

RUTGERS UNIVERSITY-NEWARK

HONORS SEMINAR: RACE, RELIGION, ETHNICITY AND PUBLIC POLICY IN AMERICA

SYLLABUS

Course number: 21:512:391 & 21:525:254

Fall 2019

Time: Tuesday 2:30 to 5:20 pm

Place: 343 Conklin Hall

Instructor: Steven Diner

Office: 420 Conklin Hall

Telephone: (973) 353-2508

E-Mail: stevendiner@gmail.com

I. INTRODUCTION

From its inception, the United States has been made up of people of diverse national, racial and religious backgrounds. If the American people cannot be defined through common ancestry, then what does it mean to be an American? And how should public policy balance the needs and beliefs of particular groups with those of the larger society? Ethnic, racial and religious diversity poses issues of public policy that have divided Americans for many years as well as issues that have emerged recently. The course will examine some of the issues being debated in America today: racial classification, affirmative action, bilingual education/English-only, immigration policy, religious beliefs and gay marriage, hate speech, voting rights, religion and public schools, religious rights and contraception, racial/religious profiling, and multiculturalism in school and university curricula.

II. CLASS FORMAT

Class sessions will be devoted to discussion of assigned readings and student debates on policy issues. **Class attendance is an integral part of the learning process, and is required.** You should come to each class thoroughly prepared to discuss the assigned readings. A portion of your final grade will be based on class participation. Also, please be punctual, and please **do not leave class during discussion except in an emergency.**

III. REQUIRED TEXTS

1. Vincent N. Parrillo, *Diversity in America*, 4rd ed. (Routledge, 2016).
2. All other reading assignments are on Blackboard.

IV. ASSIGNMENTS AND GRADES

Class participation 20% Class Debate 10%

Research Paper 20%

Mid-term Essay: 20% Final Essay: 30%

V. DEBATES

In many of our weekly discussions, two students will begin the discussion by debating the topic of the day. You will select your debate topic (pro or con) on the first day of class. The student presenting the “pro” position on that week’s question will begin with a five to seven minute statement. Then the student presenting the “con” position will make a similar statement of the same length. The debaters will then respond to each others’ arguments. After that, the entire class will engage in the discussion.

VI. RESEARCH PAPER

You will research and write an analytical paper on any of the topics considered in the course. You can also select a topic not discussed in the course with the approval of the instructor. Your paper should present both sides of the issue, examine its historical context, discuss compromises or alternative proposals that might bridge differences over the issue, and analyze assumptions, values and interests that underlie contending positions. And you should conclude with a statement of your own opinion on the issue and the reasons for it. Your research paper should draw upon substantial material beyond the assigned readings on your topic.

VI. MID-TERM AND FINAL ESSAY

There are no in-class examinations. Instead, you will prepare two integrative essays drawing upon the course readings and discussions. The question to be addressed will be given to you a few weeks before the essays are due.

VII. CLASS SCHEDULE

September 3

Course Introduction

September 10

Topic: Historical Overview

Readings: Parrillo, *Diversity in America*.

Due: Topic for Research Paper

September 17

Topic: Racial Classification

Readings Amitai Etzioni, "Leaving Race Behind" (2006)

Kim Williams, "Multiracialism and the Civil Rights Future" (2005)

Laris Karklis & Emily Badger, "Every Term the Census Has Used to Describe America's Racial and Ethnic Groups." (2015)

D'Vera Cohen, "Census Considers New Approach to Asking About Race – By Not Using the Term at All. (2015)

Laura Pappano, "More Diversity Means More Demands," *NY Times*, August 4, 2017.

September 24

Topic: Multiculturalism

Readings: Reread Vincent Parrillo, *Diversity in America*, chapters 9 & 10.

Anne Winkler-Morey, "The War on History: Defending Ethnic Studies." (2010)

Julian Kunnie, "Apartheid in Arizona? HB 2281 and Arizona's Denial of Human Rights of Peoples of Color" (2010)

Thomas Sowell, "The Multicultural Cult." (2010)

Clifford May, "The Trouble With Multiculturalism" (2012)

Victor David Hanson, "The First Amendment vs. Multiculturalism" (2012)

William Hicks, "Western Civilization Holdout Reed College Under Activist Student Attack" (2017)

Steven Johnson, "Ethnic-Studies Scholars Hoped Their Curriculum Would Break Boundaries. Critics Are Calling It Propaganda," *NY Times*, August 13, 2019.

Debate Question: Does the teaching of racial, ethnic or religious group histories undermine American national culture?

October 1

Topic: Immigration Policy

Readings:

Tom Cotton, "Fix Immigration. It's What Voters Want." (2016)

Jeff Sessions, "Speech on the Invasion of Our Southern Border." (2014)

David Brooks, "A Little Reality on Immigration," (2016)

Eduardo Porter, "Immigration Reform: Disparate Ideas, Disparate Futures." (2016)

Isabel Fattal, "How Higher Education Leaders Are Fighting for DACA," (2017).

Hector Barreto, "Here's Why Trump is Right to End DACA," (2017).

"New Trump Rule Targets Poor and Could Cut Legal Immigration in Half, Advocates Say" and "New Rules to Deny Green Cards to Many Legal Immigrants," *NY Times*, August 12, 2019.

Debate Question: Should the United States significantly liberalize current laws restricting immigration?

October 8

Topic: Affirmative Action

Readings:

Raina Kelley, "Don't Call It Affirmative Action" (2010)

Erin Winkler, "The Attack on Affirmative Action: The 'Race Neutral' Excuse" (2003)

Susan Walsh, "What If Colleges Embraced Affirmative Action for Class Instead of Race?" (2013)

Bret Stephens, "Diversity, Inclusion and Anti-Excellence," *NY Times*, August 2, 2019.

Anemona Hartocollis, "U.N.C. Admissions Lawsuit Brings Another Attack on Affirmative Action," *NY Times*, January 18, 2019.

Anemona Hartocollis, "The Harvard Bias Suit by Asian-Americans: 5 Key Issues," *NY Times*, December 20, 2018.

Debate Question: Should colleges, universities and employers continue affirmative action programs for underrepresented minorities?

October 15

Topic: Voting Rights

Readings:

Roger Clegg et al, "The Case Against Felon Voting" (2006)

John Fund, "Convicts Should Not Be Allowed to Vote." (2005)

"Should Photo ID Be Required to Vote?" (2012)

Jonathan Tobin, "Voter ID Laws are Inherently Reasonable, Not Racist or Republican" (2012)

Nicolaus Mills, "The Conservative Case Against Voter ID Laws" (2012)

Christopher Ingraham, "New Evidence that Voter ID Laws 'Skew Democracy' In Favor of White Republicans." (2016)

Mona Charen, "The Voter-ID Myth Crashes." (2014)

Patricia Mazzei, "Florida Limits Ex-Felon Voting, Prompting a Lawsuit and Cries of 'Poll Tax'."

Debate Question: Should felons and ex-felons be allowed to vote

October 22

Topic: English Language

Readings:

Rosalie Porter, "The Case Against Bilingual Education" (1998)

Samuel P. Huntington, "The Hispanic Challenge" (2004)

Stephen Krashen. "Bilingual Education: Arguments For and (Bogus) Arguments Against" (1999)

John Benson, "The Fight for Bilingual Education Programs in the U.S." (2014)

Rethinking Schools, "Bilingual Education is a Human and Civil Right" (2003)

Mauro Mujica, "Make English Our Official Language" (2012)

U.S. English Inc., "Official English: Claims vs. Realities" (2012)

Robert King, "Should English Be the Law?" (1997)

National Asian Pacific American Legal Consortium, "Fact Sheet: Why English Only-Legislation Violates Civil Rights" (2012)

Bob Maschi, "English Only?" (2009)

Simon Romero, "Spanish Thrives in the U.S. Despite an English-Only Drive (2017).

Debate Question: Should students whose primary language is not English be taught in bilingual education programs?

October 29

Topic: Hate Speech

Readings:

: Eugene Volokh, "No, there's no 'hate speech' exception to the First Amendment." (2015)

Stephen Smith, "There's Such a Thing as Free Speech" (1995)

David Boonin, "Why I Used to Hate Hate Speech Restrictions." (2011)

Alexander Tsesis, "Regulating Hate Speech." (2002)

Anthony Cortese, Opposing Hate Speech, chapter 2, "Race, Ethnicity and Hate Speech" (2006)

Sam McElwee, "The Case for Censoring Hate Speech." (2013)

Debate Question: Should derogatory speech against racial, ethnic or religious groups be prohibited by law?

November 5

Topic: Racially Offensive Speech and Freedom of Speech on College Campuses

Readings:

:Katherine Seelye,"Protesters Disrupt Speech by 'Bell Curve' Author at Vermont College," (2017)

Nick Roll, "2 More Campus Speakers Shouted Down," (2017).

Scott Jaschik, "Chaos at 'It's OK to Be White' Talk" (2017)

After a Year of Tumult, Evergreen State Revises a Policy on the Use of Campus Space,” (2017).

Scott Jaschik, “University Action Over Student Who Posted a Swastika on a Bulletin Board Sets Off International Debate (2015)

Daniel Munoz, “Rutgers President Addresses Controversial Bias Incidents, Says They’re Protected by First Amendment.” (2017)

Lexi Cortes, “Chancellor talks, SIUE Students March in Effort to Stop Campus Racism.” (2017).

Matthew Haag, “Blackface Leads to Fraternity Suspension at Cal Poly,” *NY Times*, April 11, 2018.

Colleen Flaherty, “New School Drops N-Word Case,” *NY Times*, August 19, 2019.

Debate Question: Should derogatory speech against racial, ethnic or religious groups be prohibited by colleges and universities?

Due: Mid-term Essay

November 12

Topic: Race, Religion and Academic Freedom

Readings:

Nico Savidge, Legislators Criticize UW-Madison Professor’s Course on Race, Tweets About Shooting of Officers.” (2016)

Nico Savidge, “Free speech group: Lawmakers’ push to end UW Madison Course is ‘Definition of Censorship.” (2016)

Colleen Flaherty, “Boston University Distances Itself From an Incoming Professor.” (2015)

Scott Jaschik, “Drexel, Twitter and Academic Freedom.” (2017)

Charles Huckabee, “Professor Who Expressed Solidarity With Muslims Will Leave Wheaton of Illinois.” (2016)

Abby Ellin, “Studies in the First Amendment Playing Out on Campus, *NY Times*, June 22, 2016.

Debate Question: Should colleges and universities regulate teaching, writing and public speaking deemed offensive by many

November 19 Class Does Not Meet

November 26

Topic: Racial History and Public Monuments

Readings:

Nick Roll, "Robert E. Lee's Namesake." (2017)

David Ng, "Jefferson Memorial, Confederate Statues Enter National Race Debate." (2017)

Ellen Brait, "Princeton Students Demand Removal of Woodrow Wilson's Name From Buildings." (2015)

Tobias Holden, "The Right Call: Yale Removes My Racist Ancestor's Name From Campus." (2017)

Southern Poverty Law Center, "Whose Heritage: Public Symbols of the Confederacy." (2017)

Vimal Patel, "Chapel Hill's New Civil War." (2017)

Barbara Demick, "No Longer on a Pedestal: New York Debates Christopher Columbus Statues and the Explorer's Legacy." (2017)

Christine Hauser, "Maine Just Banned Native American Mascots," *NY Times*, May 22, 1919

Debate Question: Should public statues of historic figures who owned slaves or openly embraced racism, or public buildings named after them, be renamed?

December 3

Topic: Racial & Religious Profiling

Readings:

Mehdi Hasan, "Peter King's Really Bad Idea." (2016)

Jeff Adachi, "Stop-and-frisk would deny rights of S.F. Residents" (2012)

Benjamin Jealous, "Why We're Marching Against Stop and Frisk" (2012)

Heather MacDonald, "How to Return New York City to the Street Gangs" (2012)

National Review Editors, "Stop and Frisk is Fair." (2013)

John Eligon, "Stopped, Ticketed, Fined: The Pitfalls of Driving While Black in Ferguson," *NY Times*, August 6, 2019.

Delinda Hanley, "Its Time to End Racial, Religious and Ethnic Profiling of Americans" (2012)

Asra Nomani, "Airport Security: Let's Profile Muslims" (2010)

Selwyn Duke, "'Racial' and 'Religious' Profiling Now – Or Death Later.'" (2015)

Sally Steenland, "What We've Learned Since 9/11." (2013).

John F. Banzhaf, "Muslim Profiling Isn't Illegal, Unconstitutional or Un-American" (2016)

Debate Question: Should law enforcement officials take race or religion into account in efforts to reduce violent street crime or to prevent terrorist attacks?

December 10

Topic: Religion, Reproductive Rights and Gay Rights

Readings:

Wesley Smith, "Pulling the Plug on the Conscience Clause" (2009)

Jaana Goodrich, "The Conscience Clause" (2006)

Timothy Dolan, "ObamaCare and Religious Freedom" (2012)

Rick Ungar, "The Truth About Contraception, Obamacare and the Church" (2012)

Roselyn Smith-Winters, "Christians Should Support Abortion Rights" (2004)

Todd Agialoro, "'Personally Opposed, But ...' Five Pro-Abortion Dodges" (2009)

Andrew Sullivan, "Why Gay Marriage is Good for Straight America" (2011)

Huffington Post, "Deconstructing DOMA" (2010) and "Same-Sex Marriage and Judicial Responsibility" (2012).

byFaith, "The Cultural Argument Against Gay Marriage" (2006)

Adam Kolasinski, "The Secular Case Against Gay Marriage" (2004)

Mark Galli, "Is the Gay Marriage Debate Over?" (2009)

Scott Jaschik, "Two Christian Colleges Win Title IX Exemptions That Give Them the Right to Expel Transgender Students," [Inside Higher Education](#), July 25, 2014.

Julia Jacobs, "Transgender Woman Says CVS Pharmacist Refused to Fill Hormone Prescription," *NY Times*, July 20, 2018.

Due: Research Paper

December 19

Final Essay due

ACADEMIC INTEGRITY

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/academic-integrity-policy>. When submitting your research paper and final essay, please attach the following statement with your signature: **On my honor, I have neither received nor given any unauthorized assistance on this assignment.**

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.
- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is

available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.

- Counseling Services: Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- Students with Temporary Conditions/Injuries: Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- Students Who are Pregnant: The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.
- Gender or Sex-Based Discrimination or Harassment: Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.