

## **Nd Sociology 57 – Identity and social interaction in multiracial Americans Spring 2011**

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**DESCRIPTION:** The 2000 Census revealed that nearly 4% of youth and 2% of adult Americans belong to more than one racial category and the 2010 Census showed an increase of 32% in this category to 2.9% of the population. What are the social, historical, and biological meanings of the term multi-racial? What are the challenges and benefits associated with belonging to more than one race group? How do multi-racial youth negotiate the path to developing a healthy identity differently than mono-racial youth? How has the social context of race changed the way multiracial people identify? We will consider how schools, families, peer groups, and neighborhoods influence the development of biracial Americans.

The following required books are available at the Wheelock Books: Life on the Color Line, Half and Half, Dreams from my Father, The Language of Baklava, A Yellow Raft on Blue Water, How Did You Get to Be Mexican?, Mixed Race Students in College: The Ecology of Race, Identity and Community on Campus, Passing, and One Asian Eye. The required course readings are available on Blackboard. The books are all on reserve at Baker Library.

### **COURSE REQUIREMENTS:**

Research Project: You will plan, research, and present a project on biracial identity development. You will work in groups on the research but each person has the option of writing up his or her own final report of 10-15 pages or a group paper of 15-20 pages. Conciseness is a virtue! Each paper must be reviewed by a writing assistant (WA) at RWIT. Each group will submit a question, a proposal, a bibliography of 20 academic sources, a presentation outline, and an expanded paper outline. The group should make a single, integrated presentation, not a series of separate presentations. Penultimate drafts of the term paper are due to a WA on May 20<sup>th</sup>. Final drafts of the term paper are due June 2<sup>nd</sup> by 11 pm on Blackboard. All final drafts of papers submitted for credit in this course must be provided in electronic form as well as delivered in printed form. Submission of such work will be taken as your agreement that it may be electronically tested for plagiarized content.

Service learning/Peer writing mentorship: In lieu of a final exam, you will serve as a peer writing mentor. To prepare for this role, you must attend an orientation with Professor Stephanie Boone, directing of RWIT, in our class on March 31<sup>st</sup>. You will become a mentor to a student in Professor Herman's first year seminar class, which covering the same topic as this course. You will be evaluated based on several assessments of your helpfulness, availability, and seriousness of purpose with respect to mentoring. Those assessments will be made by: the mentee, the mentor (yourself), and Professor Herman.

You will receive guidelines for assessing these qualities. Your evaluation for this portion of your grade will also be based on your written assessment of the service learning goals of this process.

Class participation or writing journal: **You are expected to attend every class** and to engage in intellectual dialogue about the course materials. You may do this by participating actively in class or by writing a weekly reading journal.

**Participation option:** Each day in class, we will discuss an essay from the course reader or the presentations made by class members. You will be called upon to explain the assigned essay and those who are absent or unprepared will look foolish. Your class performance grade will be based on the quality of your participation, not the quantity; however, assessment of the former normally requires a reasonable amount of the latter. To earn a good performance grade you should 1) finish the readings *in advance* of the class during which we will be discussing them, 2) make an outline of the important points and a few discussion questions, 3) come to class, and 4) make insightful comments, ask stimulating questions (especially during presentations), and *engage your classmates* in discussion about the lectures and readings. If you are not as comfortable speaking in class, you may supplement your classroom participation with online discussion on our class listserv. Each week I will evaluate your participation on a scale of 0 to 2. Zero means “did not attend, did not talk/post, cell phone rang during class, or appeared to be reading email during class,” .5 means “talked/posted,” 1 means “said something useful/interesting,” 1.5 means “made a unique contribution to the conversation,” and 2 means “engaged others meaningfully in the conversation; demonstrated clear understanding of the materials *and* made thoughtful comments linking them to each other and to other parts of the curriculum.”

**Reading journal option:** You may turn in a weekly journal entry consisting of two single-spaced typed pages about each week’s readings. To receive credit, the journal must be uploaded to Blackboard **by 8 pm on the Monday evening before** it will be discussed in class. Your journal must include a paragraph paraphrasing (*in your own words, no quotes!*) the primary thesis or main argument of each text (article or book), a paragraph connecting the texts, and then a reaction to the texts. Your reaction can include any of (but are not restricted to) the following: your opinion of the way the book or article deals with multiracial issues, a critique of the author’s opinions, a critique of the study’s methodology or theory, arguments supporting or rejecting the findings, and your personal reactions to the reading. The goal of this exercise is to connect and reflect. I will grade each journal entry on a pass/fail basis. If you turn the journal in on time, it is concise enough to say everything in two pages or less, and it reflects your thoughtful reading of the assignment, you will earn credit. Each journal is worth 2 points.

GRADING: Your final grade will be computed as follows:

- 10 points: five homework assignments leading up to the research paper
- 30 points: research paper
- 20 points: participation or reading journal (2 points per week)
- 20 points: oral presentation
- 20 points: peer writing mentoring and service learning evaluations
- 100 possible points total**

#### OTHER MISCELLANEOUS INFORMATION:

I dislike having rules and penalties. In a perfect world, every student would be self-motivated by love for the subject to turn in every assignment on time. However, my experience with the real world has led me to state the following in my syllabus:

1. Extensions: With the astonishing incidence of sickness and death that invariably occurs just around due dates, my policy is to let you know in advance that if you need to hand in something late because of family or personal illness, or death in the family, I'll need to have a written communication from the Dean's office. If you are too ill to be turning something in on time, you are ill enough to be seen by a health care professional.
2. Academic integrity: A few years ago two of my students turned in papers that they had not written themselves. When I discovered this, my heart sank. I had trusted these students without question. I will trust you the same way, and in return I ask that you do your own work honestly. If you run out of time or ideas, have a personal issue, or some other unexpected problem--contact me. I'm here to help you learn. It's better to turn in your own work a little late and take whatever penalty comes with it than to fail the course and permanently mar your academic reputation because of academic dishonesty.
3. If you have a disability that requires accommodation in this course please talk to me as soon as possible so we can make arrangements.
4. If you need to miss classes for school-sponsored events (varsity athletic games, performances, etc.) please let me know in writing in advance (email or paper note).
5. If you wish to discuss one of your grades with me, you must write me an email describing your concerns. I will meet with you after you have demonstrated the depth of your concern and documented the reasons you feel a change is appropriate.
6. Unless your spouse is serving in a foreign war and you only get one phone call every two weeks, please turn off your internet and cell phone in my class. It is supremely disrespectful to let your phone ring or to text, email, or surf the internet in class. The best way to undermine your participation grade is to give me the impression that you are focused on anything other than our class.

**Question for the term: How can we move toward a raceless society while still monitoring to ensure the decline of racism and discrimination?**

## READING LIST:

**Week 1 (March 29 & 31) – Course introduction, mentoring training (March 31<sup>st</sup>) 324**

- Williams, G. (1995) *Life on the Color Line*, New York, NY: Penguin Books. 285
- Daniel, R. (2002), "Preface" and "Introduction" pp. ix-xv and 1-21 in *More than Black: Multi-racial identity and the new racial order*, Philadelphia, PA: Temple University Press. 28
- Spickard, P. (1992) "The Illogic of American Racial Categories" pp. 12-23 in *Racially Mixed People in America*. 11

**Week 2 (April 5 & 7) – part-Black multiracials, black identity development, stages of identity development 150**

- McBride, J. (1998). "What Color is Jesus?" pp. 181-198 in *Half and Half*, C. C. O'Hearn (Ed). New York, NY: Random House 17
- Gladwell, M. (1998). "Lost in the Middle" pp. 112-124 in *Half and Half* C. C. O'Hearn (Ed). New York, NY: Random House 12
- Senna, D. (1998). "The Mulatto Millennium" pp. 12-27 in *Half and Half* 15
- Video: "Just Black? Multi-racial Identity"
- Rockquemore, K. and Brunsma, D. (2002). *Beyond Black: Biracial Identity in America*, Chapters 1-3 (pp. 1-52). Thousand Oaks, CA: Sage Press. 51
- Root, M. P. P. (1996), "Glossary" and "The Multiracial Experience: Racial Borders as a significant Frontier in Race Relations" pp. ix-xxviii in *The Multiracial Experience: Racial Borders as the New Frontier* Maria Root (Ed), Thousand Oaks, CA: Sage. 19
- Twine, F. W. (1996), "Heterosexual Alliances: The Romantic Management Of Racial Identity" pp. 291-304 in *The Multiracial Experience* 13
- Tatum, B. (1999). *Why Are All the Black Kids Sitting Together in the Cafeteria?* Chapter 9: Identity development in multiracial families, pp. 167-190. 23

**Week 3 (April 12 & 14) – part-Native multiracials, theories of identity development; small group meetings to develop research question and hypothesis 190**

- Dorris, M. (1988). *A Yellow Raft in Blue Water*, Chapters 1-8, pp. 1-137, New York, NY: Warner Books. 137
- Hobson, D. (1999). "I don't think people should have to prove themselves", pp. 65-71 in P.F. Gaskins, (Ed.), *What Are You* New York, NY: Holt. 6
- Snipp, M. (2002). "American Indians" Clues to the future of other racial groups" pp. 189-214 in *the New Race Question: How the Census Counts Multiracial Individuals*, J. Perlmann & M. C. Waters (Eds.), New York, NY: Russel Sage Foundation Press. 15
- Herman, M. (2007). "Racial Identification among Multiracial Youth: Implications for Adjustment," pp. 203-225, in *The Handbook of Race, Racism, and the Developing Child*, S. Quintana & C. McKowan, (Eds), Hoboken, NJ: Wiley. 22
- ICWA, Carmel Case documents 10
- **Guest speaker Randy Carmell on April 14th—don't miss him!!**
- **Homework #1: Group research question and supporting hypothesis statement due via text-only email to Professor Herman by 10 pm on Wednesday April 13<sup>th</sup>**

**Week 4 (April 19 & 21) – Hapas (part-Asian multiracials) 235**

- See, L. (1998). "The Funeral Banquet" pp. 125-138 in *Half and Half* 13
- Giovanetti, J. (2004). *One Asian Eye: Growing Up Eurasian in America*: iUniverse Inc. 117
- King, R. (2001), "Mirror, Mirror, on the Wall: Mapping Discussions of Feminism, Race, and Beauty in Japanese American Beauty Pageants", pp. 163-172 in *The Sum of Our Parts*, T. Williams-Leon & C. L. Nakashima (Eds). Philadelphia, PA: Temple University Press. 10
- Spickard, P. (2001), "Who is Asian? Who is a Pacific Islander? Monoracialism, Multiracial people, and Asian American Communities" pp. 13-24 in *The Sum of Our Parts*, T. Williams-Leon & C. L. Nakashima (Eds). Philadelphia, PA: Temple University Press. 11
- Root, M P. P. (2001). "Factors Influencing the Variations in Racial and Ethnic Identity of Mixed-Heritage Persons of Asian Ancestry" pp. 61-70 of *The Sum of Our Parts*. 9
- Herman, M. R. (2010). "Do You See What I Am? How observers' backgrounds affect their perceptions of multiracial faces." *Social Psychology Quarterly*, 73, 1, 58-78. 20
- Homework #2: 2-page group research project proposal due in the assignments area of Blackboard by 10 pm Wednesday April 20<sup>th</sup>: question, hypothesis, plan of analysis, rough outline, and preliminary bibliography of 15-20 sources

**Week 5 (April 26 & 28) - Multiracial people in history; focus on term papers; midterm course evaluation; research group mid-process evaluation 366**

- Larsen, N. (1929) *Passing*, NY: Penguin Classics. 160
- Hughes, L. (1933) "Passing" from *The Ways of White Folks*, NY: Knopf. 6
- Read sources for your term paper ~200
- Homework #3: Revised research question and précis of 15-20 bibliography items due in Blackboard by 10 pm on Wednesday April 27<sup>th</sup>

**Week 6 (May 3 & 5) – more on black multiracials 341**

- Obama, B. (2004), *Dreams from My Father*, Chapter 1 (pp. 1-128) New York, NY, Three Rivers Press. 128
- Davis, J. (2001). *Who Is Black? One Nation's Definition* State College: PA: Penn State Press. 188
- Campbell, M.E., and Herman, M.R. (2010). "Politics and Policies: Attitudes toward multiracial people and political candidates," *Ethnic and Racial Studies*, 33, 9, 1511-1536. 25
- Video: scenes from "The Human Stain"
- Homework #4: Term paper outline due in Blackboard by 10 pm Wednesday May 4<sup>th</sup>
- Call RWIT now to schedule an appointment with a writing tutor on May 20<sup>th</sup>.

**Week 7 (May 10 & 12) - multiracial college students 323**

- Wamba, P. (1998). "A Middle Passage" pp. 150-169 in *Half and Half* 19
- O'hearn, C. (1998). "Introduction" pp. vii-xiv in *Half and Half* 8
- Renn, K. (2004). *Mixed Race Students in College: The Ecology of Race, Identity, and Community on Campus*, Albany, NY: SUNY Press. 258

- Williams, T. K., Nakashima, C. L., Kich, G. K., & Daniel, G. R. (1996). "Being Different Together in the University Classroom" pp. 359-379 in *The Multiracial Experience*. 19
- **Guest speakers Phil Gover and Nora Yasumora on May 10th**

**Week 8 (May 17 & 19) – part-Hispanic multiracials 236**

- Alvarez, J. (1998). "A White Woman of Color" pp. 139-149 in *Half and Half* 20
- Johnson, K. (1999), *How did you get to be Mexican?* Philadelphia, PA: Temple University Press. 181
- Persily, N. (2002). "The Legal Implications of a Multiracial Census" pp. 161-188 in *the New Race Question: How the Census Counts Multiracial Individuals*, J. Perlmann & M. C. Waters (Eds.), New York, NY: Russell Sage Foundation Press. 27
- Glazer, N. (2002). "Reflections on race, hispanicity and ancestry in the US Census" pp. 318-326 in *the New Race Question: How the Census Counts Multiracial Individuals*, J. Perlmann & M. C. Waters (Eds.), New York, NY: Russell Sage Foundation Press. 8
- Penultimate draft of term paper due on Blackboard and to WA by 10 pm on May 18<sup>th</sup>.
- Homework #5: Presentation outline for group research project due in Blackboard by 10 pm Wednesday May 19<sup>th</sup>

**Week 9 (May 24 & 26) – part-Middle Eastern multiracials 181**

- Abu-Jaber, D. (2005). *The Language of Baklava*, pp. 1-131, New York, NY: Random House. 130
- Farmanfarmanian, R. (1998). "The Double Helix", pp. 28-37 in *Half and Half* 9
- Omi, W., and Winant, H. (1994). *Racial Formation in the United States*, Introduction and Introduction and chapters 1-3, pp. 1-52 New York, NY: Routledge. 51
- **Group presentations on May 26th**

**Week 10 (May 31) – research presentations**

- **Group presentations on May 31st**
- Final term paper and service learning evaluation due in the assignments section of Blackboard by 10 pm on May 31<sup>st</sup>

**An option: we could have presentations on an evening or weekend, or during the final exam period, with food provided, in lieu of the last two class meetings.**