riain, “Patrolling Bodies,” *Pure Beauty* (116-148) E  
 Espiritu, “Ideological Racism and Cultural Resistance,” *Asian American Women and Men* (86-107) E  
 Draft of demography paper due.
- Sept 25                   **Writing About Race/Race, Sexuality, Disability**  
 Samuels, “My Body, My Closet,” *GLQ* (233-255) E  
 Eng and Hom, “Introduction,” *Q & A* (1-21) E  
 Peer edits due—we will spend time in groups discussing the edits.
- Sept 27                   **Guest Lecture: Race and Adoption**  
 Hollee McGinnis of the Evan B. Donaldson Adoption Institute  
 Read Rothman, pages 3-94 and 162-234
- Oct 2                      **The Racialized Family**  
 Moynihan, *The Negro Family*, entire. (Can be read online at <http://www.dol.gov/oasam/programs/history/webid-meynihan.htm>.)  
 Final draft of demography paper due.
- Oct 4                      **Race and Religion**  
 Gilman, “Are the Jews White?” from *Theories of Race and Racism* (229-237) E  
 McKee Evens, “From the Land of Canaan to the Land of Guinea,” *American Historical Review* (15-43) E  
 Ong, “The Ambivalence of Salvation,” *Buddha is Hiding* (195-228) E

- Oct 9                   **Race and Class**  
 Shapiro, "Introduction" (1-20)  
 Shapiro, "The Color of the Safety Net" (21-42)  
 Shapiro, "The Cost of Being Black..." (42-59)  
 Shapiro, "Inheritance" (60-86)  
 Shapiro, "Middle Class in Black and White" (87-104)  
 Brown, "The Bankruptcy of Virtuous Markets" (66-103)
- Oct 11                   **Residential Segregation**  
 Shapiro, "The Homeownership Crossroad" (105-128)  
 Shapiro, "Where People 'Choose' to Live" (129-154)  
 Massey, "The Perpetuation of the Underclass" (148-186) E  
*Web Assignment:* Map segregation in your hometown on  
<http://www.socialexplorer.com>.
- Oct 16                   **No Class: Fall Recess**
- Oct 18                   **Educational Segregation**  
 Shapiro, "Getting a Decent American Middle-Class Education" (155-182)  
 Orfield and Lee, "Brown at 50," Harvard Civil Rights Project (1-52) E  
 News articles about recent educational segregation court cases  
 (to be distributed)  
 Rough draft of family history paper.
- Oct 23                   **Education & Employment**  
 Brown, "Keeping Blacks in their Place" (104-131)  
 Brown, "Civil Rights and Racial Equality" (161-192)  
 Duster, "Individual Fairness, Group Preferences, and the California  
 Strategy," *Race and Representation* (111-134) E  
 Steele, "Thin Ice: 'Stereotype Threat' and Black College Students,"  
*Atlantic Monthly* (44-47) E  
 Suzuki, "Asian Americans as the 'Model Minority,'" *Change* (13-19) E
- Oct 25                   **Race and Political Change**  
 Pellow and Brulle, "Poisoning the Planet," *Contexts* (37-41) E  
 Cramer, "The Common Sense of Anti-Indian Racism,"  
*Law & Social Inquiry* (313-341) E  
 Morning, "Who is Multiracial?" *Sociological Imagination* (209-229) E  
 Branch, "The Sit-In Movement" (27-31) and Cozzens, "Mississippi and  
 Freedom Summer" (67-72), *Solutions to Social Problems* E
- Oct 30                   **Race and Voting**  
 Brown, "Color-Blindness as Color Consciousness" (193-222)  
*Web Assignment:* Play the Redistricting Game, Mission 4, at  
<http://www.redistrictinggame.org/>.  
 Final draft of family history paper due.

- Nov 1                   **Race and the Criminal Justice System**  
 Brown, “Been in the Pen So Long” (132-160)  
 Pager, “The Mark of a Criminal Record,” *AJS* (937-975) E  
 Harris, “The Stories, the Statistics, and the Law,”  
*Minnesota Law Review* (265-326) E
- Nov 6                   **No Class: Individual Meetings**  
 Sometime during this week, you must schedule a meeting with me to discuss your writing so far this semester and your plans for the policy paper.
- Nov 8                   **Immigration & Assimilation**  
 Zhou, “The Changing Face of America,” from *Mass Migration to the United States* (65-98) E  
 Gans, “Symbolic Ethnicity,” *Ethnic and Racial Studies* (1-20) E  
 Huntington, “The Hispanic Challenge,” *Foreign Policy* (1-12) E
- Nov 13                  **Current Social Problems**  
 Lipsitz, “Whiteness and War,” *The Possessive Investment in Whiteness* (70-105) E  
 Kington and Nickens, “Racial and Ethnic Differences in Health,”  
*America Becoming* (253-310) E  
 Pulido, “A Day Without Immigrants,” *Antipode* (1-7) E  
*Web Assignment:* Go to <http://understandingkatrina.ssrc.org> and read the articles by Cutter, Strolovich, Gilman, and Sze.  
 Bring in a newspaper or magazine article about a contemporary racial issue you think is important, anywhere in the world.
- Nov 15                  **Race and the Media: Current Events**  
 Lewis and Jhally, “Affirming Inaction,” (133-141) E  
 Henderson and Baldasty, “Race, Television, and Prime-Time Advertising,”  
*Howard Journal of Communications*, (97-112) E  
 Please bring to class ads, YouTube clips, news articles, and other media sources that you feel represent race in a way worth discussing.  
 Final draft of policy paper due.
- Nov 19                  **Race and the Media: Film Screening**  
 In lieu of today’s class, take the time to view the film *Slanted Screen*. It will be made available on reserve in the library; it is also available for rental from Netflix or for purchase from Amazon.
- Nov 22                  **Thanksgiving: No Class**
- Nov 27                  **Make-Up Day**

- Nov 29                    **Guest Lecturer: Peter D. Vogelaar of the Mohawk Valley Refugee Resource Center**  
 Ogeltree, "America's Schizophrenic Immigration Policy," *Boston College Law Review* (755-770) **On Blackboard**  
 Castles, "Towards a Sociology of Forced Migration," *Sociology* (13-34) **On Blackboard**  
*Web Assignment:* listen to a few of the audio recordings (from a few different categories) available at <http://www.refugeestories.org/index.html>
- Dec 4                    **Where Do We Go From Here?**  
 Smedley, "Dismantling the Folk Idea of Race" (331-353)  
 Brown, "Facing Up to Race" (223-252)  
 Shapiro, "Conclusion" (183-204)  
*Web Assignment:* Re-take the race trivia quiz from the beginning of the semester and compare the results.
- Dec 6                    **Course Conclusion**
- Dec 11                   **Course Portfolio Due**  
 5:00 PM at my office

*Grading & Assignments*

As this is a writing-intensive course, you will be expected to complete a substantial amount of writing over the course of the semester. The writing assignments will include three 4-6 page papers, ten response papers of not more than 500 words, and a final course portfolio. Detailed assignments will be handed out and posted on the course website as the semester progresses. Course participation will also comprise a major portion of your semester grade. You should be aware that standard expectation for college coursework are that you will read, write, and study for three hours out of class for ever one hour you spend in class during the semester. This means you should expect to spend approximately nine hours on work for this class per week, perhaps a bit more on weeks when papers are due. Your semester grade will be computed as follows:

- 1) Demography Paper. This paper will ask you to use the Census and other publicly available quantitative and geographical data sources to complete a demographic survey of a city or county in the United States of your choice (the location must be pre-approved). An introduction to the data sources you will use for this assignment will be distributed. A draft will be due in class on September 20th, at which point it will be distributed for peer editing by your classmates. Peer edits will be due by September 25th, and a final draft will be due by October 2nd. While each student must write their own paper on a distinct location, you are welcome to work together as you gather data. The final paper must be 4-6 pages in 12 point double spaced type with one-inch margins and will be worth **15%** of your final grade.

- 2) Family History Paper. This paper will ask you to consider the way that your own life and the lives of your ancestors have shaped and been shaped by the dynamics of race, ethnicity, immigration, and inequality. A draft of this paper will be due on October 18th; a revised final version will be due on October 30th. Collaboration is prohibited on this assignment. I encourage you to share insights from these papers with the class so that others can learn from your experiences, but this is not required. The final paper must be 4-6 pages in 12 point double spaced type with one-inch margins and will be worth **15%** of your final grade.
- 3) Policy Paper. This paper will ask you to choose and review the evidence about a SPECIFIC policy issue of your choice that has significant relevance to issues of race and ethnicity in the United States (international or non-U.S. issues may be chosen if you have relevant pre-existing knowledge). A one-paragraph abstract of your paper is due for approval by November 5<sup>th</sup>. This paper must be taken to the Writing Center for a peer conference; the final draft, with the acknowledgement form, is due by November 15th. The final paper must be 4-6 pages in 12 point double-spaced type with one-inch margins and will be worth **15%** of your final grade. You may work with one or two other students on this paper if you wish, but if you intend to do so, you must see me to request permission prior to November 1<sup>st</sup>. If you choose to collaborate, your paper must be 8-10 pages long.
- 4) Response papers. Over the course of the semester, you must turn in ten response papers. Each response paper is due in class the day we discuss the readings you cover in the paper and should address one or two of the discussion questions posted on the course website for that day. At least four response papers are due prior to October 16th, and at least four must be completed after October 16th. These papers must be entirely your own work. You may submit extra response papers if you wish to receive feedback on your thinking and writing about race or if you have emotional or intellectual reactions to course materials that go beyond the scope of the discussion questions, but no more than eight papers will be graded. Be sure to clearly indicate which papers you do not want considered as part of your grade. Each response paper may not exceed 500 words and should be submitted in 12 point double-spaced type. They will be graded on a scale of 0-4 and will in combination be worth **20%** of your final grade.
- 5) Course portfolio. At the end of the semester, you will turn in a course portfolio. This portfolio will include a series of revised works, a statement of revisions, and as a final course statement. This portfolio must be entirely your own work. You will choose one of the three 4-6 page papers and two of the eight response papers for further revision and include both the original and revised copies. You will also include a one-page statement that documents the changes you made between the original and revised versions of these assignments. Finally, you will include a 3-5 page course statement discussing your learning during the semester based on a series of questions I will distribute. The course portfolio will be worth **15%** of your final grade.
- 6) Course participation, including your oral participation in class (or in office hours), your completion of the web assignments listed in the syllabus, and your work on the peer revisions required for the demography paper assignment, will be worth **20%** of your final grade.

### *Course Assignment Policies*

All assignments are due at the beginning of class on the day for which they are assigned. If you are unable to attend class on the day an assignment is due for any reason, the assignment must be turned in to my mailbox in the sociology department prior to the beginning of that day's class session. If you will be away from campus or have spontaneous printer problems, you may email your paper to me prior to the beginning of that day's class; please save all emailed documents as \*.doc, \*.rtf, \*.html, or \*.pdf files (pay particular attention to this if you use Office 97, as the default file type for your program is incompatible with campus computers). If you don't know how to do this, instructions are available on the ITS website—just go to <http://www.hamilton.edu/college/its/> and search for “office 2007”. If you do not receive an email from me stating that I have received and opened your paper, it has not been submitted and will be considered late. Response papers may not be emailed unless you seek prior permission. All papers and assignments that are turned in after the start of class will be considered late unless you have sought prior permission for an extension. Late response papers will not be graded; other assignments will begin losing points as soon as class starts.

You are required to participate in the paper revision processes as noted above. If you do not turn in a substantial draft of the family history paper to me, participate in the peer revision process of the demography paper, or visit the writing center for the policy paper, you will be subject to a substantial grade penalty. In addition, if you do not incorporate some revisions in your final drafts of each of these papers and in your final course portfolio, you will also lose points.

I am always open to reviewing and reconsidering your grade on any written work you complete in this course. If you can't read my handwriting on a comment or if you think I have made a math error, come see me and I am happy to take care of it. If you have a more substantial complaint or dispute, you should write a short memo explaining what you believe to be the problem and give it to me with your graded assignment. I will then review your assignment and your memo. Be aware that you may receive no change in grade or a decrease in grade; grade improvements are not guaranteed. If you have questions about these policies or if you want to discuss any of your assignments before or after they are due, please see me in office hours. In addition, please note that this syllabus is provisional and subject to change at any time.

### *Plagiarism and Academic Integrity*

You are expected to abide by the provisions of the Hamilton College Honor Code in all of your work for this course. If you have not reviewed the Honor Code lately, please take some time to read it over at <http://www.hamilton.edu/college/personnel/horizons/honor.html>. Not being familiar with its provisions will not be accepted as an excuse for any violations of its terms. You should expect that any plagiarism or other violations of academic integrity will result in your being caught. Any work that violates Honor Code standards is subject to a grade of zero and to a report to the Dean of Students and/or the Honor Court; more substantial or repeated violations may result in a grade of FF or XF for the course. Please also see the guidelines on collaboration above in the description of specific assignments.

As part of the proper adherence to standards of academic integrity, you are expected to follow proper citation procedures in all written work. You may use any accepted citation style with which you are familiar, or you may familiarize yourself with the American Sociological Association style (a style guide is available at <http://academics.hamilton.edu/sociology/marthur/race05/styleguide/>). Be sure to cite all sources, whether written, electronic, or oral/conversational, that you draw on in your course papers. These guidelines apply to response papers as well as to longer written works.

### *Course Attendance and Participation Policies*

You are expected to attend all class meetings. Attendance is not a formal part of your grade. However, you can not participate if you are not in class. Therefore, missing class more than once or twice during the semester is likely to result in a lowered participation grade. If you must miss class for a legitimate reason, such as illness, a family emergency, religious observance, or required attendance at intercollegiate athletic competition, it is your responsibility to let me know in advance or as soon as possible afterwards. Any time you miss class, you should get notes from another student and you should come see me during my office hours.

The participation grade in this course is designed to measure the extent to which you are an engaged and active thinker and contributor to the class as a whole. Therefore, students who earn full credit for participation will attend class, contribute to class discussions, complete and be prepared to discuss all web assignments, complete the peer revision assignment, and meet with me privately at least once during the semester to discuss their writing. Please remember that some of the issues we discuss in this course may be emotional and/or controversial. Respectful course participation means arguing with ideas rather than attacking people. Finally, if you are a person who has difficulty speaking in class, it is your responsibility to find another way to demonstrate your engagement with the material, such as email conversations or coming to office hours more frequently; I also encourage you to go to the Oral Communication Center to work on your skills and confidence so that you can improve your participation.

### *Writing Center*

As this is a writing-intensive course, all students are required to visit the Writing Center at least once during the semester for a peer conference while preparing for the policy analysis assignment. When you turn in the final copy of that paper, you will be required to submit the acknowledgement form that documents your work with the writing center. However, you are encouraged to make use of the writing center for all of the writing assignments you complete this semester, at any stage in the writing process. Information about the Writing Center's services and hours, along with useful information on writing style and on improving your writing, is available on the Writing Center's website at <http://www.hamilton.edu/writing/>. Though you are not required to submit an acknowledgement for assignments besides the policy analysis paper, you are welcome to do so, and you are required to mention in your works cited your conversation at the Writing Center. If English is not your first language, I particularly encourage you to make use of the Writing Center and the ESOL program so that your grade in this course will fully reflect your sociological skills.

### *Support Services*

Some of the issues that we discuss in this course may be troubling. While I am always happy to meet with you in office hours to process emotional as well as intellectual issues raised by the course, there may be times when it is more helpful to speak to someone with training in emotional and mental health. If you feel like you would benefit from such assistance, I encourage you to make an appointment with the Counseling Center at x4340. More information about the Counseling Center's services, staff, and confidentiality policies is available on the Counseling Center's website at [http://www.hamilton.edu/college/counseling\\_center/](http://www.hamilton.edu/college/counseling_center/).

### *Students with Disabilities*

If you are a person with a physical, neurological, psychological, medical, learning, or other type of disability and will need accommodations of any kind to ensure your success in this course, please come speak with me as soon as possible after the start of the semester so that we can develop an individual plan. For more information about disability student services, contact Allen Harrison in the Dean of Students' office at [aharriso@hamilton.edu](mailto:aharriso@hamilton.edu).