
Race and Ethnicity in Multicultural Societies

Department of Sociology & Anthropology / Rutgers University, Newark
Spring 2014 21:920:316

Mon 2:30 to 3:50; Wed 1:00 to 2:20
Hill Hall 103

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Office: Hill 620

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Office Hours: Monday 11:30 - 12:30

Course Description

This seminar surveys recent sociological literature on the historical and contemporary structuring of racial inequality in the U.S. and other societies. Our primary goal is to examine sociological theories of race and ethnic relations and to understand how the social construction of race and racism has influenced organizations, institutions, and identities. In addition, we will focus on contemporary issues related to racial inequality in the post civil rights era including immigration and affirmative action.

We will begin by looking at the development of the concept of race and ethnicity in European thought during the 17th and 18th centuries, at the same time Europe began its colonial expansion into “new worlds” filled with “different races” of people. Then, we will examine how sociologists have historically studied race and ethnic relations, and finally turn our attention to the writings of contemporary sociologists as well as other social scientists on this topic.

In the second half of the semester, we will look at how race and ethnicity factored into the social and cultural dynamics of the Holocaust, the treatment of indigenous peoples in Australia, and the Rwandan genocide.

Course Objectives

- ✓ Provide an introduction to the sociological study of race and ethnicity.
- ✓ Examine race as a sociological phenomenon, and as a historically produced concept constituted and defined differently at different times in different places.
- ✓ Explore the historical genealogy of race and “race thinking” in modern society.
- ✓ Trace the correlation between race thinking and racism (and anti-Semitism), and encourage students to question the connections between bigotry and greater systems of political, economic, or social power.

Course Requirements

Blackboard

We will be using the web-based Blackboard course software. I will post the syllabus and syllabus updates there, and I'll also post course documents and assignments. Be sure that you have created a Net ID; you'll need it to access the site.

Attendance policy:

Rutgers students are expected to attend all scheduled course meetings. University policy excuses absences due to religious observance or participation in Rutgers-approved activities, and permits students to make up work missed for these circumstances.

If you will be absent from a class or exam for any reason, please report your absence using the Rutgers Self-Reporting Absence application. Please note that it is up to me to determine how to handle your absence from classes, lab sessions, or exams. Reporting your absence does not “excuse” you. In addition to reporting your absence using the Self Reporting Absence application, I encourage you to contact me in advance (in person or by e-mail).

Students will sign an attendance sheet every class. If you arrive more than 15 minutes late **or** do not sign the attendance sheet, you will be marked absent.

Absences not excused in advance will lower your *final grade* by half a grade (A to B+, B+ to B, and so on) for each unexcused absence.

Grade Breakdown

1/3 Weekly quizzes
1/3 Synthetic Essay
1/3 Presentation

Grades will be issued according to the following scale:

A	90-100%
B+	86-89%
B	80-85%
C+	76-79%
C	70-75%
D	60-69%
F	59-0%

Weekly Quizzes

- ✓ Weekly quizzes will be given in the first 10 minutes of every Monday class.
- ✓ Quizzes will be collected at 1:10 sharp. If students miss the quiz because they are late to class, or hand the quiz in late, the grade will be marked as a 0.
- ✓ No make-ups will be given.
- ✓ A total of 13 quizzes will be given. The lowest 3 grades will be dropped.

Presentations

- ✓ Students will choose a week they wish to present on from the list below. The groups are listed below.
- ✓ Group selection is on a first come, first serve basis. Each group is capped at 4 members.
- ✓ The group will present on the weekly readings on the assigned day (see calendar).
- ✓ Each group member will present on a different chapter of the book or a different article, and use different course readings.
- ✓ See attached grading sheet for the details about the assignment.

Synthetic Essay

- ✓ Each student is required to write a synthetic essay on 6 to 8 course readings.
- ✓ The final writing assignment is due on the last day of class.
- ✓ See attached grading sheet for details about the assignment.

Professional Conduct

Respectful discussion: Topics in this class will often be quite controversial. Students are required to be respectful of divergent opinions and viewpoints. Students do not have to agree with each other, nor with the professor. In fact, disagreement often stimulates critical inquiry. However, class discussions must be conducted with courtesy, respect, and tolerance in order for our disagreements to be productive. Certain types of speech will not be tolerated, including: offensive remarks, personal attacks, and the demeaning and belittling of other students.

Mobile Device Usage: The use of cell phones and smart phones is NOT permitted during class. All devices must be turned off or set to vibrate. Students are allowed to use laptops and tablets (such as ipads) to take lecture notes and read their course readings. If it becomes apparent that students are using these devices for something other than the course, the professor will ban ALL devices from being used during class.

Required Readings:

These books are available used from NJ Books. They are also at B&N Campus bookstore

- ✓ Charles A. Gallagher, editor. *Rethinking the Color Line: Readings in Race and Ethnicity* 5th edition (New York: McGraw-Hill Education, 2011). ISBN: 9780078026638
- ✓ W. E. B. Du Boise, *Black Reconstruction in America 1860-1880* (New York: The Free Press, 1992 [originally published 1935]).
- ✓ Zygmunt Bauman, *Modernity and the Holocaust* (Ithaca: Cornell University Press, 2001).

Academic Integrity

The Rutgers University Academic Integrity Policy defines plagiarism as “the use of another person’s words, ideas, or results without giving that person appropriate credit.” Intentionally committing plagiarism is a serious offense that results in severe consequences. All university instructors are required to report students who intentionally violate this policy to the Department Chair and to the Office of Student Judicial Affairs.

The Rutgers University Academic Integrity Policy establishes levels of violations and recommends sanctions. Depending upon the severity of the case and the level of the violation, the sanctions for these violations include: failure in the course, mandatory participation in a series of noncredit academic integrity workshops, and/or suspension.

If you are in doubt as to what constitutes plagiarism or are concerned that you are misappropriating someone’s words or ideas, speak immediately with your instructor. You can also consult the Rutgers University Academic Integrity Policy, which can be found at http://judicialaffairs.rutgers.edu/files/documents/AI_Policy_Effective_9_01_2011.pdf.

Students with Disabilities

Students with Disabilities^[SEP] Take note of the Manual for Students and Coordinators of Services for Students with Disabilities (<http://ada.rutgers.edu/docs/studentmanual-uw.pdf>). If you have any accommodation requests or inquiries, please contact the Robeson Campus Center Office of Student Life and Leadership. You can access the center’s website at <http://robeson.rutgers.edu/studentlife/disability.html>.

Course Schedule

Part 1: Sociological Theories of Race

Week 1 **What is Race?**

- Marvin Harris, *How Our Skins Got Their Color* in Gallagher

W 1/22 Practice Quiz

Week 2 **What is Race?**

- Michael Banton, *The Idiom of Race* — Blackboard
- C. Matthew Snipp, *Defining Race and Ethnicity* in Gallagher
- Michael Omi and Howard Winant, *Racial Formations* in Gallagher
- Bonilla-Silva, *Racialized Social System Approach* in Gallagher

M 1/27 Quiz 1

W 1/29 Presentation Group 1

Week 3 **Sociohistoric Constructions of Race**

- Winthrop Jordan, *First Impressions* — Blackboard
- F. James Davis, *Defining Race* in Gallagher
- Howard Zinn, *A People's History of the United States* — Blackboard
- Lola Young, *Imperial Culture* — Blackboard

M 2/3 Quiz 2

W 2/5 Presentation Group 2

Week 4 **Origins of Race Thinking: Colonialism & Imperialism**

- Ben Keirnan, *Blood and Soil*—Blackboard
- Frantz Fanon, *The Wretched of the Earth*—Blackboard
- Cornel West, *The Ignoble Paradox of Modernity*—Blackboard
- Adorno & Horkheimer, *Dialectic of Enlightenment*—Blackboard

M 2/10 Quiz 3

W 2/12 Presentation Group 3

Week 5 **Race in the US**

- W. E. B. Du Boise, *Black Reconstruction in America*, chapters 1, 2, 3, 6, 7

M 2/17 Quiz 4

W 2/19 Presentation Group 4

Week 6 **Race in the US**

- W. E. B. Du Boise, *Black Reconstruction in America*, chapters: 8, 9, 13, 16 & 17

M 2/24 Quiz 5

W 2/26 Presentation Group 5

Part 2: Case Studies of Race

Week 7 **Race in the U.S.**

- Michelle Alexander, *Selections from The New Jim Crow* in Gallagher
- Herbert Blumer, *Race as a Sense of Group Position* in Gallagher
- James Sterba, *Race and Gender Discrimination* in Gallagher
- R. K. Merton, *Discrimination and the American Creed* in Gallagher
- Moustafa Bayoumi, *How Does it Feel to Be a Problem?* in Gallagher

M 3/3 Quiz 6

W 3/5 Presentation Group 6

Week 8 **Race in the U.S.**

- George Lipsitz, *The Possessive Investment in Whiteness* in Gallagher
- Lawrence Bobo, *Laissez-Faire Racism* in Gallagher
- Shannon Zenk, *Why Are There no Supermarkets?* in Gallagher
- Williams & Sternthal, *Understanding Racial-Ethnic Disparities in Health* in Gallagher
- Douglas Massey, *Residential Segregation* in Gallagher

M 3/10 Quiz 7

W 3/12 Presentation Group 7

SPRING BREAK

M 3/17 & W 3/19

Week 9 **Race in the U.S.**

- David Wilkins, *A Tour of Indian Peoples & Indian Lands* in Gallagher
- Debra Merskin, *Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians* in Gallagher
- Ward Churchill, selections from *Kill the Indian, Save the Man* on Blackboard
- Douglas Irvin-Erickson, *Hidden Genocides* on Blackboard

M 3/24 Quiz 8

W 3/26 Presentation Group 8

Week 10 **The Holocaust**

- Zygmunt Bauman, *Modernity and the Holocaust*, chapters 1, 2, 3, & 4

M 3/31 Quiz 9

W 4/2 Presentation Group 9

Week 11 **The Holocaust**

- Zygmunt Bauman, *Modernity and the Holocaust*, chapters 5, 6, 7 & 8

M 4/7 Quiz 10

W 4/9 Presentation Group 10

Week 12 **Australia (All readings on Blackboard)**

- Donna-Lee Frieze, "Simply Bred Out: Genocide and the Ethical in the Stolen Generations," in *Hidden Genocides* (New Brunswick: Rutgers University Press, 2013).
- Colin Tatz, "Genocide in Australia," *Journal of Genocide Research* Vol. 1 No. 3 (1999), pp. 315.
- Patricia O'Malley, "Gentle Genocide: The Government of Aboriginal Peoples in Central Australia," *Social Justice* Vol. 21 No. 4 (1994), pp. 46.
- Paul R. Bartorp, "The Holocaust, the Aborigines, and the Bureaucracy of Destruction: An Australian Dimension of Genocide," *Journal of Genocide Research*, Vol. 3 No. 1 (2001), pp. 84.
- Robert Van Krieken, "The Stolen Generations and Cultural Genocide: The Forced Removal of Australian Indigenous Children from their Families and its Implications for the Sociology of Childhood," *Childhood* Vol. 6. No. 3 (1999), pp. 287.

M 4/13 Quiz 11

W 4/16 Presentation Group 11

Week 13 **Rwanda** (On blackboard)

- Scott Straus, *The Order of Genocide: Race, Power, and War in Rwanda*
 - ✓ Introduction and Chapter 1
 - ✓ Chapter 2
 - ✓ Chapter 3 and 4
 - ✓ Chapter 5 and 6

M 3/21 Quiz 12

W 4/23 Presentation Group 12

Week 14 **Gandhi and King** (On blackboard)

M 4/28

Quiz 13

****Synthetic Essay Due****

Synthetic Essay
 Due date: 4/28/2014 **Late Papers Will Not Be Accepted**

Assignment:

- ✓ Students are required to write a critical synthetic essay for the end of the semester.
- ✓ This is not a book report. Papers that summarize the readings without presenting an original thesis will not earn more than a D.
- ✓ The paper should demonstrate the student’s mastery of the course material by:
 1. Analyzing course readings with knowledge gained from the course;
 2. Advancing an original, sociological thesis that is drawn from course readings; and
 3. Synthesizing course readings effectively to defend the thesis.
- ✓ Papers must site 6 to 8 sources from course readings. No more, no less!
- ✓ All sources must be listed in the bibliography.
- ✓ No outside sources or outside research allowed.

Grading Criteria

_____ out of 25 points _____ out of 10 points _____ out of 10 points _____ out of 10 points _____ out of 10 points _____ out of 10 points _____ out of 5 point _____ out of 5 points _____ out of 5 points _____ out of 5 points _____ out of 5 points	Does the paper advance and original thesis? Is the author’s thesis stated clearly in the first paragraph? Does the paper demonstrate a critical understanding of course readings? Does the paper quote and cite 6 to 8 course readings? Does the author effectively synthesize course readings? Is the author’s argument sustained throughout the paper, and supported by each body paragraph? Does the paper have an original title that accurately describes the topic and the scope of the paper? Is the paper between 2,000 to 2,500 words? Is the paper written in 12 point Times New Roman font with 1 inch margins? Has the paper been proofread? Is the paper in APA, MLA, ASA or Chicago format?
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= _____ out of 100 Total Points

Final Grade:

Presentation Grading Sheet

Student Name:

Date:

Book Name:

_____ out of 30 points

Did the presenter demonstrate a critical understanding of the entire book, chapter, or essay or did the presenter merely summarize?

_____ out of 20 points

Did the presenter articulate his or her own original thesis?

_____ out of 20 points

Did the presentation successfully synthesize the three texts and support her thesis?

_____ out of 10 points

Did the presenter present on a different chapter of the book or a different essay than the other presenters in her/his group?

_____ out of 10 points

Were the PowerPoint or handouts clear and organized?

+ _____ out of 10 points

Did the presenter finish within 10 minutes?

= _____ out of 100 points

Final Grade: