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CLASS EVALUATIONS

PAPER 1: One -page introduction to yourself (DUE 1/29) (Worth: 5%)

In order to best address the interests of the class, it is helpful if you describe your personal ethnic or racial identity. **In one page**, let me know how you might describe yourself to a new acquaintance. What information would you provide? Would you give it in any particular order? How you currently view your identity may or may not encompass your ethnic or racial background or heritage. If it does not, then inform me as to why you do not view this as a salient part of your personal identity. If you do feel like your racial or ethnic identity is currently a feature of how you view yourself, then tell me about that. Among the information you may want to include is whether you are foreign-born or how many generations your family has been living in the United States (if known), where they came from, when or why they came. When you grew up, did you live in a location where there was a community (of some sort) of fellow-ethnics? Does your ethnicity or race affect the decisions you make in daily life, or not? Are there other identities you associate more strongly with (such as gender, religion, or sexuality)?

There are no right answers to these questions, just more or less thoughtful ones. This paper is mainly an opportunity to clarify factors that might be of greater or lesser salience to various students over the course of the semester.

PAPER 2: Reflections on Group Position (15%). Due March 24

The article by Blumer (for February 12th) describes how various groups are positioned, and how individuals become aware of existing racial hierarchies. This concept is often challenging for many students, as it requires an understanding of one's own social position, which may feel at this stage in your life to be very situational and changing. For this assignment, you are expected to visit some place where you are out of your element, preferably a location where you are (or strongly feel) like you are different. It should be some place you do not regularly frequent, and for best results you should go alone (or at most with one other person). You need not be visibly a minority; remember, the definition of minority does not have to do with numbers, per se, but with access to power and privilege – that is why women can still be considered minorities, though they account for over half the world's population. The objective of this assignment is for you to reflect on your own social status relative to other groups, and record how your visit made you feel about your own particular position in American society. You are to do this

in a 3 to 5 page paper. Your paper should, of course, draw on appropriate course readings, particularly Blumer. More details to be distributed later in class.

Three Exercises: You will be required to write up three exercises that require you to utilize demographic data from the U.S. Bureau of the Census to examine issues of racial composition and distribution, change over time in the proportion of the population that is foreign-born, the extent of residential segregation, and racial/ethnic differences in educational attainment. Students will be required to select a state (no one can select New York – that will be used for illustrative purposes) to examine for their exercises. To avoid all students selecting the same states, a sheet will be distributed for students to sign early in class; they should use the state selected (or assigned) for each assignment, unless otherwise specified. These assignments require students to describe data; they are descriptive papers, rather than analytic ones. No advanced statistics knowledge required, but some familiarity with spreadsheets is helpful, as is an ability to graph data. Details will be distributed in class.

EXTRA CREDIT:

There will be opportunities to earn extra credit throughout the semester, by attending lectures offered at different locations on campus. To earn extra credit, students will have to attend the talk (and if possible, inform the professor of your presence) and write up a one-page description of the topic and why it is relevant to PAM 3370. Extra Credit will be used to determine grades only if students are between two grades (a B+ and an A-, for example). Here are a few forthcoming opportunities:

Maria Kefalas, Sociology Department, St. Johns University
Monday, Feb. 16, 3:00 PM, B32 Warren Hall

Title: Hollowing Out the Middle: How the Rural Youth Exodus Threatens the Heartland, and Why We Should Care

Emilio Parrado, Sociology Department, The University of Pennsylvania
Friday, Feb. 27. 12:00 – 1:00 PM. 153 MVR Hall

Title: Migration, Social Disorganization, and the Sexual Partners of Mexican Men: Implications for STD/HIV Risks

Marian Bertrand, University of Chicago.

Monday, March 23rd, 4:15 – 5:45 PM, Room 115 Ives Hall

Title to be announced. Please note we are reading an article by this author in the section on Employment Discrimination.

Charles Hirschman, Sociology Department, University of Washington

Friday, April 10, 12:00 – 1:00 P.M., G87 MVR Hall

Title to be announced. Please note we are reading an article by this author in the section on education.

More to be announced.

DATES	TOPIC & READINGS	DUE DATES
WEEK 1. Jan 20, 22	INTRODUCTION: Why Study Race? For Jan. 22nd Please Do The Following: READ 1. Bell, Joyce M. & Douglas Hartmann. 2007. "Diversity, Everyday Discourse: The Cultural Ambiguities and Consequences of "Happy Talk." <i>The American Sociological Review</i> , 72, 895-914. Read and/or listen to Barack Obama's speech on Race, given during the Presidential primaries in Philadelphia on March 18 th , 2008. [http://www.nytimes.com/interactive/2008/03/18/us/politics/20080318_OBAMA_GRAPHIC.html?emc=eta3]. See link on Blackboard. EXPLORE YOUR ASSUMPTIONS! Test your own unconscious biases at https://implicit.harvard.edu/implicit/demo or at http://backhand.uchicago.edu/Center/ShooterEffect . Please take at least two of these assessments, and jot down your own observations. Were you surprised at the outcomes, do you think they measure something meaningful, how might this be salient to a course on Race & Public Policy? Please do this for THURSDAY. Supplementary Reading: Sarah Kershaw. "Talk About Race? Relax, It's O.K." <i>The New York Times</i> , January 14, 2009. http://www.nytimes.com/2009/01/15/fashion/15race.html?partner=permalink&exprod=permalink	
	Write up a one-page introduction to yourself (Assigt. #1, described below). DUE 1/29.	
WEEK 2. Jan. 27	AN AMERICAN DILEMMA? 2. Myrdal, Gunnar. 1944. Introduction (pp. lxvii-lxxxix) and Chapter 3 (pp. 50-80) in <i>An American Dilemma: The Negro Problem and Modern Democracy</i> . New York: Harper & Row.	
Jan. 29	<u><i>The Difference Between Us</i></u>	Paper 1 Due
WEEK 3. Feb. 3	PARADIGMS USED TO STUDY RACE: Ethnicity 3. Omi, Michael & Howard Winant. 1994 (2 nd Edition). Chapter 1, pp. 9-23 in <i>Racial Formation in the United States</i> . New York: Routledge. 4. Gordon, Milton M. 1961. "Assimilation in America: Theory and Reality," <i>Daedalus</i> 90 (2):263-285.	

- Feb. 5 **Assimilation Revisited**
5. Zhou, Min. 1997. "Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation." *International Migration Review* 31:975-1008
- Supplementary: Waters, Mary C. 1994. "Ethnic and Racial Identities of 2nd Generation Black Immigrants in New York City." *International Migration Review* 28(4):795-820.
- WEEK 4.** **Class Paradigms for Understanding Race**
- Feb. 10
6. Omi, Michael & Howard Winant. 1994 (2nd Edition). Chapter 2, pp. 24-35 in *Racial Formation in the United States*. New York: Routledge.
7. Wilson, William J. 1978. "The Declining Significance of Race." Chapter 1, in *The Declining Significance of Race*. Chicago: University of Chicago Press.
- Feb. 12 **The Measurement & Utilization of Race** **Exercise 1 Discussed**
8. Snipp, C. Matthew. 2003. "Racial Measurement in the American Census: Past Practices and Implications for the Future." *Annual Review of Sociology* 29: 563-88.
- WEEK 5.** **The Utilization of Race**
- Feb. 17
9. Lee, Erika. 2004. "American Gatekeeping: Race and Immigration Law in the 20th Century," Chapter 7 (pp. 119-144) in Nancy Foner and George M. Fredrickson (Editors), *Not Just Black and White*. New York: Russell Sage Foundation.
- Feb. 19 **RACE & PRIVILEGE** **PAPER 2 DISCUSSED**
10. McIntosh, Peggy. 1989. "White Privilege: Unpacking the Invisible Knapsack." (Handout)
11. Blumer, Herbert. 1958. "Race Prejudice as a Sense of Group Position." *Pacific Sociological Review* 1: 3-7.
- WEEK 6:** **RACE & PRIVILEGE (CONT).** **Exercise 1 Due**
- Feb. 24
12. Lewis, Amanda E. 2001. "There is No "Race" in the Schoolyard: Color-Blind Ideology in an (Almost) All-White School." *American Educational Research Journal* 38 (4): 781-811.
13. Agius, Jody A. and Jennifer Lee. 2006. "Raising the Status of the Cashier: Latina-White Interactions in an Ethnic Market." *Sociological Forum* 21(2): 197-218.

Feb. 26

Social Construction of Ethnic & Racial Identity

14. Bonilla-Silva, Eduardo. 2004. "From Bi-Racial to Tri-Racial: Towards a New System of Racial Stratification in the USA," *Ethnic and Racial Studies* 27(6):931-950. (J)
15. Lee, Jennifer, and Frank D. Bean. 2007. "Reinventing the Color Line: Immigration and America's New Racial/Ethnic Divide," *Social Forces* 86(2):561-586.

SECTION II: PUBLIC POLICIES ADDRESSING RACIAL INEQUALITY

WEEK 7: Affirmative Action

March 3 Reskin, Barbara F. 1998. *The Realities of Affirmative Action in Employment*. Washington, D.C. American Sociological Association. Read **Chapters 1 – 3** (pp. 5-59).

March 5 Read **Chapters 4 – 6** (pp. 60 – 93) of *The Realities of Affirmative Action*
16. Harper, Shannon and Barbara Reskin. 2005. "Affirmative Action at School and on the Job." *Annual Review of Sociology* 31:357-79.

WEEK 8:

March 10 **MID-TERM MID-TERM MID-TERM**

SECTION III: MANIFESTATIONS of RACIAL & ETHNIC DIFFERENTIATION

1. RESIDENTIAL SEGREGATION Exercise 2 Discussed

March 12 Massey, Douglas S. & Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press. Read **Chapter 2** (pp. 17-59)

SPRING BREAK! SPRING BREAK! SPRING BREAK!

WEEK 9 RESIDENTIAL SEGREGATION (Cont.) PAPER 2 DUE

March 24 Read **Chapter 3** (pp. 60-82), **Chapter 4** (pp. 83-114) of *American Apartheid*

March 26 *The House We Live In*

WEEK 10 NEW HOUSING ISSUES

Recent Estimates of Residential Segregation

March 31 17. Farley, John E. and Gregory D. Squires. 2005. "Fences and Neighbors: Segregation in 21st-Century America." *Contexts* 4:33-39.

18. Ross, Stephen L. & Margary A. Turner. 2005. "Housing Discrimination in Metropolitan America: Explaining Changes between 1989 and 2000." *Social Problems*, 52, 152-180.

