ANT 3451: ANTHROPOLOGY OF RACE AND ETHNICITY
Tuesday and Thursday 2:00-3:15

Professor: Chris Girard
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Office Hours: Monday, Wednesday, and Friday 4:00-5:00 PM

*Contact me for anything except your grade! Grades sent via e-mail weekly. Discuss grades in class after lecture.

NOTE: put professor’s cell phone number, 305 244 4668, into YOUR cell phone now!

This course will explore race/ethnicity in the U.S., emphasizing factors that inhibit or accelerate assimilation and relevant social science theories. A focal point will be race and ethnicity as a social identity in Miami-Dade County, an area where more than half of the population has been born outside the United States. In fact, Miami-Dade County has a higher percentage foreign born than any other major metropolitan area in the United States. Consequently, the issue of assimilation moves to center stage. Some scholars suggest that South Florida’s immigrant trajectories—and their relationship to assimilation—may be unique. Whereas the Chicago School assumed that assimilation was a prerequisite for upward mobility, the “Miami School” recognizes that there are first generation immigrants who have become mayors and business leaders in South Florida. However, the relative “success” of South Florida’s Cuban enclave must be contrasted with the experience of other groups—groups that continue to struggle for recognition and access to resources commensurate with their population. For example, Miami-Dade County and the country as a whole continue to be plagued by deep racial cleavages that restrict the life chances of both immigrants and those born in the U.S. These cleavages have centuries-old historical roots and a global context, as well as contemporary social psychological and institutional components. This course, then, will have the objective of surveying scholarly analyses of the concepts of “race” and “ethnicity,” looking at the concrete experiences of different racial and ethnic groups, and gaining an understanding of how each group got to be where it is today in the United States and in South Florida. Class notes (one page for each lecture) are available on the internet. There is one required text for the course:


PURCHASE “CLICKERS” AT BOOKSTORE: All students must purchase clickers (iClicker for $40) and bring them every day that the class meets. Clickers will be used to assess student comprehension during lectures. These assessments will comprise 25% of the course grade. Beginning with the second week of class, the surprise questions for each lecture will be worth approximately 1%, depending on the number of lectures. All quizzes and exams will be printed on paper and distributed in class. However, students will need clickers to record answers for multiple-choice and true-false questions at the end of all test sessions. For tests and quizzes, raw scores will be adjusted downward 10% if clickers are not brought to class. If the battery fails, you must have a replacement with you in class.

EXAMINATION AND GRADING SYSTEM: There will be 2 quizzes, one midterm, and a final exam. Also, there will be surprise questions during most lectures. For each lecture, the surprise questions will be worth approximately 1% of your grade, depending on the number of lectures. If you do not have a clicker (or the battery expires and you do not have a replacement battery), you will not be able to receive credit for the surprise questions. (Because surprise questions are a reward for attendance, there will be ABSOLUTELY NO MAKE-UPS regardless of illness or a doctor’s note). For the surprise questions, each student will receive one extra point at the end of the semester, permitting a perfect score although you may have one absence. It is possible to receive an “A” for the surprise questions with no more than two absences. Each quiz will count for 1/8 of the final grade, and each exam will count for 1/4 of the final grade. The surprise questions for the entire semester will count ¼ toward the final grade. If the student desires, a 10-page paper on a topic to be chosen by the student may be submitted for an additional grade (each quiz would then count 1/10 toward the final grade and the two exams, paper, and surprise questions would each count 1/5 toward the final grade). All examinations will be given in class (see scheduled times in this syllabus). The midterm will consist of 32 multiple-choice questions. The final
exam will consist of 21 multiple-choice questions and one essay question (see below). The quizzes will consist of 16 true-false questions. Students arriving late for tests will have as much time as it takes for the last person arriving on time. Grades are sent via e-mail each week. Don’t call!

ESSAY QUESTION ON FINAL EXAM: This question counts for 1/3 of the final exam grade. I will give you the question right now (!) so you can write a practice essay in advance and commit it to memory (no notes will be allowed at the time of the final):

For Asians, Hispanics, and blacks, describe levels of secondary structural assimilation using very specific measures of secondary structural assimilation supplied in the lectures and in the textbook. Also, from the lectures and from the textbook (not from your own knowledge), identify historical and structural factors that have either helped or hindered secondary structural assimilation and fully elaborate the effect of each of these factors on each of these groups. Be sure to talk about access to cultural and physical capital for each of the three groups.

FIVE 1-PAGE WRITING ASSIGNMENTS: At the bottom of the “Required Readings” page of the syllabus, there are 5 questions to be answered from the lectures. The answer, in essay format, MUST be one page, typed and double-spaced with one-inch margins and a font size of 12. Answers less than ¾ of a page will not be accepted! Only if all five questions are completed, the entire set of essays will be collected in class (NO E-MAIL will be accepted!) on the first class meeting of the 13th week. If you cannot come to class that day, call me to make arrangements before the assignment is collected. The assignment will be returned by the first class meeting of the 15th week with comments on questions 4-5 that will be helpful for the final exam essay. Failure to complete this assignment will result in your grade being lowered one level. It is recommended that you turn in this assignment one week early!

EXTRA-CREDIT PAPER: Students pursuing paper option must download paper guidelines from web page, must submit a rough draft along with final draft (no exceptions!) and must have topic and at least 3 sources approved by the professor in advance. The rough draft must (NO EXCUSE) turned in the first class meeting of the 13th week of class—see “Required Readings” page of the syllabus for exact date. The final draft must be turned in on the first class meeting of the 14th week of class (see “Required Readings” section syllabus). The rough and final drafts must be typed on paper and given to the professor in person. The rough must also be submitted to TURNITIN.COM. Integrity is essential! Plagiarism will result in an “F” on the course.

EXTRA-CREDIT PRESENTATIONS: Extra credit, equal to a quiz grade, may be earned by a 5-minute oral presentation in front of the class. Doing a presentation is equal to getting 100 on a quiz! It automatically receives 50 out of 50 possible points. This presentation must be on an exciting or controversial topic (approved in advance by the professor) that is linked to (but not exactly the same as) the content of the book or lectures. The presentation must have at least 3 pictures or a video to be flashed on the screen, be written as notes that are not read, be educational and entertaining, and be rehearsed during office hours or by calling the professor before it is scheduled. The student may do up to two oral presentations. Extra credit points will not substitute for test scores, but will be averaged in with all other scores for the class. No extra credit will be accepted after deadlines in the syllabus (absolutely no exceptions!).

HOW TO CALCULATE YOUR GRADE: If you have no extra credit, the average of the two quizzes (100 points) is added to the midterm (100 points), the final (100 points), and the surprise questions (100 points) and this total score (400 possible points) is divided by 4 (see examination and grading system above). With one oral presentation (50 extra points), total points are divided by 4.5. With two oral presentations (100 extra points), or with the paper option (100 possible extra points), total points are divided by 5. With both the paper and 2 presentations, total points would be divided by 6, and so forth. The cut-off points (as a percentage) for all work will be: 93 A, 90 A-, 87 B+, 83 B, 80 B-, 77 C+, 73 C, 70 C-, 67 D+, 63 D, 60 D-. For tests, the actual percentage of correct answers may be boosted (never lowered) using a class curve. Your letter grade is determined by the cut-off point that your score either equals or exceeds. For example, 93 is an “A” and 92.999 is an “A-.” There is no rounding and no altering grades unless the professor made a mistake (no exceptions!).
MAKE-UP POLICY: You must make arrangements with me (please call 305-244-4668), before the midterm exam and before quiz 1 or quiz 2, if you need to take a make-up exam. NO PHONE CALL=NO MAKEUP! You must schedule a make-up for the final exam at least one week in advance and the alternative testing date must be prior to the scheduled date for the final exam. There are no make-ups for surprise questions (one extra point, added at end of semester, will allow student to earn 100% on surprise questions if missing one day and earn more than 93%—needed for an “A”—if missing two days).

EXCUSED ABSENCES: To be excused, you must actually talk to me (not leave a message) on my cell phone (please call 305-244-4668) BEFORE the midterm, and BEFORE quiz 1 or quiz 2 (ABSOLUTELY NO EXCEPTIONS; NO CALL BEFORE CLASS = NO EXCUSE!) There are no excused absences for the final exam, unless you schedule a make-up for the final exam at least one week in advance and the alternative testing is prior to the scheduled date for the final exam. Also, there are no excused absences for surprise questions (Note: you can miss one day and still get 100% for the surprise questions).

CHEATING: All tests and assignments will be monitored for cheating, including plagiarism (copying the work of others). Without exception, any students caught cheating will be given an “F” grade for the course. This “F” grade may be coded so that it cannot be forgiven or erased. Cheaters will be reported to the dean for “informal” resolution if eligible. This would require taking a class on honesty and scheduling a meeting with the dean. Students will be subject to formal resolution if they do not follow all steps for informal resolution or they have already had one informal resolution. Formal resolution entails appearance before a university committee that may decide to expel the student from the university.

ATTENDANCE: The surprise questions, which are easy and based on the lecture given that day, are a measure of the mind being present along with the body. By taking this class, you make a commitment to attend all lectures, arrive on time, and leave only when the professor is finished lecturing. Integrity is an essential aspect of who I am and I expect this of all students.
REQUIRED READINGS FOR ANT 3451 (**lecture notes at bottom of: http://gss.fiu.edu/index.php?name=profile: chris_girard)

Week 1. (Jan. 10,12): Lec** 1,2. Inclusion vs. exclusion. Mclemore ch. 1,2.
Week 3. (Jan.24,26): Lec 5,6. Racism/Restrict; eugenics. Mclemore ch. 5. Writing Assign. [WA] 1*see below
Week 4. (Jan. 31, Feb. 2): Lec 7: Do Races Exist?. Mclemore appendix 2. WA 2*see below

**FEB. 2 (Thur.): Quiz 1 ON chs. 1-5, appendix 2 and lec 1-7  Makeup: 305 244 4668**

(**automatic 40 unless you call BEFORE TEST is given)**

After quiz # 1. Lec 8. Opposing Theories of Discrimination and Prejudice. WA 3*see below

Week 5. (Feb. 7,9): Lec 9, 10. Civil rights, history of KKK. Mclemore ch. 6 (Pp. 162-174)
Week 8. (Feb. 28, March 1): Video: "LA is Burning."

**MARCH 1: MIDTERM EXAM on lec.1-12,22,23, Video, Chs 1-5,6(162-174),10,appendix.  Makeup: 305 244 4668**

(**automatic 0 unless you call BEFORE TEST is given) **

Week 9. (March 6,8): Lec 13,14. Hispanic Americans. Mclemore ch. 8, ch. 9. WA 4*see below

Spring Break

Week 12. (March 27,29): Lec 16(cont),17. Black Americans. Mclemore ch. 7. WA 5*see below

**APRIL 3: Writing assign. collected (don‘t e-mail!)—to be returned with comments 4/12  
APRIL 3: OPTIONAL PAPER rough draft due (no exceptions) no rough draft=no paper! **

APRIL 5 (Thur.) :QUIZ 2: . on lec. 13-18 + chs. 6-9, 11  Makeup: 305 244 4668**

(**automatic 40 unless you call BEFORE TEST is given)**


***APRIL 10: last date for 5-min presentation sign-ups; OPTIONAL PAPER due (no exceptions!)  
***WARNING!!!: last time slots for 5-minute presentations may fill up earlier. DON‘T wait until 4/10!


**FINAL EXAM: Thur., 4/26, 12-2 pm: lec. 13-21,24,25; chaps. 6-9, 11-14 (no bluebook required)**

*Writing Assign. Ques. [finish (type) 1 week after date assigned; 1 pg. minimum; to be collected 4/3]:

1. What is the Eugenics movement? Identify its objectives. Was it successful? Why did it develop in the 19th century? Was it scientific? How did it fit the received paradigm? Who were the victims? Could it happen again? Lec 6 (Note: Answer ALL QUESTIONS from LECTURE [L] NOTES)
2. Do races exist? Give the scholarly critique of “race.” Why is “race” still used by social scientists? L7
3. Explain social psychological and structural theories of racism, describing major elements in each. L8
4. Compare Cuban and Mexican immigrants with regard to secondary structural assimilation. What structural and historical factors would explain the greater “success” of Cubans? Lec 13-14
5. Compare blacks and Cubans with regard to access to cultural and physical capital. Lec 14-17
For each of the following statements, answer either true or false:

1. Because American Indians share the same ancestry and culture, they were able to unite in their resistance to European domination. FALSE

2. The ancestors of some Mexican-Americans were brought into the United States involuntarily through conquest. TRUE

3. The Scotch-Irish and Germans who came to colonial America were viewed with some hostility by Anglo-Americans, who perceived both of these groups as squatting illegally on other people’s land. TRUE

4. Competition is the next to the last (third) stage in Park’s race relations cycle. FALSE
   [Note: this is from an earlier edition of the text book]

5. In Gordon’s model, primary assimilation refers to nondiscriminatory sharing by subordinate and dominant group members of occupational, educational, civic, neighborhood, and public recreational settings. FALSE

6. According to Gordon, cultural assimilation should occur before secondary assimilation. TRUE

7. Primary structural assimilation refers to close, personal interactions between dominant-group and subordinate-group members in churches, social clubs, neighborhoods, families, and so on. TRUE

8. Proponents of the separatist version of the pluralist model call for secession FALSE

9. Cultural pluralists agree among themselves concerning the degrees and types of assimilation that should be sought by subordinate ethnic groups. FALSE

10. Cultural pluralist models posit that both primary assimilation and marital assimilation are low. TRUE
Example of Midterm Exam  
Four Sample Questions (Actual exam will have 32 questions)  
Race and Ethnicity ANT3451

MULTIPLE CHOICE (100 POINTS): Select the best answer from the choices provided:


1. Park (1926) argued that "in the relations of races there is a cycle which tends everywhere to repeat itself. . . ." Which of the following characterizes that cycle?

   a. whether initial contact between different ethnic groups produces cooperation or conflict depends on the conditions under which the groups first meet
   b. accommodation is the final stage of the race relations cycle
   c. accommodation occurs when the larger and smaller groups merge cultures, similar to the melting pot model of ethnic relations
   *d. according to Park, the race relations cycle is progressive and irreversible

2. Which of the following ethnic groups was known for retaining a language that was not English for up to three generations:

   *a. Germans
   b. German Jews
   c. Protestant Irish
   d. Catholic Irish

3. Which of the following premises is found in Festinger’s (1957) balance theory?

   a. The displacement of hostility on a minority group can be psychologically comforting
   b. Describing outsiders in terms that are hateful creates a psychological balance
   c. Self-hate, as shown by the “dolls test,” results from cognitive dissonance
   *d. An aggressor’s stereotyped beliefs about a victim may reduce cognitive dissonance

4. When more than 90 percent of the proprietors in La Pierre’s survey stated that they would not accept Chinese as guests, this demonstrated which of the following?

   a. Prejudice results in discrimination
   b. Discrimination often results in prejudice
   *c. Situational factors shape discrimination
   d. Discrimination against Asians is as widespread as discrimination against blacks
GUIDELINES FOR OPTIONAL RESEARCH PAPER

1. Choose any topic having to do with THIS CLASS, but clear the topic with the professor first.
2. You must have three academic sources. Academic sources contain footnotes. Newspapers and magazines do not contain footnotes, whereas journals and most (but not all) of the books in the FIU Library do contain footnotes. In academic or scholarly papers, footnotes give the source of information so that it can be checked for accuracy. Note that footnotes could be endnotes or the Harvard citation method, which indicates the author and year of publication (or copyright date) and is embedded in the text of the paper, e.g. (Girard 1995). Also note that:
   1. Each of these three sources should be on the identical topic;
   2. The topic should be narrowly defined – e.g., causes of teen suicide;
   3. Thus, one article on trends in suicide and another on prevention is not acceptable;
   4. Journal articles or chapters in books are good sources;
   5. Three chapters in the same book may count as three sources if each chapter has a different author;
   6. You must either show me copies of chapters and articles, or bring in the books.
   7. I will not accept your paper unless I have approved sources that you show me in advance.
3. Your paper should be written as a scholarly treatment of the topic. Your treatment should present the findings of studies discussed in the articles/books you have selected for your paper. Scholarly papers do not describe personal experiences or feelings.
4. Your paper should be organized around one to three major themes that are either announced or hinted at in the introductory paragraphs of your paper. Paragraphs should be introduced with transitions that indicate where you are with regard to laying out the themes in the paper (e.g., In addition to identity threats, another cause of suicide is...)
5. The paper should contain citations (footnotes, endnotes, or author’s name in parentheses) for all facts or analyses that are not your own. You do not have to quote in order to footnote.
6. Do not quote excessively. Quotes in contemporary research articles are limited to half a sentence in most instances. It is far better to paraphrase in your own words, which will better maintain the flow of the text and make it easier on the reader. Excessive quotes are generally a sign of a lazy writer.
7. Don’t refer to dictionary definitions (including Webster’s); this trite mechanism for introducing a topic is generally not relevant and should be avoided.
8. Give the professor a rough draft (must be 10 pages of text—no exceptions!) by the due date in the syllabus. Then, set up a one hour conference with the professor before writing the final draft. The professor will tell you how you can get an ‘A’.
9. You must turn in a rough draft with your paper, or I will not accept the paper (PERIOD, NO EXCEPTIONS).
10. Your paper must have ten (10) pages of text (not including references). It must be typed and double-spaced. I prefer rough drafts that are typed, but I will accept rough drafts that are written in longhand.
11. Do not bother to purchase a paper. I can tell when this has been done because the format of the paper is generally inappropriate for the class. If the paper is inappropriate, I will simply assign a low grade. Plagiarism will result in an automatic F in the class (which cannot be removed from your record).
12. If your paper does not improve your grade, it will not be averaged in when calculating your final grade.

WHAT IS A SCHOLARLY JOURNAL?

Most instructors at the University level demand that all of most of the periodical articles you use in writing a research paper come from SCHOLARLY JOURNALS. This is especially true for upper-division courses and is absolutely essential in graduate work. To help distinguish scholarly journals from other periodicals, some characteristics of scholarly journals are listed below.

CHARACTERISTICS OF SCHOLARLY JOURNALS:
Scholarly journals generally have a sober, serious look. They often contain many graphs and charts but few glossy pages or exciting pictures.
Scholarly journals ALWAYS cite their sources in the form of footnotes or bibliographies.
Articles are written by a scholar in the field or by someone who has done research in the field. Authors name appears at the beginning or the end of the article.
The language of scholarly journals is that of the discipline covered. It assumes some scholarly background on the part of the reader.

The main purpose of a scholarly journal is to report on original research or experimentation in order to make such information available to the rest of the scholarly world.

Many scholarly journals, though by no means all, are published by a specific professional organization.

**EXAMPLES OF SCHOLARLY JOURNALS:**


Psychological Bulletin (published by the American Psychological Association).

Journal of Marriage and the Family (published by the National Council on Family Relations).

Sex Roles: A Journal of Research

Journal of Educational Research

Journal of the Academy of Marketing Science

**PERIODICALS THAT ARE NOT SCHOLARLY JOURNALS:**

News magazines like *Time*, *Newsweek*, and *U.S. News & World Report*. While these publications can be of great assistance in providing an introduction to a current topic, they don’t provide the same analysis as scholarly journals. Articles are not usually written by scholars in the field and are aimed at a more general audience than are articles in scholarly journals.

Opinion magazines such as *New Republic*, *National Review*, or *Nation*. These magazines are aimed at an educated audience, but without assuming particular scholarly background. They comment on current events and offer a particular viewpoint on world affairs, politics, and cultural matters.

Popular magazines like *Sports Illustrated*, *Health*, *Redbook*, *People*, *Readers Digest*, or *Family Circle*. Generally, academic libraries do not carry as many of these titles as public libraries do. Popular magazines, while attractive and entertaining, do not report on original research or cite sources, and are not the kind of source to cite in the bibliography of an academic paper.

Trade Journals such as *Beverage World*, *Dealer-Scope Merchandising*, *Automotive News*, and *Progressive Grocer*. These magazines are industry specific, designed to update and inform the reader on current trends in an industry.

**NOTE**

There are reference books which attempt to describe and evaluate periodical titles. If you need further information about an individual title we suggest you consult:


... an annotated listing by subject of some 6,500 periodicals."(Preface) Each entry gives name of periodical, beginning publication date, publisher, editor, address, price, and such information as indexing, size, and level of audience. Short abstracts describe the scope, political slant and other aspects of the publication. Arrangement is topical which brings magazines and journals on like subjects together. To find an individual title one uses the title index at the end of the volume.

FOR FURTHER ASSISTANCE, PLEASE INQUIRE AT THE REFERENCE DESK IN THE LIBRARY.