
Fall 2021 Syllabus
Sociology 1021-100: United States Race and Ethnic Relations
Main Lectures: Mondays and Wednesdays: 10:20am – 11:10am in HUMN 1B50
Recitations: Fridays: See TA's syllabus for recitation information

Instructor:	Christina A. Sue (Christina.Sue@colorado.edu)
TAs:	Eduardo Lievanos Medina <u>(Eduardo.LievanosMedina@colorado.edu)</u> Skye Niles (Skye.Niles@colorado.edu)
Office Hours:	Via Zoom Mondays and Wednesdays 11:30-12:30 or by appointment <u>https://cuboulder.zoom.us/j/97342063620</u>

Required Texts/Materials:

McClure Stephanie M. and Harris, Cherise A. 2018 (2nd edition). *Getting Real about Race: Hoodies, Mascots, Model Minorities and other conversations*. Thousand Oaks, CA: Sage.

Gallagher, Charles. 2019 (6th edition). *Rethinking the Color Line: Readings in Race and Ethnicity*. New York, NY: McGraw Hill.

iClicker (<http://www.iclicker.com>). ISBN: 0716779390. A limited number of student CUClicker remotes will be available for semester checkout on the first day of classes from the Norlin Commons Service Desk on a first-come, first served basis.

Course Description and Goals: This course represents a basic introduction to the study of race and ethnic relations in the United States. The main goals for students who complete this course are to:

- 1) Understand the social and historical constructions of race and ethnicity in the U.S. context
- 2) Be familiar with structural and cultural perspectives on racial and ethnic group integration into society
- 3) Recognize the real-life structural consequences of the concepts of race and ethnicity across multiple aspects of society
- 4) Be able to apply critical thinking skills to assess current debates on the topics of race, ethnicity, and immigration

In this course, we will begin with a general overview of the concepts of race and ethnicity and will address the major sociological theories on race, ethnicity, and assimilation. We will devote time to understanding how race and ethnicity are socially constructed in various contexts. When looking at different groups' experiences, we will explore various sociological explanations to help us understand how and why various groups have fared differently in society. We will then turn to the real-life consequences of race and

ethnicity. Although race and ethnicity are social constructions (meaning they are not real in any biological sense), they still have real consequences. Being members of a certain race or ethnicity affects where you live, your health status, your degree of accumulated wealth, your chances of being arrested and going to prison, what kinds of jobs you do, your experience in the workplace and what kinds of schools you attend. We will explore each of these consequences in this course. Finally, we will be addressing current “hot topics” like immigration and affirmative action and will apply information learned in this class to assess these debates.

Canvas: We will be using Canvas in this class. For access, go to <https://canvas.colorado.edu/>. You should automatically be granted access to the class if you are officially enrolled in the course. If you have problems with access or other Canvas-related issues, please see this website: <https://oit.colorado.edu/services/teaching-learning-tools/canvas/student-support> and/or contact Information Technology Services (ITS) at (303) 735-HELP or help@colorado.edu.

You can find on-line readings and an electronic copy of the syllabus on Canvas. I will also use Canvas to post grades, assignments, and handouts. You will need to turn in class assignments via Canvas. *Please be advised that when you submit your work it will be checked by an online plagiarism tool.*

Course Requirements and Evaluation:

****I expect you to be familiar with the terms of this syllabus. I reserve the right to change aspects of this syllabus, if necessary, during the semester.**

Your grades will be calculated based on two exams, two papers, reading memos, clicker participation, and on your performance in recitation.

Readings. All the readings on the syllabus are required readings and you are expected to complete them **before your recitation on the same week** that they are assigned. Reading material will appear on the exams so for you to do well in the class, you need to keep up with the readings.

iClickers: You will be required to purchase an iClicker for this course and bring it (and a spare set of batteries) to **every** lecture session. If you do not already own an iClicker, you can borrow one, check one out from the library (see details above), or purchase one at the CU Bookstore. Your iClicker has a number that needs to be [registered online and linked to your student ID number](#) for grading purposes. You need to register your iClicker by the **second** week of class. *You are responsible for bringing a functioning iClicker to each class. If your batteries run out or your iClicker breaks during class, you will not be awarded clicker points for that day (exception for “wellness policy” below). However, everyone will have the chance to miss **one** clicker session without it affecting their grade.*

Reflection paper. There will be one five-page reflection paper in this course that will account for 20% of your grade. The topic(s) of this paper will be discussed in class. You

need to submit your paper by the time noted in the weekly outline (below) on the day the paper is due.

Research paper: There will also be a second, six-page paper in this course in which you will be asked to engage in outside research and critically evaluate an issue. This paper will make up another 20% of your grade. More details will be announced in class. Papers need to be submitted via the Canvas class website. You need to submit your paper by the time noted in the weekly outline below on the day the paper is due.

Exams: There will be two in-class exams - a midterm and a final (the final will not be cumulative). The exams will include multiple choice, fill-in-the-blank and some short-answer questions. I will not give make-up exams except in the case of certain circumstances (death in the family, medical/health issue, university-sponsored event, religious observance, court date) in which you will need to provide the reason for your absence (and submit written proof, upon request) and notify me at least a week in advance when applicable (e.g., a university-sponsored event).

Reading memos: After completing the readings for a particular week, you will need to turn in a memo consisting of a short (one-page, single-spaced maximum at 12-point font) reflection. You will need to upload the memo in Word or PDF format, otherwise it will not be graded. In this memo you need to 1) briefly summarize (1-2 sentences) the main point/argument of *each* reading (you need to do this for each chapter/article assigned); 2) discuss your thoughts/impressions/comments related to the readings overall and 3) develop two questions for that week's readings that you would like to go over in recitation. If there are questions you are *not* comfortable sharing with the class, please make a note of this on your memo. If there are questions related to the readings that you included on your memos and that did not get answered in class, it is *your* responsibility to either bring them up in the next class or to talk to me or your TA during office hours.

Over the course of the semester, you are required to submit a total of 8 memos. You have the option of turning in 9, of which your lowest grade will be dropped. You will not receive extra credit for submitting more than 9 memos. If you are sick or are unable to complete a memo for whatever reason, you may choose to skip that week without needing to provide an excuse. **Memos are due every Wednesday by 5pm in Canvas. The Canvas folder will close on the deadline so be sure to submit with time to spare in case of technical difficulties.** *No late memos will be accepted, nor will memos be accepted in hard copy or via email.*

Participation: Participation is an integral part of the learning experience. Although your recitations will provide a more intimate atmosphere for participating, I also hope that you participate in the larger classes. Please feel free to ask questions or request clarification of the material anytime during any of the lectures. I also welcome any thoughts and insights you may have during our discussions. The topics of this class can become emotional at times; therefore, I absolutely require that everyone (including myself) be respectful of others.

Attendance: Although I do not grade on lecture attendance, your presence is vital to your success in this class. The readings have been assigned with the explicit understanding that you will be present at the lectures and the lectures are planned with the understanding that you are keeping up on the readings. The readings, lectures and films form a complete package for learning, and you will need to be present to gather this information. If you are absent, you are responsible for getting the notes from a fellow student.

Wellness policy: [Per CU policy](#), masks are required in our classroom. Because of masking requirements, eating and drinking in the classroom are effectively not permitted. Individuals who cannot medically tolerate a face covering are exempt from this requirement. *Students to whom this medical exemption applies are required to get an accommodation authorization through Disability Services.* Per this same policy, please do not attend lecture or recitation if you are feeling ill or have symptoms of illness. This will help to keep our class community healthy and protect everyone, especially those who are immunocompromised. If you need to miss class due to illness, please reach out to me and your TA. Depending on the circumstance, we may request proof of illness (i.e., a doctor's note). If your absence is approved, we will help to get you caught up and provide you with notes taken from one of your peers. If we engaged in clicker questions on the day of your absence, you will not be discounted points for respecting the wellness policy. Finally, I will hold virtual office hours immediately after class so if you have a question, please do not congregate at the front of the classroom, but instead, connect via Zoom.

Power point presentations: I use power point presentations during my lectures. However, *I will not email the slides or post them on Canvas.* Although I do not grade on attendance, part of attending is getting the adequate material necessary to do well in this class. If you are absent, you are responsible for getting the notes from a fellow student, unless your absence is related illness (see the wellness policy above). In that case, please contact me directly if you are not able to acquire notes from a fellow student.

Office Hours: I highly encourage you to come to office hours with questions, comments, or to discuss the class materials in further detail. I am more than willing to help you master the material, but you need to seek out this help and office hours are an excellent opportunity to do this. The demonstrated amount of effort that you put into this class is very important to me.

Breakdown of final grade:

Reflection paper: 20%
Midterm exam: 20%
Research paper: 20%
Final Exam: 20%
Required assignments and reading memos: 10%
Recitation participation grade: 5%
iClicker points: 5%

<u>Percentage</u>	<u>Grade</u>
94% to 100%	A

90% to <94%	A-
87% to <90%	B+
83% to <87%	B
80% to <83%	B-
77% to <80%	C+
73% to <77%	C
70% to <73%	C-
67% to <70%	D+
63% to <67%	D
60% to <63%	D-
Below <60%	F

Grades. If you feel that you have been given an unfair grade on an exam or paper, you need to write up a two-page response as to why you would like to appeal the grade and hand it to me no more than one week after you received the grade. When appealing the grade, you need to be aware that the grade can be raised or lowered. Therefore, I only advise you to appeal grades if you feel that there is a clear miscalculation.

<u>TOPICS AND REQUIRED READINGS</u>	
Note: Articles which say “Canvas” will be posted on the Canvas class site. Articles titled “GRAR” can be found in the <i>Getting Real About Race</i> reader and articles titled “RCL” can be found in the <i>Rethinking the Color Line</i> reader.	
RACE AND ETHNICITY: HISTORY AND BASIC CONCEPTS	
<i>Week 1</i> (8/23, 8/25)	1) “ASA Statement on Race” (Canvas) 2) “How Our Skins Got Their Color” (Canvas/RCL pages 7-9) 3) “Native American/Indian, Asian/Oriental, Latino/Hispanic... Who Cares?” (Canvas/GRAR pages 25-33) 4) Complete required exercise (Canvas/GRAR pages 11-12). Submit under “ <i>Week 1 Required Exercise</i> ” in <i>Canvas</i> (under <i>required assignments and reading memos</i>)
<i>Week 2</i> (8/30, 9/1)	2) “Drawing the Color Line” (RCL pages 9-19) 3) “Defining Race” (RCL pages 59-71) 4) “Racial Formations” (RCL pages 20-25) 5) “Blacks are Naturally Good Athletes” (GRAR pages 14-24)
WHY SOME GROUPS DO BETTER THAN OTHERS	
<i>Week 3</i> (9/6, 9/8)	1) “Obama Says Blacks Should Just Work Harder” (GRAR pages 60-69) 2) “Well, That Culture Really Values Education” (GRAR pages 160-172) 3) “If Only They Would Make Better Choices” (GRAR pages 252-270)
RACIAL PREJUDICE AND DISCRIMINATION	
<i>Week 4</i> (9/13, 9/15)	1) “I’m Not Racist” (GRAR pages 318-330) 2) “Is Discrimination Against Muslims Really Racism?” (GRAR pages 35-40) 3) “Hollywood’s Whitest” (Canvas pages 19-48) 4) “But It’s Honoring! It’s Tradition!” (GRAR pages 118-128)
DISCRIMINATION, WHITENESS, AND WHITE PRIVILEGE	

<i>Week 5</i> (9/20, 9/22)	1) "The Possessive Investment in Whiteness" (RCL pages 181-191) 2) "Racial Autobiographies" (Canvas) 3) "White Privilege: Unpacking the Invisible Knapsack" (Canvas) 4) "Buying Racial Capital" (RCL pages 130-138)
COLORBLIND IDEOLOGIES AND THE NEW RACISM	
<i>Week 6</i> (9/27, 9/29)	1) "Color Blind Privilege" (RCL pages 119-130) 2) "#BlackLivesMatter is Racist" (GRAR pages 305-313) 3) "Asians are Doing Great So That Proves Race Doesn't Really Matter Anymore" (GRAR pages 100-108)
RACE AND HEALTH	
<i>Week 7</i> (10/4, 10/6)	1) "Institutional Racism and Health" (RCL pages 40-49) 2) "The Color of Covid-19" (Canvas) 3) https://www.asanet.org/news-events/footnotes/may-jun-2020/research-policy/being-immigrant-limited-social-protections-killer-during-pandemic-too-international-migration (use hyperlink) 4) https://www.vox.com/identities/2020/4/21/21221007/anti-asian-racism-coronavirus (use hyperlink) Midterm, Wednesday, October 6
RACE IN SPACE	
<i>Week 8</i> (10/11, 10/13)	1) "Trends in Black Hypersegregation" (RCL pages 200-208) 2) "Environmental Justice in the 21 st Century" (RCL pages 218-231) 3) "The Black-White Swimming Disparity in America" (RCL 242-251) 4) "They Don't Want to be Integrated" (GRAR pages 176-181)
RACE IN EDUCATION	
<i>Week 9</i> (10/18, 10/20)	1) "Education" (Canvas pages 194-204) 2) "I'm Watching Your Group" (Canvas pages 208-222) 3) "I Had a Friend Who Had Worse Scores than Me and He Got Into a Better College" (GRAR pages 185-195)
RACE AND THE CRIMINAL JUSTICE SYSTEM	
<i>Week 10</i> (10/25, 10/27)	1) "The New Jim Crow" (RCL pages 259-268) 2) "If Black People Aren't Criminals Then Why Are There So Many of Them in Prison" (GRAR pages 217-226) 3) "The Mark of a Criminal Record" (RCL pages 276-279) 4) "How White Users Made Heroin a Public-Health Problem" (RCL pages 256-259) Reflection Paper due on Wednesday, October 27 by 10:00am
IMMIGRATION BACKGROUND	
<i>Week 11</i> (11/1, 11/3)	1) "Culling the Masses" (RCL pages 367-374) 2) "The Melting Pot and the Color Line" (RCL pages 375-381) 3) "We Need to Take Care of 'Real Americans' First" (GRAR pages 203-212)
CURRENT TOPICS: THE IMMIGRATION DEBATE	
<i>Week 12</i> (11/8, 11/10)	1) "The Conflict over Immigration" (Canvas pages 427-433) 2) "The Hispanic Challenge" (Canvas) 3) "Mexican Americans and the American Nation" (Canvas pages 7-22)
<i>Week 13</i>	1) "Facts about Immigration and the U.S. Economy" (Canvas pages 1-16)

(11/15, 11/17)	2) “Consensus, Debate, and Wishful Thinking: The Economic Impact of Immigration” (Canvas)
<i>November 22, 24 Fall Break – No Classes</i>	
CURRENT TOPICS: AFFIRMATIVE ACTION	
<i>Week 14</i> (11/29, 12/1)	1) “Affirmative Action at School and on the Job” (Canvas pages 357-79) 2) “Now All The Good Jobs Go To Them!” (GRAR pages 271-279) 3) “Faculty Hiring Preferences and the Law” (Canvas pages 240-243) 4) “Debating Affirmative Action” (Canvas pages 69-85)
ANTI-RACISM	
<i>Week 15</i> (12/6, 12/8)	1) “Towards a Truly Multiracial Democracy” (Canvas) 2) “Policy Steps Towards Closing the Gap” (RCL pages 455-463) 3) “Ten Things You Can Do” (RCL pages 464-467) Research paper due on Friday, December 10 by 6:00 p.m.
<i>Week 16</i>	Final Exam: Sunday, December 12 from 7:30 p.m. - 10:00 p.m.

Miscellaneous policies:

LAPTOPS AND ELECTRONIC DEVICES

Laptops are not allowed in this class because research shows that they (and other electronic devices) can inhibit your learning. You are expected to silence your cell phones before the start of each class. Texting or use of other electronic equipment is not permitted and will negatively affect your grade.

CLASSROOM BEHAVIOR

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).

REQUIREMENTS FOR COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

As of Aug. 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta surge to supplement CU Boulder's COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the "Accommodation for Disabilities" statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, please let me and your TA know so we can help get you caught up on missed material and assignments.

ACCOMMODATION FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

PREFERRED STUDENT NAMES AND PRONOUNS

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to

nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about OIEC, university policies, [reporting options](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options.

RELIGIOUS HOLIDAYS

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. I have done my best not to schedule important class activities on major religious holidays. However, if you do have a religious observance conflict, you will need to provide written proof of the conflict and I will work with you on an individual basis to address the issue. See the [campus policy regarding religious observances](#) for full details.