Crosslisted in Government Department and
Department of African and African American Studies

website

Professor Jennifer Hochschild

Fall 2011

Monday and Wednesday, 10:05 -11 a.m.

CGIS South: S-010 Lecture Hall

hochschild@gov.harvard.edu

Room N412, CGIS

1737 Cambridge Street

Office hours: Tuesday, 1:40 to 4 p.m.

Teaching Fellow:

Katherine Levine Einstein (Head TF)

klevine@fas.harvard.edu

Office hours: Wednesday, 3-4:30, CGIS cafe
Introduction

Why did Barack Obama win the presidency, and what does his election reveal about racial and ethnic politics in the United States? Are cross-racial political coalitions feasible and desirable? Do multiracial individuals exemplify the future of American racial and ethnic politics? Why is immigration such a politically contentious and complicated issue in the United States (which is, after all, a “settler society”)? How will genomic science change the way that Americans understand and practice group identification and identity? Are young adults leading the way toward a new racial order? Will incarceration, wealth disparities, or hostility to Muslims block or distort desirable changes in the racial order? Most important, what is the likely future for race and ethnicity over the next few decades in the United States – and how can political action turn that future in the direction that you think best?

This course addresses these questions, and suggests an array of possible answers (though never the correct answer!). It provides some historical context, useful concepts, empirical research, and normative arguments to help us understand the questions and develop answers. The underlying assumption is that the United States is balanced between movement toward a largely desirable transformation in the racial and ethnic order, on the one hand, and persistence of the old and perhaps less desirable order, on the other hand. We will explore what is entailed in that assumption, and how politics can be used to foster desirable changes.

Course Requirements: Participation in lectures and discussion section (25% of grade), short analytic paper (25% of grade), group “real world” project (25% of grade), and take-home final examination (25% of grade). You must pass each section of the course to pass the course as a whole.

As part of the General Education program, we want to ensure that the material you are engaging with in class is connected with beliefs, activities, politics, and institutions in “the real world” outside the university. In order to foster that link, we have obtained agreement from a set of organizations in the Boston area for small groups of students to spend some time in that organization. The organizations’ work brings them into contact with issues having to do with race, ethnicity, and/or immigration. You will be divided into groups of 2 to 4 students, and will have some sort of interaction for several hours with an organization (the interaction will be determined later – it could be interviews, meeting with clients, shadowing organizational personnel, volunteering to help in the organization, etc.) You will take field notes, submit them to the course website, and share your experiences and ideas with other students. Finally your group will submit a paper linking your own and other students’ organizational experiences with some set of ideas, arguments, or evidence in the course materials.

Books and Other Materials: We will be reading parts of various books; all are on order at the Coop. All are also on reserve at Lamont Library, and many can be found in used bookstores or in online used bookstores. We have compiled a Coursepack, which is available the Coop as well. It is on reserve at Lamont Library and at the library in the Quad, but we strongly recommend that you buy it. Sources that are available electronically (with links indicated in the syllabus) will not be in the Coursepack.
Books:


*Coursepack* for USW15, fall 2011.

Weekly Topics and Assignments

NOTE: these are in rough sequential order within each topic so you should complete about the first half of the topic’s reading for the first session on that topic. However, lectures and discussions may range across all the readings.

**Framework and Context**

**August 31: Introduction to the course: what is a racial order?**

**September 7: What is the American racial order?**


September 12: The American racial order before the 1960s
Klinkner and Smith, *The Unsteady March*, chaps. 4, 7

September 14: The American ethnic order before the 1960s


*Race, Immigration, and Ethnicity*

September 19: The contemporary American racial order
Klinkner and Smith, *The Unsteady March*, chaps. 8, 9

September 21: The contemporary immigration order
Kasinitz, et al., *Inheriting the City*, chaps. 3, 5, 8, 10.

September 26: Dynamics of incorporation and exclusion
Myers, *Immigrants and Boomers*, chaps. 4, 6.


September 28: How do institutions foster incorporation or exclusion?
Marrow, *New Destination Dreaming*, chaps. 6, 7.

Multiracialism

October 3: Racial mixture in the United States


Romano, Race Mixing, chaps. 2, 6, 8.

October 5: “Mark one or more”


October 12: Contemporary politics of multiracialism

Eugene Robinson, Disintegration, chaps. 7, 8. Coursepack

Jennifer Lee and Frank Bean, The Diversity Paradox, chaps. 7, 8, 10. Coursepack

October 14: First paper due, to Government Dept. office, by 4:30 p.m.

Genomics

October 17: What is a race?


**October 19: Race-based medicine**


**October 24: DNA and the law**


**Cohort Change**

**October 26: Racial attitudes**


**October 31: Political and social practice**

Kasinitz, et al., Inheriting the City, chaps. 9, 11.

Myers, Immigrants and Boomers, chaps. 8, 9.

**November 2: Obama and other “new” politicians**

Ifill, Breakthrough, chaps. 1, 2, 3, 4, 9, Afterword.


**What Might Derail Transformation?**

**November 7: Incarceration**


Bruce Western and Becky Pettit, “Incarceration and Social Inequality,” Daedalus, summer 2010, pp. 8-19. Electronic

**November 9: Illegal immigration**


November 14: Are Muslims a new pariah group?


November 16: Wealth disparities across racial and ethnic groups


November 21: Persistent discrimination

Before the class session, students are required to take two Implicit Association Tests (IATs), at [http://implicit.harvard.edu/implicit/demo/takeatest.html](http://implicit.harvard.edu/implicit/demo/takeatest.html)


*What Is, and Should Be, America’s Racial and Ethnic Future?*

November 23: Racial and ethnic incorporation


Myers, *Immigrants and Boomers*, chaps. 10, 12.
November 28: Splits between advantaged and disadvantaged


November 30: Political empowerment, of whom?


http://www.immigrationpolicy.org/sites/default/files/docs/New_American_Electorate_101410.pdf

December 9: Group project paper due

December ??: 24 hour take-home exam