

NORTHEASTERN ILLINOIS UNIVERSITY

RACE AND ETHNIC RELATIONS

SOCIOLOGY 316 – SECTION 18

SPRING 2008

FRIDAY 6:10-8:50

EL CENTRO 126



*"My daughter tells me you're ethnic. I assume this means
that your children will also be ethnic."*

Drawing by Handelsman; (c) 1973
The New Yorker Magazine, Inc.

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PURPOSE OF THE COURSE

This course analyzes the concepts of race and ethnicity from the perspectives of social and cultural analysis. In order to develop an understanding of these perspectives, you will be asked to bring a critical lens to the ubiquitous, yet frequently misunderstood concept of ethnoraciality. We will study the sociocultural, political, economic, and historical forces that collaborate and compete with one another in the production of ethnoracial categories. This approach will require us to draw connections between widescale processes and everyday interactions. This will involve a consideration of a range of issues, including colonialism, immigration, assimilation, governance, social change, power, stereotypes, and discrimination. We will work toward a critique of notions such as “diversity” and “culture,” which too often work to misguide understandings of race and ethnicity. The analysis that we develop will ultimately allow us to make rigorous not only our thinking on social inequality and difference, but also resistance and liberation.

STUDENT COMPETENCIES LEARNED IN THE COURSE

- * Demonstrate critical, conceptual thinking.
- * Discern and identify distinct concepts and theoretical perspectives in the sociocultural analysis of race and ethnicity.
- * Assess and apply theoretical frameworks to diverse social realities.
- * Develop your personal beliefs and critical understandings about the nature of social difference.
- * Develop and exercise your personal voice through an enriched understanding of the politics of race and ethnicity
- *Engage with high-level social theory, and learn to write about it effectively.
- *Develop an understanding of social inequality and begin to imagine yourself as an agent of social change!

GRADING, ASSIGNMENTS, AND EXPECTATIONS

* Attendance and Participation	15%
* Critical Analysis Papers	55%
* Blackboard Discussions	15%
* Facilitation/Discussion Questions	15%
	= 100%

1. Attendance and Participation (15%)

Fifteen percent of your grade will reflect overall class attendance and participation. These points will be based on attendance, involvement in class by raising questions and issues, listening and responding respectfully to others, and participating in group work. Excellent class attendance and participation means not missing class without notice, being on time and staying for the full time, and being actively engaged in the class.

To be prepared for the class you should do the assigned reading and assignments prior to the class, understand the major themes in the reading and/or ask questions related to your lack of understanding, raise questions and issues for discussion, and share materials with others in the class.

2. Critical Analysis Papers (55%)

You will write a 5-7 page (Times New Roman, 12pt.) analysis paper on a topic that I will assign on the following dates:

Paper 1: Assigned Week 6 (February 15), Due Week 8 (February 29)

This paper will count for 20% of your overall grade.

You will write a longer, 7-9 page (Times New Roman, 12pt.) analysis paper on a topic of your choice during the final weeks of class:

Paper 2: Assigned Week 13 (April 4), due Week 15 (April 18)

This paper will count for 35% of your overall grade.

Our last class meeting will be reserved for a discussion about the topics you explored in your final paper. During this meeting, each of you will present on your topic for approximately 10-12 minutes.

3. Blackboard Discussions (15%)

In order to encourage discussion of the reading, I will post questions on Blackboard prior to each class meeting. You will have until Wednesday at 9pm to post an initial response to these questions. Your initial response must range from 150-250 words. You will then have until Thursday at 9pm to post follow-up responses to your classmates' initial responses. These follow-up responses must be no more than 100 words. In each Friday's class, I will draw on your postings to prompt discussion.

Your participation in these online discussions will count for 15% of your grade. Points will be based on clarity, level of engagement with the reading, and the maturity demonstrated in your responses to your classmates' ideas.

4. Facilitation/Discussion Questions (15%)

You will each have several opportunities during the class to be responsible for facilitating an in-depth discussion of the readings. At least three times during the course, you will present key ideas in the reading, lead a discussion based on the reading, and offer examples to illustrate key concepts. Making the discussions successful requires advance preparation; therefore, to be fair to the rest of the class and to me, you may not change your selection, or reschedule if you missed or were unprepared for the day you were scheduled.

In the week(s) that you sign up to facilitate discussion, you will be responsible for working to develop a set of discussion questions and a creative way in which to guide the discussion. You will prepare a handout with your reflections on the readings and your discussion questions. This handout should be approximately one single-spaced page.

Your Discussion Question and Facilitation assignment will be worth 15% of your grade. Points will be based on your preparation, relevant examples, and classroom presentation.

Course Schedule

*Note on readings:

All readings are available on the Blackboard site for this course. Please contact me if you have any problem accessing these readings. Students are expected to complete ALL required readings for this course.

Week 1 (January 11) – Introductions

Week 2 (January 18) – Key Concepts

Warren Blumenfeld and Diane Raymond, “Prejudice and Discrimination,” in *Readings for Diversity and Social Justice*, Pp. 21-30.

Fred L. Pincus, “Discrimination Comes in Many Forms: Individual, Institutional, and Structural,” in *Readings for Diversity and Social Justice*, Pp. 31-35.

Iris Marion Young, “Five Faces of Oppression,” in *Readings for Diversity and Social Justice*, Pp. 35-49.

Benjamin Bailey, “Agency vs. Structural Constraint in Identity Enactment,” in *Language, Race, and Negotiation of Identity: A Study of Dominican Americans*, Pp. 21-31.

Jorge J.E. Gracia, “Race or Ethnicity? An Introduction,” in *Race or Ethnicity? On Black and Latino Identity*, Pp. 1-16.

Week 3 (January 25) - Social Construction, Racialization, and Ethnicization

Bonnie Urciuloi, “Acceptable Difference: The Cultural Evolution of the Model Ethnic American Citizen,” in *Democracy and Ethnography: Constructing Identities in Multicultural Liberal States*, Pp. 178-198.

Nicholas De Genova, and Ana Yolanda Ramos-Zayas, “Introduction,” in *Latino Crossings*, Pp. 1-27.

Antonia Darder and Rodolfo D. Torres, “Shattering the ‘Race’ Lens: Toward a Critical Theory of Racism,” in *The Critical Pedagogy Reader*, Pp. 245-261.

Week 4 (February 1) - Colonialism and Diaspora

Jean-Paul Sartre, “Preface,” in *The Wretched of the Earth*, Pp. 7-31.

Frantz Fanon, “The Fact of Blackness,” in *Black Skin, White Masks*, 109-140.

Jacqueline Nassy Brown, "Diaspora and Desire: Gendering 'Black America' in Black Liverpool," in *Globalization and Race: Transformations in the Cultural Production of Blackness*, Pp. 73-92.

Week 5 (February 8) - Hegemony, Ethnocentrism, Normativity

Frantz Fanon, "Introduction" and "The Negro and Language," in *Black Skin White Masks*, Pp. 7-14, 17-40.

Ronald Takaki, "A Different Mirror," in *Readings for Diversity and Social Justice*, Pp. 67-73.

Peter McLaren, Excerpts from "Critical Pedagogy: A Look at the Major Concepts," in *The Critical Pedagogy Reader*, Pp. 75-83.

Isar P. Godreau, "Folkloric 'Others': *Blanqueamiento* and the Celebration of Blackness as an exception in Puerto Rico," in *Globalization and Race: Transformations in the Cultural Production of Blackness*, Pp. 171-187.

Week 6 (February 15) - (Im)migration, Assimilation, Acculturation

*FIRST PAPER ASSIGNED

Juan González, "Immigrants Old and New: Closing Borders of the Mind" and "Speak Spanish, You're in America!: *El Huracán* over Language and Culture," in *Harvest of Empire: A History of Latinos in America*, Pp. 190-227.

Mae M. Ngai, excerpt from "Illegal Aliens: A Problem of Law and History," in *Impossible Subjects: Illegal Aliens and the Making of Modern America*, Pp. 1-12.

Benjamin Bailey, "Acculturation Among Children of the New Immigration," in *Language, Race, and Negotiation of Identity: A Study of Dominican Americans*, Pp. 13-21.

Week 7 (February 22) - White Ethnicity and the Ideal American Citizen-Subject

Micaela di Leonardo, "White Ethnicities, Identity Politics, and Baby Bear's Chair," *Social Text*, Pp. 165-191.

"Dominic Pacyga, "To Live Amongst Others: Poles and Their Neighbors in Industrial Chicago, 1865-1930," in *Journal of American Ethnic History* 16(1), Pp. 1-16.

James R. Barrett and David R. Roediger, "The Irish and the 'Americanization' of the 'New Immigrants' in the Streets and in the Churches of the Urban United States, 1900-1930," *Journal of American Ethnic History*, Pp. 3-33.

Thomas A. Guglielmo, "Encountering the Color Line in the Everyday: Italians in Interwar Chicago," *Journal of American Ethnic History*, Pp. 45-77.

Week 8 (February 29) – Race and Governance

*FIRST PAPER DUE AT THE BEGINNING OF CLASS

Ian Haney López, “White Lines,” in *White By Law: The Legal Construction of Race*, 1-26 .

Michael Omi, “Racial Identity and the State: Contesting the Federal Standards for Classification,” in *Readings for Diversity and Social Justice*, Pp. 73-78.

David Theo Goldberg, “Racial States,” in *The Racial State*, Pp. 98-137.

Mae M. Ngai, “The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law,” in *Impossible Subjects: Illegal Aliens and the Making of Modern America*, Pp. 21-55.

Week 9 (March 7) – Slavery and Its Legacy

*SECOND PAPER ASSIGNED

W.E.B. Du Bois, “The Problem of the Twentieth Century Is the Problem of the Color Line,” in *On Sociology and the Black Community*, Pp. 281-289

Howard Zinn, “Drawing the Color Line,” in *A People’s History of the United States, 1492-Present*, Pp. 23-38.

Thomas Holt, “Race, Race-making, and the Writing of History,” *American Historical Review*, Pp. 1-17.

Elizabeth Martinez, “Seeing More than Black and White,” in *Readings for Diversity and Social Justice*, Pp. 93-98

Week 10 (March 14) – Racial Disasters

*SECOND PAPER DUE

Melissa Harris-Lacewell, “Do You Know What It Means...: Mapping Emotion in the Aftermath of Katrina,” *Souls*, Pp. 28-44.

Martin Gilbert, “The Holocaust: Maps,” in *Readings for Diversity and Social Justice*, Pp. 150-162.

David S. Wyman, “The Setting: Europe and America,” in *Readings for Diversity and Social Justice*, Pp. 163-169.

Mamdani, Mahmood, “Thinking about Genocide,” in *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*, Pp. 2-14.

Ward Churchill, "Encouraging the American Holocaust: The Politics of Affirmation and Denial," in *A Little Matter of Genocide, Holocaust and Denial in the Americas, 1492-Present*, Pp. 1-15.

Mae M. Ngai, "The World War II Internment of Japanese Americans and the Citizenship Renunciation Cases," in *Impossible Subjects: Illegal Aliens and the Making of Modern America*, Pp. 175-201.

March 21 – Spring Break

Week 11 (March 28) - Complicating Power

Alex Stepick and Carol Dutton Stepick, "Power and Identity: Miami Cubans," in *Latinos: Remaking America*, Pp. 75-92.

Mary Patillo, "The Black Bourgeoisie Meets the Truly Disadvantaged" and an excerpt from "White Power, Black Brokers," in *Black on the Block: The Politics of Race and Class in the City*, Pp. 81-110, 113-123.

Maria P.P. Root, "A Bill of Rights for Racially Mixed People," in *Readings for Diversity and Social Justice*, Pp. 120-127.

Melanie Kaye/Kantrowitz, "Jews in the U.S.: The Rising Costs of Whiteness," in *Readings for Diversity and Social Justice*, Pp. 138-144.

Week 12 (April 4) – Colorblindness, "Diversity," and Multiculturalism

Ian Haney López, "Colorblind White Dominance," in *White By Law: The Legal Construction of Race*, Pp. 143-162.

Mara Loveman, "Is 'Race' Essential?" *American Sociological Review*, Pp. 891-898.

Eduardo Bonilla-Silva, "The Essential Social Fact of Race," *American Sociological Review*, Pp. 899-906.

Herve Varenne, "Diversity as American Cultural Category," in *Democracy and Ethnography*, Pp. 25-49.

Week 13 (April 11) - Theorizing Liberation

*FINAL REFLECTION PIECE ASSIGNED

James Baldwin, "My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation," in *The Fire Next Time*, Pp. 3-10.

Paulo Freire, excerpts from *Pedagogy of the Oppressed*, Pp. 43-69

Patricia Hill Collins, "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection," in *Readings for Diversity and Social Justice*, Pp. 457-462

Week 14 (April 18) - Practicing Resistance

*Field Trip to Puerto Rican Cultural Center and Paseo Boricua, 2739-41 W Division St

Rachel Rinaldi, "Space of Resistance: The Puerto Rican Cultural Center and Humboldt Park," in *Cultural Critique*, Pp. 135-174.

Steven Gregory, "Race, Rubbish, and Resistance: Empowering Difference in Community Politics" in *Race*, Pp. 366-391.

Week 15 (April 25) – Reflections on Field Trip and Paper Presentations

*FINAL REFLECTION PIECE DUE

HAVING TROUBLE? If you know you have difficulty with study habits, writing skills, or any other outside troubles that might affect your ability to do your best, then let me know. You may not be responsible for the situation you are in, but you are responsible for making an effort to let me know you need help or support. I will not share any information you give us with anyone else without your consent.

ASSESSMENT AND FEEDBACK LOOP: Student work will be assessed as to the extent to which it meets criteria standards. Results will be used to make changes in the course. As changes are made, further assessments will be done to determine the successfulness of these changes. In addition, students will be provided with feedback on their work, and given an opportunity to reflect on this feedback as a way to continue their own growth. The program also attempts to get feedback from students as they matriculate through the system and then as they are part of the professional field.

INCOMPLETES: University policy on incompletes states that all incompletes must be requested in writing by the student. The request must detail work not completed. If you require an incomplete, you must discuss this with your instructor as soon as possible. It is the instructor's option not to issue an incomplete. Please note that you have one semester to complete the work. If it is not completed within the next semester, a final grade of "F" will be filed for you by the instructor. Not having time to complete the course requirements is not a valid reason for an incomplete to be given. Failure to complete necessary work will result in your not earning points in that section and may result in a final grade of "F."