RACE AND ETHNIC IDENTITY IN THE 21ST CENTURY

Sociology 407

Professor Clovis L. White  Spring Semester 2004
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COURSE DESCRIPTION:

As our population increasingly experiences diversity in the 21st century, questions about racial and ethnic identity are and will become paramount in our way of life. This was most recently demonstrated in the 2000 U.S. census where individuals were allowed to identity themselves from an array of racial, ethnic and multiethnic categories. This opportunity of choice reflects the growing recognition of the diversity of the American population and the desirability of individuals to lay claim to a variety of identities. It is in this context we will examine the growing literature and research on the various racial and ethnic group identities in the United States. We will look the traditional and "non-traditional" perspectives/approaches toward the notions of racial and ethnic identification. Explorations will specifically focus on identity among White Americans African Americans, Latinos, Asian American, Native American and multi-ethnic groups. Issues of multiracial, multiethnic will be examined as well.

COURSE REQUIREMENTS:

Attendance: The success of this class rests on your active participation. Toward this end, I expect your attendance on a regular basis. Your participation in class discussions is ESSENTIAL. Class participation will contribute to your final grade (15%).

Seminar format: For the first ten weeks of the course, each class session will involve the introduction and exploration of the issue or topic of concern for the week followed by a discussion of the relevant literature and informed opinions on the topic. Some of the responsibility for the introduction of the topic will be taken by the instructor. However, students will also be asked to report on and respond to specific readings as they are assigned for discussion in class. It is expected that members of the class will address this issue with commentary or questions on the topic.

Course materials and readings: There will be assigned readings from books listed below and articles on reserve (ERES) in the main library. Readings for a specific week are listed in the lecture topic section of the syllabus (see pp. 3-6). Everyone is expected to come to class having read the material and be ready to discuss its contents. During the course of the semester additional readings assignments may be given to supplement present assignments.

Required books for the course:

Written assignments: In conjunction with your reading assignments, each week students will be responsible for submitting a 2-3 page paper which addresses a particular question provided by the professor. It is expected that the paper will incorporate the readings assigned for that week.

Written Project and Oral Presentation: Each student will be responsible for completion of an oral and written project. To meet this requirement, students must explore through independent research an issue, topic, or idea related to the nature of racial and/or ethnic identity. Students will be required to submit a research proposal on the topic of interest. This proposal is due Wednesday, March 24. Such a proposal should detail the nature of the problem/issue to be explored, the theoretical and empirical literature on this issue to be examined, statement of hypotheses on the issue, and the methods or procedures for exploring this issue and what, if any, preliminary findings you might have on the issue (An outline of the paper is given at the end of the syllabus) and a preliminary bibliography containing at least six references.. A final copy of the written report on the research project should be submitted on the LAST DAY of the reading period Tuesday, May 18.

(NOTE: You must have the proposal and the final paper completed by the due date or your final grade on the paper will be reduced by a letter grade for every day that they are late.)

Beginning with around the 11th week of class, students will be required to present the of their project to the class. Approximately thirty minutes will be set aside for each student to present their research and subsequent discussion with students in the class. It is not expected to that you will have a completed version of your work but one that indicates you have made significant progress toward completion.

Grading: Your course grade will be determined by your class participation, written assignments, course project, and oral presentation. Below is the distribution of each requirement:

- Written project 50%
- Written assignments 25% (5 out of 6)
- Presentation 10%
- Class Participation 15%

Total 100%
TOPICS AND ASSIGNMENTS

(ERES = Electronic Reserve in Mudd Library via internet /password = SOCI407)

WEEK 1: FEBRUARY 11 INTRODUCTION: Identity - What is it?
Why study racial/ethnic identity?
Sociological & Psychological conceptions

WEEK 2: FEBRUARY 18 IDENTITY: RACIAL AND ETHNIC
What is racial and ethnic identity? Issues of definition, theory and research.

Required Readings:
1. Beverly Tatum, Why Are All the Black Kids Sitting Together in the Cafeteria, Introductions (1999 & 1997), Chapter 1 and 2 (pp. 3-30)

Loretta Winters/Herman DeBose, New Faces in a Changing America: Multiracial Identity in the 21st Century, Chapter 1

ERES

Joan S. Phinney, "Ethnic Identity and Acculturation", ACCULTURATION, Chun, Organista, & Marin, editors, pp. 63-81, chpt. 3
Suggested Reading (not required)


WEEK 3: FEBRUARY 25 AFRICAN AMERICAN OR BLACK IDENTITY? Is there such a thing as a African American Identity? If so, how do blacks come about this identity?

Required Readings:
Beverly Tatum, Why Are All the Black Kids Sitting Together in the Cafeteria, Introductions (1997 & 99), chapters 3-5 and (pp31-92)
Video: Black Is, Black Ain’t. VCR 5371

ERES


WEEK 4: MARCH 3 WHITE IDENTITY: IS THERE SUCH A THING?

Required Readings:
1. Beverly Tatum, Why Are All the Black Kids Sitting Together in the Cafeteria, chapters 6 & 7 (pp. 93-130)


WEEK 5: MARCH 10 ASIAN AMERICAN IDENTITY: Forever Foriegners Pan-Asian American Identity

Required Readings:

1. Mia Tuan's, Forever Foreigners or Honorary White's?, all

2. Beverly Tatum's, Why Are All the Black Kids Sitting Together in the Cafeteria, Chapt 8, pp. 131-133, 153-156.

3. Yen Le Espiritu & Michael Omi, "Who Are You Calling Asian?"; Shifting Identity Claims, Racial Classification, and the Census" THE STATE OF ASIAN PACIFIC AMERICA TRANSFORMING RACE RELATIONS, Paul Ong, editor, pp. 43-95


Espiritu Yen, Ethnicity and Panethnicity, pp. 1-18, Coming Together... pp. 19-52, Pan-Asian American Ethnicity... pp. 161-176 ASIAN AMERICAN PANETHNICITY

Suggested Reading (not required)


Japanese Americans

10. Lon Kurashige, "Introduction" JAPANESE AMERICAN CELEBRATION AND CONFLICT; Lon Kurashige, "Preface" JAPANESE AMERICAN CELEBRATION AND CONFLICT.

Laotian

11. Marjorie Muecke, "Resettled Refugees' Reconstruction of Identity:..." ADAPTATION ACCULTURATION, AND TRANSNATIONAL TIES AMONG ASIAN AMERICANS, Franklin Ng, editor, pp. 119-289

Asian Indians


Chinese Americans


WEEK 6: MARCH 17 No Class: Work on proposal of research

WEEK 7: MARCH 24 HISPANIC/LATINO IDENTITY?:

Required Readings:

Beverly Tatum's, Why Are All the Black Kids Sitting Together in the Cafeteria, Chapt 8, pp. 133-143.
Video: Latin Beat: Latino Culture in the United States VCR 6652 and/or Hispanics: The Second Generation (digital video)
ERES

3. Amado Padilla, editor, "Introduction to Hispanic Psychology" HISPANIC PSYCHOLOGY, pp. xi-xxi

Ofelia Schutte, "Negotiating Latina Identities", HISPANICS/LATINOS IN THE US, Gracia & Greiff, editors, pp. 61-75.

Suggested Readings (not required)

WEEK 8 MARCH 27-APRIL 5 SPRING BREAK

WEEK 9 APRIL 7 NATIVE AMERICAN IDENTITY?

Required Readings

1. Beverly Tatum's, Why Are All the Black Kids Sitting Together in the Cafeteria, Chapt 8, pp. 143-153

ERES

2. Deborah Jackson, "The Question of Identity" OUR ELDERS LIVED IT

Raymond Fogelson, "Perspectives on Native American Identity", STUDYING NATIVE AMERICA, Thornton, editor, pp. 40-59
Duran, et al., "Native Americans and the Trauma of History", STUDYING NATIVE AMERICA, Thornton, editor, pp. 60-76

5. Joane Nagel, "Introduction:" AMERICAN INDIAN ETHNIC RENEWAL


Suggested Readings (Not required)


WEEK 10: APRIL 14  BIRACIAL/MULTIRACIAL IDENTITY

Required Readings

Beverly Tatum's, Why are all the Black Kids Sitting at the Table, Chapt 9, pp. 167-192.
Kerry Rockquemore and David Brunsma, Beyond Black: Biracial Identities, all
Loretta Winters/Herman DeBose, New Faces in a Changing America: Multiracial Identity in the
21st Century, Chapters, 3,4,8-14.
Video: Interracial People and The Search for Identity VCR 6743

ERES

Michelle Motoyoshi, "The Experience of Mixed-Race People:...." ADAPTATION,
ACCULTURATION, AND TRANSNATIONAL TIES AMONG ASIAN AMERICANS,
Franklin Ng, editor, pp. 173-190.
Maria Root, "Multiracial Americans", HANDBOOK OF ASIAN AMERICAN
PSYCHOLOGY, Lee & Zane, editors, pp. 261-287
Karen Anderson, "Chapter I, Introduction" ETHNIC IDENTITY IN BIRACIAL ASIAN
AMERICANS
Karen Anderson,"Review of the Literature" ETHNIC IDENTITY IN BIRACIAL ASIAN
AMERICANS

Suggested Readings (Not required)

9. Maria Root, "Factors Influencing the Variation in Racial and Ethnic Identity of Mixed-
Heritage Persons of Asian Ancestry" THE SUM OF OUR PARTS, Williams-Leon & Nakashima,
editors, 61-70 (Chapter 5).

Yen Le Espiritu, "Possibilities of a Multiracial Asian America" THE SUM OF OUR PARTS,
Williams-Leon & Nakashima, editors, pp.25-33 (Chapter 2).
Cynthia Nakashima, "Servants of Culture:...." THE SUM OF OUR PARTS, Williams-Leon &
Nakashima, editors, 35-47 (Chapter 3).
Daniel Nakashima, "A Rose by Any Other Name:...." THE SUM OF OUR PARTS, Williams-
Leon & Nakashima, editors, 111-119 (Chapter 9).
Karen Anderson, "Abstract of the Dissertation" ETHNIC IDENTITY IN BIRACIAL ASIAN
AMERICANS.

WEEK 11  APRIL 21  PRESENTATIONS
WEEK 12  APRIL 28  PRESENTATIONS
WEEK 13  MAY 5  PRESENTATIONS
WEEK 14  MAY 12  PRESENTATIONS (IF NEED BE;LAST DAY OF CLASS)
WEEK 15  MAY 18  WRITTEN PROJECT DUE

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Outline Guidelines for Oral and Written Report

This is a typical outline in social science research. I ask that you proceed with your project with this
outline in mind. You are reminded that the topic of your chosen must be related to the issues raised
in the topics during the semester.

I. STATEMENT OF THE ISSUE/PROBLEM UNDER INVESTIGATION

A. What is it you intend to examine?

B. Ask yourself the question: What is it that I wish to explore? Am I merely interested in describing the phenomenon or are you seeking to test a hypothesis or theory?

II. LITERATURE REVIEW

A. What have other persons’ said about this in the past? What does the research literature say? Here you must examine and discuss previous research on the issue/problem raised.

B. If possible, discuss some of the problems and questions raised by the previous research.

C. If relevant, propose how your research is going to provide some new information or it is going to basically summarize and reinforce the old.

III. THEORETICAL FRAMEWORK

A. Incorporate theory (ies) that explains your issue.

B. Discuss how the various theories might explain the problem.

*IV. METHODS AND ANALYSIS

A. If doing data collection, discuss how one went about investigating the problem.

B. Did you collect data? If so how? (e.g., questionnaire via survey; interviews; observation; sampling population and techniques.

C. How did you analyze the data (quantitative employing statistical analysis or qualitative via content analysis, etc.)? What was your plan of analysis?

*V. RESULTS

A. Summary of the your objectives and the findings. (Original intent of study and what was found?)

Does your study come to any conclusion? What is it? What is in store for the future research, etc. in this area? (Discuss limitations of present study and what needs to be done in the future.)

For further information on writing sociology papers see A Guide to Writing Sociology Papers by The Sociology Writing Group, ST: Martin's Press.

Citations in the text should take these formats:

In text: (James, 1995:44-46) or (Study of Ethnicity, 1999: 30)

References are American Sociological Review Format in alphabetical order:


* Not required, but would add to originality of issue examined.