

Race and the University
AAS 4550 / ENGL 4961 / HIST 4551 / AMST 4550
W 12:20-2:15
GSH 158

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Course Description

What is a university, what does it do, and how does it do it—these are the broad questions that animate this course. The course begins with a look at how the idea (as well as the actual functioning) of the American university has changed over the past century. The sketching out of that historical context will then give rise to other sorts of questions: What kinds of knowledge are valorized within the academy? What kinds of people have historically been seen as properly belonging—or not belonging—within its precincts? How has the emergence of fields of inquiry such as Ethnic Studies (with its analytical platform built on the intersection of race, class and gender) brought to the fore (if not brought to crisis) some of the more vexing questions that strike at the core of the idea of the university as the pre-eminent site of disinterested knowledge? This seminar will give students the opportunity to examine American higher education (especially in the form of its major research institutions) as a prism through which to view the shifting linkages between knowledge, power, equality and democracy.

Required Texts

Christopher Newfield, *Unmaking the Public University: The Forty-Year Assault on the Middle Class* (2008)
Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life* (2012)

Reserved Readings

Reserve readings are available electronically on the course's Blackboard site. Access is restricted to registered students in the class. You can access Blackboard at <http://www.blackboard.cornell.edu/>

Course Requirements

Attendance, Participation, & On-Line Discussion Board (20%): As any seminar depends upon active participation in class, you will be expected to complete the assigned readings and to contribute to class discussions every week.

-Attendance is required. If you have more than two unexcused absences, your final grade will be reduced by one-third of a letter grade for every additional class missed.

-Every student will be required to submit at least one discussion question or comment based on the week's readings. The question or comment must be posted by 6:00 p.m. the day before class.

-Students may be asked to attend lectures by guest speakers or other events. Attendance at these events is required unless there is an unavoidable scheduling conflict.

Presentation (15%): You will be asked to work with at least one other classmate to present a given week's reading assignments to the rest of the class. Each presentation should be no longer than 20 minutes in total length. Your presentation should not be a summary or synopsis of the reading(s), but rather it should identify, explain, and evaluate the argument of the reading(s) and discuss the significance of the piece(s).

Short Paper: (20%) Due March 13th. You will be asked to write a short (5-7 pages) paper based on the course assignments. A detailed assignment will be distributed to the class.

Final Project: (45%) Each student will be required to write a final research essay due at the end of the semester.

For all assignments, students are required to abide by Cornell University's Code of Academic Integrity. A copy of the code can be found at the following URL:
<http://cuinfo.cornell.edu/Academic/AIC.html>.

Violations of the Code of Academic Integrity, especially plagiarism, may result in a failing grade in the course. Students are urged to read and complete the exercises on "Recognizing and Avoiding Plagiarism" at
<http://plagiarism.arts.cornell.edu/tutorial/index.cfm>.

Course Schedule

1/23 Introduction

FILM (in class): San Francisco State On Strike
Short clips: Mario Savio; UC President Clark Kerr; Occupy Cal

1/30 What Is the University? Who goes there?

READ: Malcolm Gladwell, "Getting In: The Social Logic of Ivy League Admissions," *The New Yorker*, October 10, 2005;
Andrew DelBanco, *College: What It Was, Is, and Should Be*, Chapter 4 (2012);
Soares, Chapters 1 & 2, *The Power of Privilege: Yale and America's Elite Colleges* (2007);
Explore the webpage and the links on it, regarding Cornell University's organizational structure: <http://www.cornell.edu/leadership/>

2/6 Education In Privilege and Privilege In Education

READ: Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack" (1988);
Ira Katznelson, "Chapter 5: White Veterans Only," in *When Affirmative Action Was White: An Untold Story of Racial Inequality in Twentieth-Century America* (2005);
Paula M. L. Moya & Hazel Rose Markus, Part I of "Doing Race: An Introduction" (pp.1-32), in *Doing Race: 21 Essays for the 21st Century* (2010);
W. E. B. Du Bois, "The Field and Function of the Negro College" in *The Education of Black People* (2001).

2/13 Corporatizing the University I

READ: Henry A. Giroux & Susan Searls Giroux, "Chapter 4: Race, Rhetoric, and the Contest over Civic Education," in *Take Back Higher Education: Race, Youth, and the Crisis of Democracy in the Post-Civil Rights Era* (2004);
Christopher Newfield, *Unmaking the Public University*, Parts I & II.

2/20 Anti-racism, Multiculturalism, Diversity

READ: Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life*, Chapters 1 & 2;
Bonnie Urciuoli, "Excellence, Leadership, Skills, Diversity: Marketing Liberal Arts Education," *Language & Communication* (2003): 385-408.

2/27 The Meaning of Getting In and Being In

READ: Michael Omi & Dana Y. Takagi, "Situating Asian Americans in the Political Discourse on Affirmative Action," *Representations* (1996): 155-162;
Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life*, Chapters 3, 4, & 5.

3/6 Knowledge: What Is It and Who Produces It?

READ: Naoki Sakai, "Dislocation of the West and the Status of the Humanities" in *Traces: A Multicultural Journal of Cultural Theory and Translation* (2000);

Osamu Nishitani, "Humanitas and Anthropos: Two Western Concepts of Being" in *Translation, Biopolitics, Colonial Difference*—an issue of *Traces: A Multilingual Series of Cultural Theory and Translation* (2006)

3/13 Ethnic Studies I

READ: Elizabeth Cook-Lynn and Craig Howe, "The Dialectics of Ethnicity in America: A View From American Indian Studies," in *Color-Line to Borderlands: The Matrix of American Ethnic Studies*, ed. Johnella E. Butler, (2001);
Vijay Prashad, "Ethnic Studies Inside & Out," *Journal of Asian American Studies* (2006)
Manning Marable, "The Problematics of Ethnic Studies" in *Dispatches From the Ebony Tower* (2000)
Noliwe Rooks, *White Money/Black Power: The Surprising History of African American Studies and the Crisis of Race in Higher Education*, Chapter 1 (2006).

***Short paper due today.**

3/20 SPRING BREAK

3/27 Ethnic Studies II

READ: To be announced

4/3 Corporatizing the University II

READ: Christopher Newfield, *Unmaking the Public University*, Parts III & IV

4/10 NO CLASS

ATTEND: Lecture by Claude Steele on April 9th. Location and time to be determined.

4/17 Academic Freedom: In-Class Guest: Professor Eric Cheyfitz

READ: Eric Cheyfitz, "The Corporate University, Academic Freedom, and American Exceptionalism" (2009)
Eric Cheyfitz, "Framing Ward Churchill: The Political Construction of Research Misconduct" (2008-09)

4/24 Campus Life

READ: Thomas J. Espenshade & Alexandria Walton Radford, "Chapter 5: Mixing and Mingling on Campus," in *No Longer Separate, Not Yet Equal: Race and Class in Elite College Admission and Campus Life* (2009)
Claude M. Steele, "Introduction" and Chapter 5, in *Whistling Vivaldi and Other Clues to How Stereotypes Affect Us* (2010);
Joe R. Feagin, Hernan Vera, & Nikitah Imani, "Confronting White Students: The Whiteness of University Spaces," in *The Agony of Education: Black Students at White Colleges and Universities* (1996).

5/1 Taking Stock