PAM 3370 / SOC 3370: RACE & PUBLIC POLICY
SPRING 2016
MVR 280

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This course provides an overview of perspectives used in social scientific studies of race and ethnicity in the United States. We will explore how these perspectives have been grounded by American public policies regarding equity, equality, and citizenship, and how these have changed over the history of the nation. Section I reviews theories on race/ethnic relations and addresses issues related to the social construction of race, racial identities, and the impact of immigration on racial dynamics. The second part of the course examines how racial differences have been institutionalized in the United States, and addresses the goals of major policies designed to redress racial/ethnic discrimination, and their challenges. We finish the course by exploring whether public policies designed to reduce racial inequities (in housing, education, and employment) have done their job and can be dismantled. The readings include classic and contemporary research on racial and ethnic relations in the U.S., and exercises are designed to both inform students how to access data on the changing racial composition of the U.S., and to better understand the context undergirding contemporary debates.

Course Objectives: Upon completion of this course, students should be able to:

Describe how racial and ethnic classifications have been defined and how they have changed over time in the United States.

Understand public policies designed to redress racial inequalities, why such policies have changed over time, and determine whether the evidence continues to support the need for such programs.

Analyze current public policies designed to measure race, address racial inequality, assess targets of opportunity for policy change that might better address the demographic reality of particular groups.

Course Materials: There is one required book for this course. It is available at the Campus Bookstore, Kraftees, but can also be purchased on-line (Amazon, etc).


The remaining articles can be found on the course Blackboard site. Should you have difficulty downloading them from off-campus, the complete journal link is provided, so you can track them down through the library (link available via Blackboard). Several of the articles are only available via Blackboard, as they are chapters from books.
Assignments/Assessments: There will be two exams, together worth 30% of your grade. There are also two short self-reflective papers (one of which also draws on course readings) and three demographic exercises designed to illustrate the concepts covered in course readings. In order to optimize the class experience, active participation is encouraged. This can be through in-course discussion, participation in Discussion Board threads, attendance, and office hour visits. Assessments, how much value they will receive, and when they are due, are detailed below:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>VALUE:</th>
<th>DUE DATE:</th>
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<tbody>
<tr>
<td>Paper 1: Biographical paper</td>
<td>5%</td>
<td>February 4</td>
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<tr>
<td>Paper 2: Reflections on Group Position OR Wealth</td>
<td>15%</td>
<td>April 7</td>
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<tr>
<td>Exercise 1: Measuring Race/Ethnicity/Nativity</td>
<td>15%</td>
<td>March 3</td>
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<td>Exercise 2: Residential Segregation</td>
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<td>April 19</td>
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<td>Exercise 3: Educational Attainment</td>
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<td>May 5</td>
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<td>Mid-Term</td>
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<td>March 15</td>
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<td>Final Exam. Location TBA.</td>
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<tr>
<td>Attendance / Class Participation</td>
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Class Participation and Attendance: Students are expected to come to class ready to engage with the course material. If missing lecture, leaving early, or arriving late to class is unavoidable, make arrangements in advance with a classmate to help with missed material. Class attendance will be measured with I>Clickers, which are required at each lecture. We use them to assess comprehension of material, enhance learning and recall, and facilitate discussion. I>Clicker remotes and subscriptions are available for purchase at the Cornell University Store. There is also an I>Clicker phone app. There will be one for-credit I>Clicker question posted in each class: 2 points will be given for a correct answer, 1 point for an incorrect answer, and 0 points for no answer. Missed I>Clicker questions cannot be made up for any reason, but I will drop the lowest 2 scores on these graded questions.

Absences and Late Papers: Students are responsible for all announcements made and material covered during their absence. Make-up exams and extensions are offered only for extreme circumstances, and must be requested in advance. Late assignments will be penalized a half-grade for each day late, and will only be accepted for 4 days. Special allowances are, of course, made for those with family emergencies, but you will need to talk to the Professor about those as they are taking place, and provide documentation.

Turning In Course Assignments: In order to facilitate the grading process, we are asking you to turn in projects electronically, on Blackboard (via Turn-It-In). You are also required to bring a hard copy to class. The Blackboard submission is your insurance in case the hard copy gets misplaced or lost; it logs the date and time you entered it. If both forms are not completed (hard copy, turn-it-in), papers will be reduced by 5 points.
COURSE POLICIES AND RESOURCES

Writing Resources: Students are expected to be familiar with established practices for acknowledging the use of academic resources. A useful tutorial for avoiding plagiarism is available at http://plagiarism.arts.cornell.edu/tutorial/exercises.cfm. The library also offers a range of services to assist students in the research process, including consultations with a librarian to answer questions about why, how, and when to document sources, or go to http://www.mannlib.cornell.edu/library-services/consulting.

Academic Integrity Statement: Absolute integrity is expected of every Cornell student in all academic undertakings. The values inherent to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. A Cornell student’s submission of work for academic credit indicates that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic position truthfully reported at all times. For further information regarding the Cornell Code of Academic Integrity, see http://cuinfo.cornell.edu/aic.cfm. Course materials posted on Blackboard are intellectual property belonging to the professor. Students are not permitted to buy or sell course materials without the express permission of the instructor. Such unauthorized behavior constitutes academic misconduct.

Turnitin.com Acknowledgement: Students agree by taking this course that all papers submitted for the course may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Disability Accommodations: In compliance with section 504 of Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodations will be provided students with documented disabilities. Students with disabilities must provide the College with appropriate documentation of their disability before any accommodation can be made. Reasonable accommodation will be provided, on a case-by-case basis.

Extra Credit Talks: There will be opportunities to earn extra credit throughout the semester, by attending lectures offered on campus. To earn extra credit, students will have to attend the talk and write up a one-page description of the lecture, 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). Talks will be posted on Blackboard.

Informal Opportunities to Meet: There may be opportunities to meet over meals with former Cornell students now in Graduate School, to just discuss general topics, and meet outside of class setting to hear other students’ views. These opportunities will be announced in class and posted on the announcements page. They are meant to provide us with a chance to get to know each other, break bread, socialize outside of class. I look forward to seeing many of you there (as the class is too large to invite over for dinner!).
**Jan. 28**  
**INTRODUCTION: WHY STUDY RACE?**  
Write up a one-page introduction to yourself (Described in Assignment Sheet 1). Due February 4th.

Please read the American Sociological Association Statement on the Importance of Collecting Data and Doing Social Scientific Research on Race on Blackboard.

**WEEK 2**  
**Feb. 2**  
**An American Dilemma?**  
Please read this (you surely have read it in the past) and see what evidence you find of how racial inequality was structured at the birth of our country:  
[http://www.archives.gov/exhibits/charters/constitution_transcript.html](http://www.archives.gov/exhibits/charters/constitution_transcript.html)


**EXPLORE YOUR ASSUMPTIONS!** Test your own unconscious biases at [http://implicit.harvard.edu/implicit/demo](http://implicit.harvard.edu/implicit/demo). Please take at least two of these assessments. Write down your observations, focusing on: 1) what you expected you would find; 2) whether your findings confirmed your expectations; 3) how valid you feel the measurement of implicit biases in your assessment was. We will discuss this in class on Thursday.

**Feb. 4**  
**“I’m not a racist!” Implicit Prejudices and Explicit Solutions**  
PAPER 1 DUE  

Guest Lecture by Dr. Yael Levitte, Associate Vice Provost for Faculty Development and Diversity

**WEEK 3**  
**Feb. 9**  
**RACE: WHAT IS IT, HOW HAS IT BEEN MEASURED?**  
What Is Race? Is Race Biological? Science’s Take on Race  
Film: *The Difference Between Us*

**Optional reading** (for those interested in learning more about scientific racism):  
Feb. 11  The Measurement of Race  State Selection, Discuss Ex. 1

WEEK 4
Feb. 16  NO CLASS  NO CLASS  NO CLASS  NO CLASS  NO CLASS
Feb. 18  PARADIGMS USED TO STUDY RACE
The Ethnicity Paradigm → “We picked ourselves up by our bootstraps . . .”


WEEK 5
Feb. 23  Assimilation Revisited


Feb. 25  Class Paradigm  Optional Draft Ex. 1 Due


WEEK 6
March 1  What Determines “Class”? Racial Disparities in Wealth

Skim for content, not numbers! I will update numbers in class.


March 3  CREATING A RACIAL COSMOLOGY: GATEKEEPING  EX. 1 DUE
WEEK 7  RACE & PRIVILEGE  Discuss Paper 2
March 8  Sociological Perspectives on Prejudice


WEEK 8  March 15  Midterm (IN CLASS)

SECTION II: PUBLIC POLICIES ADDRESSING RACIAL INEQUALITY
March 17  Early Policy: The New Deal


Skim: Employment Protections for Domestic Workers: An Overview of Federal Law. National Domestic Worker’s Alliance. For more information about the NDWA, see: http://www.domesticworkers.org

WEEK 9  March 22  The Civil Rights Era & Beyond


SECTION III: MANIFESTATIONS OF RACIAL & ETHNIC DIFFERENTIATION
March 24  RESIDENTIAL SEGREGATION  Discuss Ex. 2

Film: The House We Live In

March 29, March 31   SPRING BREAK    SPRING BREAK    SPRING BREAK

WEEK 10
April 5   Unpacking Reasons for Persistent Residential Segregation
Read American Apartheid, Chapter 3 (pp. 60-82), Chapter 4 (pp. 83-114), Chapter 7 (pp. 186-216).


April 7   Current Measures of Residential Segregation


WEEK 11
April 12   SCHOOL DISADVANTAGE, K-12   Discuss Ex. 3 Optional Draft Ex. 2 Due


WEEK 12   AFFIRMATIVE ACTION IN EDUCATION   EX. 2 DUE


CLASS BASED OR RACE BASED AFFIRMATIVE ACTION?


WEEK 13


WEEK 14  LABOR FORCE DISCRIMINATION


May 10  WRAP UP: WHERE DO WE STAND NOW?


FINAL EXAM: TBA
ASSIGNMENTS

PAPER 1: One-page introduction to yourself (Due February 4th)
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, tell us how you might describe yourself to a new acquaintance. What information would you provide? Would you give it in any particular order? How many generations has your family been in the U.S., or are you an international citizen?

How you currently view your identity may or may not encompass your ethnic or racial background or heritage. If it does not, then detail 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 discuss how and why they matter to you. Among the information you may want to include is where your ancestors came from (if known), 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 (such as whom you will or will not date, what you eat, where you will consider living or working, or not)? Are there other identities you associate more strongly with (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 provide the professor with information that can be discussed over the course of the semester, and to get you thinking about what issues may (or may not) be of interest to you in the readings. It also provides a baseline for you to look back at the semester’s end and determine if your perspective has changed at all.

1. Demographers and sociologists (social scientists) discuss generations differently than do those in the sciences. The FIRST generation, according to social scientists, is the first person to come to the U.S., while the SECOND generation are those who were born in the U.S. If you and your parents were both born in Germany, and they brought you here when you were 3, then both you and your parents are first generation arrivals. But if your parents were born in Mexico and came here when they were 25, and had you here two years later, they are the first generation, and you are second generation. If your grandparents were the first ones to arrive, and had your parents here, then you are third generation. And if your grandparents were born here, then you are a long-term resident of the U.S.! Please detail what your generational status is; we will discuss that in class. Sometimes, it is hard to determine generation because parents are mixed — one was born abroad and came to the U.S., one was born here. Detail that, and discuss if one side was more influential in your upbringing, and perhaps why? Have fun with this!

Length: 1 page, single spaced, and typed. We prefer 12 pt. font, with at least 1” margins.

PAPER 2: Reflections on Group Position/Wealth Accumulation. Details distributed in class.

EXERCISES 1, 2, and 3: You will write up three exercises using demographic data from the U.S. Bureau of the Census or the National Center for Education Statistics to examine issues of racial composition, segregation, and education. Students will select a state for their exercises, and will use this state for each assignment. These assignments are descriptive papers, rather than analytic ones. No advanced statistics knowledge is required, but some familiarity with spreadsheets is helpful, as is an ability to graph data. Details will be distributed in class.