

CORNELL

U N I V E R S I T Y

Sociology Department

Henry A. Walker, Ph.D.
Professor
372 Uris Hall
Ithaca, NY 14853-7601
(607) 255-1397

SOCIOLOGY 204 RACE AND ETHNIC RELATIONS Fall Semester, 1996-97 MWF 1:25/GS G22

This course is an introduction to the systematic study of race and ethnic relations. While we focus on empirical and theoretical issues in the study of race relations, the topics we study represent basic issues in the field of sociology. The course is designed for students who have taken an introductory course in sociology or one of the other social sciences but have limited exposure to the formal study of race and ethnic relations.

Office Hours

I will hold regular office hours at the times indicated below and by appointment.

OFFICE	372 Uris Hall
HOURS	W 230-415
TELEPHONE	255-1397 255-4266 (Receptionist)
E-MAIL	hw11@cornell.edu

Course Objectives

There is much public discussion about race relations in the contemporary period. Recent events, many of them tragic, have provoked widespread interest in the study of ethnic conflict and of ethnic relations more generally. Public figures and social scientists offer commentary as they try to help us understand, i.e., make sense of particular events or specific patterns of behavior. This course begins with the premise that sociological understanding is much deeper than having empathy for or "relating" to the experience of being (fill in your favorite race or ethnic group). Sociological understanding requires explaining phenomena in the rigorous, scientific sense.

This course will introduce you to a number of sociological explanations but it will not make you an expert in the field. You will learn some sociology and you will become acquainted with a variety of methods that sociologists use to collect data. You will also learn how social scientists

analyze data and how they compare them to sociological theories. You will also learn how social science knowledge can be used (and misused) to address contemporary social problems.

Course Procedures and Requirements

Class meetings are devoted to lectures and/or discussions of the topics covered on the reading list. Required reading should be studied in advance of the lecture period in which the topic is to be discussed. Every student will complete three *essay* examinations and a research paper. The examinations are spaced evenly across the term. Detailed instructions for the paper will be distributed well in advance of the due date.

Students are expected to complete examinations and assignments on time. Those of you who face emergencies are responsible for notifying the instructor or a staff member in the sociology department *as soon as practicable* after an emergency arises. Students who are *required* to travel on university-related business, e.g., athletes or officers of student governmental organizations, are expected to notify the instructor of scheduling conflicts well in advance of travel dates.

Student Evaluations

We will use the full range of grading options (including -'s and +'s). Essay questions will require you to demonstrate mastery of concepts and ideas at the following levels of understanding: (1) *Knowledge*, e.g., define ethnic discrimination, (2) *comprehension*, e.g., describe similarities and differences between amalgamation and incorporation, (3) *application*, e.g., use what you know about theories of prejudice to design a program to reduce societal levels of racial discrimination, and (4) *analysis*, e.g., compare two theories of ethnic conflict.

We will use several criteria to evaluate essays. The most important criterion is whether the question is answered. Does the writer answer the question as asked? Does the writer demonstrate a command of the issues that the question addresses? The organization of responses will also be important to the evaluations you receive. Does the essay devote more to tangential issues than to the primary issue the question addresses? Does the writer use complete sentences? We will assign letter grades to each essay on multiple-item examinations.

Use a cover sheet for *all* materials submitted for evaluation. The cover page should include three items: (1) your name, (2) the course number, and (3) your student identification number. Do not write your name on the inside pages of a paper or examination booklet. If you wish to place an identifier on inside pages use your student identification number. All pages of multiple-page documents should be stapled or placed securely in a folder or binder.

We will use a weighted average to compute course grades as follows:

Exam 1 = 25%; Exam 2 = 25%; Exam 3 = 25%; Paper = 25%

The third examination will be given from 1230-230p on Thursday, December 19, 1996. Check the scheduled time against examination schedules for other courses in which you are enrolled. University regulations require students to resolve conflicts in final examination schedules *prior* to completing registration. We will not make exceptions to those regulations.

Course Evaluations

Students will have an opportunity to evaluate the course and the instructor at the end of the semester. We will distribute course evaluation forms at the last examination. The forms are completed anonymously and are separated from examinations in order to ensure confidentiality.

OUTLINE AND READING LIST

The textbook for this course is available at the Campus Store:

Farley, John E. *MAJORITY-MINORITY RELATIONS*. 3rd. Ed. Englewood Cliffs, N. J.: Prentice-Hall, 1995 (FARLEY).

The supplementary readings have been duplicated and placed on reserve at Uris Library. They are also available for purchase at the Campus Store. Students are expected to read materials prior to the class periods for which they are assigned. The reading list provides complete citations for supplementary materials. Readings marked with asterisks (*) are recommended.

Week 1 (August 26 - 30)

I. Introduction

- A. Course overview and mechanics [1 CLASS]

Week 2 (September 2 - 6)

- B. Basic concepts [1 CLASS]

FARLEY, Ch. 1, pp. 1-12, "Orientation: basic terms and concepts."

- C. Science, sociology and social activism [1 CLASS]

II. Social Psychology and Racial Inequality

- A. The nature of prejudice [1 CLASS]

FARLEY, Ch. 2, pp. 13-29, "Prejudice: its forms and causes."

Week 3 (September 9 - 13)

- B. Prejudice and discrimination [1 CLASS]

FARLEY, Ch. 3, pp. 30-55, "Reducing prejudice: How achievable? How important?"

LaPiere, R. T. "Attitudes vs. Actions," pp. 117-21 in T. F. Pettigrew (ed.), *The Sociology of Race Relations*. New York: Free Press, 1980.

- C. Group processes and majority-minority relations

- 1. Race/ethnic inequality in face-to-face groups [1 CLASS]

Entwisle, D. R. and M. Webster Jr. "Raising children's performance expectations." *Social Science Research* 1:147-158. Orlando, Fl.: Academic Press, 1972.

Jackson, P. B., P. Thoits, and H. Taylor. "Composition of the workplace and psychological well-being: The effects of tokenism on America's black elite." *Social Forces* 74:543-557. Chapel Hill, NC.: University of North Carolina Press, 1995.

- 2. A theory of inequality in small groups [2 CLASSES]

Week 4 (September 16 - 20)

- 2. A theory of inequality in small groups (cont.)

3. Modifying interracial interaction: Theory-based social interventions [1 CLASS]
Cohen, E. G. and S. S. Roper. "Modification of interracial interaction disability: an application of status characteristic theory." *American Sociological Review* 37:643-57. Washington, D. C.: American Sociological Association, 1972.
Robinson, J. W., Jr., and J. O. Preston. "Equal-status contact modification of racial prejudice: a re-examination of the contact hypothesis." *Social Forces* 54:911-24. Chapel Hill, N.C.: University of North Carolina Press, 1976.

III. Sociology and Majority-Minority Relations

- A. When peoples meet: Societal patterns of race/ethnic relations [1 CLASS]
Sowell, Thomas. "Cultural diversity: a world view." *The American Enterprise* (May/June 1991):44-55. Washington, D. C.: American Enterprise Institute, 1991.

Week 5 (September 23 - 27)

- B. Sociological Explanations for Patterns of Race Relations [2 CLASSES]
FARLEY, Ch. 4, pp. 56-85, "Sociological perspectives: the order and conflict models."
FARLEY, Ch. 5, pp. 86-120, "Origins and causes of ethnic inequality."
Noel, D. L. "A theory of the origin of ethnic stratification," pp. 32-44 in N. Yetman and C. H. Steele (eds.), *Majority and Minority*, 2nd ed. Boston: Allyn and Bacon, 1975.

*****END OF MODULE 1*****

IV. Race, Ethnicity and Social Institutions

- A. Race, ethnicity and educational inequality
1. Race, ethnicity and educational attainments [1 CLASS]
*FARLEY, Ch. 9, pp. 229-251, "The status of majority and minority groups in the United States today."
FARLEY, Ch. 12, pp. 336-384, "Education and American minority groups."

Week 6 (September 30 - October 4)

2. Explaining differences in educational attainments [1 CLASS]
Steele, C. M. and J. Aronson. "Stereotype threat and the intellectual test performance of African-Americans." *Journal of Personality and Social Psychology* 69:797-811. Washington, D. C.: American Psychological Association, 1995.

*****FIRST EXAMINATION - WEDNESDAY, OCTOBER 2, 1996*****

3. Social issue: Race and IQ [2 CLASSES]
Herrnstein, R. J. and C. Murray. "Ethnic differences in cognitive ability." Pp. 269-298 in R. J. Herrnstein and C. Murray, *The Bell Curve*. New York: Free Press, 1994. (Not in Course Packet)
Sowell, Thomas. "Race and IQ," pp. 1-6 in T. Sowell (ed.), *Education: Assumptions vs. History*. Stanford, Ca.: Hoover Institution Press, 1986.

Week 7 (October 7 - 11)

3. Race and IQ (cont.)

4. School segregation, desegregation and resegregation [1 CLASS]

Farley, R. *Blacks and Whites: Narrowing the Gap?* Pp. 17-33. Cambridge, Mass.: Harvard University Press, 1984.

B. Race, ethnicity and occupational attainments

1. Race/ethnic differences in occupations and income [1 CLASS]

FARLEY, Ch. 10, pp. 252-296, "The American economic system and the status of minority groups today."

Week 8 (October 14 - 18)

*******FALL BREAK - NO CLASS MEETING OCTOBER 14, 1996*******

2. Theories of ethnic occupational stratification [2 CLASSES]

Becker, G. *The Economics of Discrimination*. Ch. 10, pp. 153-62. Chicago: University of Chicago Press, 1971.

Bonacich, E. "A theory of ethnic antagonism: the split labor market." *American Sociological Review* 37:547-559. Washington, D. C.: American Sociological Association, 1972.

Nachmias, C. "Community and individual ethnicity: the structural context of economic performance." *American Journal of Sociology* 85:640-52. Chicago: University of Chicago Press, 1979.

Week 9 (October 21 - 25)

V. Resolving Ethnic Inequality

A. Assimilation and ethnic inequality [2 CLASSES]

FARLEY, Ch. 15, pp. 433-463, "Selected issues in the future of majority-minority relations in the United States."

Gordon, M. M. *Assimilation in American Life*. Ch. 3, pp. 60-83. New York: Oxford University Press, 1964.

*******END OF MODULE 2*******

Week 10 (October 28 - November 1)

B. Equal opportunity and affirmative action

1. The problem of equal opportunity [1 CLASS]

Review pp. 438-453 in FARLEY

*******SECOND EXAMINATION - WEDNESDAY, OCTOBER 30, 1996*******

2. Affirmative action: solution or problem? [1 CLASS]

Week 11 (November 4 - 8)

3. Equality and/or equity? [1 CLASS]

Walster, E., G. William Walster, and E. Berscheid. *Equity: Theory and Research*. Ch. 2, pp. 6-20. Boston: Allyn and Bacon, 1978. (Not in Course Packet)

C. Race, Ethnicity and Politics

1. Minority participation in the political order [1 CLASS]

FARLEY, Ch. 11, pp. 297-335, "The American political and legal system and majority-minority relations."

2. Ethnic political mobilization [2 CLASSES]

*FARLEY, Ch. 8, pp. 191-228, "Cross-cultural studies of majority and minority relations."

Ragin, C. C. "Ethnic political mobilization: the Welsh case." *American Sociological Review* 44:619-35. Washington, D. C.: American Sociological Association, 1979.

Week 12 (November 11 - 15)

2. Ethnic political mobilization (cont.)

VI. Some American Dilemmas: Problems and Prospects for Majority-Minority Relations

A. Residential Segregation [2 CLASSES]

Massey, D. S. and N. A. Denton. "Trends in the residential segregation of blacks, Hispanics and Asians: 1970-1980." *American Sociological Review* 52:802-25. Washington, D. C.: American Sociological Association, 1987.

Farley, R. and W. H. Frey. "Changes in the segregation of whites from blacks during the 1980s: small steps toward a more integrated society." *American Sociological Review* 59:23-45. Washington, D. C.: American Sociological Association, 1994.

Week 13 (November 18 - 22)

B. Language, culture and ethnic relations [1 CLASS]

Das Gupta, J. "Ethnicity, language demands and national development in India," pp. 466-88 in N. Glazer and D. P. Moynihan (eds.), *Ethnicity: Theory and Experience*. Cambridge, Mass.: Harvard University Press, 1975.

Cooper, R. L. et al. "Language, technology, and persuasion: three experimental studies," pp. 197-211 in J. A. Fishman, R. L. Cooper and A. W. Conrad (eds.), *The Spread of English*. Rowley, Mass.: Newbury House Publishers, 1977.

C. Race, family structure and social development [3 CLASSES]

1. Race, ethnicity and family structure [1 CLASS]

Ruggles, Steven. "The Origins of African-American family structure." *American Sociological Review* 59:136-151. Washington, D. C.: American Sociological Association, 1994.

2. Myths, legends and science: racial differences in family patterns [2 CLASSES]

Walker, H. A. "Black-white differences in marriage and family patterns." Pp. 87-112 in S. M. Dornbusch and M. H. Strober (eds.), *Feminism Children and the New Families*. New York: Guilford Press, 1988.

*******RESEARCH PAPER DUE FRIDAY, NOVEMBER 22, 1996*******

Week 14 (November 25 - 29)

2. Myths, legends and science (cont.)

******THANKSGIVING BREAK - NO CLASS MEETINGS NOVEMBER 27 AND 29******

Week 15 (December 2 - 6)

3. Glimpses beyond: The politics of diversity and the increasing significance of race

****FINAL EXAMINATION - THURSDAY, DECEMBER 19, 1996 - 1230 P. M.****