

Summer 2020 Syllabus**Sociology 1021: United States Race and Ethnic Relations**Class-Time: 11:00 – 12.35 Tu/Th

Instructor: Bertha Alicia Bermúdez Tapia**E-Mail:** Bertha.BermudezTapia@colorado.edu**Office:** Virtual office**Office Hours:** by appointment**Required Texts/Materials:**

Gallagher, Charles. 2018 (6th edition). Rethinking the Color Line: Readings in Race and Ethnicity. New York, NY: McGraw Hill. (GR)

McClure, S.M. and Harris, C.A. eds., 2017. Getting Real about Race: Hoodies, Mascots, Model Minorities, and Other Conversations. SAGE Publications.

Optional Texts:

Thompson, Gabriel. 2007. There's No José Here: Following the Hidden Lives of Mexican Immigrants. New York, NY: Nation Books.

*Note: If you plan to buy your books from the CU bookstore, please do so early in the semester

Course Overview:

Course Goals and Description: 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
- 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 fare differently in society. We will pay particular attention to the cases of Jewish, Italian and Mexican immigrants. For the case of Mexican immigration, I have incorporated readings and a film that will help us put a human face on immigration. Another focus of this course will be the real-life consequences of race and ethnicity. Although, as we will learn, race and ethnicity are social constructions and 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, 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 for nearly all aspects of this class. I will use Canvas on a frequent basis to post announcements, documents, and important information, thus all students will be expected to check our course site on a daily basis to remain informed and aware of this content. For access, go to <https://canvas.colorado.edu> You should automatically be granted access to the Canvas component of the class if you are officially enrolled in the course. If you have problems with Canvas, please see: <https://oit.colorado.edu/services/teaching-learning-tools/canvas> and/or contact Information Technology Services (ITS) at (303) 735- HELP or help@colorado.edu. You can find news posts, announcements, readings and an electronic copy of the syllabus on Canvas. I will also use Canvas to post reading reflection grades and feedback. Unless otherwise indicated, you will need to turn in all class assignments via Canvas’s Assignments.

***All assignment files (essays, reflections, etc.) uploaded to Canvas MUST be in a compatible .doc or .pdf file extension. Please be aware that other file types (e.g., .pages files created on Macs) may be incompatible with Canvas and I will not accept late work based on submitting an incompatible file type.**

Attendance:

Although I do not grade on 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.

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. Please do not ask for access to the power point presentations.

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.

Grading and Assessment:

Your overall grade will be based on participation, short weekly memos, a group project on migration or affirmative action, two exams (a midterm and a non-cumulative final), a personal reflection, and take-home essays (see below for more detail):

Canvas Reading Memos:	25% of final grade
Participation:	10% of final grade
Examining your attitudes toward race:	5% of final grade
Exams:	30% of final grade
Take-Home Essay:	30% of final grade

Percentage Grade**94% to 100%A****90% to 93%A-****87% to 89%B+****84% to 86%B****80% to 83%B-****77% to 79%C+****74% to 76%C****70% to 73%C-****67% to 69%D+****64% to 66%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. I will not negotiate final course grades, only grades on specific papers or exams. You are responsible for keeping all materials that have been graded and returned to you. If you cannot provide these materials, your grades cannot be appealed

Canvas Memos: 25%

After completing each week's readings, you will need to prepare a typed memo consisting of a short, critical commentary on that week's readings which is NOT simply a summary. Over the course of the semester, you are required to submit **four** memos. Please note that you will not receive credit for turning in more than the required memos. You may complete these on weeks of your choosing. **If you are sick or are unable to complete the assignment for whatever reason, you may choose to skip that week without needing to provide an excuse.** I will try to post grades on Canvas each week so that you can track your performance. Your reflections **MUST** contain:

- 2-4 sentences of summary (including the main argument/s of the readings)
- 1-3 paragraphs of reaction (see below for further details)
- 2 discussion questions about the material ((i.e.- imagine that you are in charge of leading class discussion that day—what would you want to talk about?).
- One page single spaced, using Times New Roman, 12 point font

Some weeks you may have several readings – please try to **generally summarize all of the texts from one of the sections** (each week has 2 sections so just choose 1) according to that week’s topic or theme (e.g. “Colorblindness”) in **three to four** sentences. The remainder of the reflection should address your reaction to the text; however, I do not want just your opinion. Focus your reaction on the strengths and the weaknesses of the readings, and how the readings relate to other information you’ve learned in the course. You must also include **two discussion** questions that you have about the texts. This can include needed clarifications on the material or questions that could provoke class discussions. **I WILL NOT ACCEPT MEMOS UNDER ANY CIRCUMSTANCE OVER EMAIL, ONLY MEMOS POSTED ON CANVAS WILL BE GRADED.**

Grading rubric for weekly memos:

General summary: 20pts

Strengths and weaknesses recognition: 30pts

Readings relation with the course: 10pt

Discussion questions (2): 40 pts.

The memos must be posted Tuesday or Thursday before class (depending on what topic you choose).

Participation: 10% (Interactive Participation)

A 10% of your overall grade will be determined by your level of participation in our class, both in and out of the zoom-classroom. Although I do not grade on attendance, I feel strongly that consistent attendance by each of us will be integral to the learning environment that is created in our class. Thus, participating in class is highly encourage and will be graded.

Examining your attitudes toward race: 5%

During the first week you must answer the questionnaire included in the reading: “But my mother says it’s rude to talk about race! How and why we need to discuss race in the United States”. You must submit your answers on Canvas (this part will not be graded). At the end of the semester look at your answers again and see if anything has changed or if you think in the questions in a different way. Write a 1-page (single space) reflection and submit it on canvas by August 6th)

Exams: 30% (15% each)

There will be two 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 written proof of the

reason for your absence and notify me at least a week in advance when applicable (e.g. a university-sponsored event).

The exams are **NOT TIMED**; however, once you start the exam, **you must finish it!**

Take-home Topical Essay: 30%

Thirty percent of your grade will be determined by your performance on **ONE 4-6 pages** essay. There are five possible essays throughout the semester, and you can choose any one of these topics to complete the essay requirement by **August 3rd** if you choose either topics 4 or 5 you will have until **August 5th**. The essay topics are the follows:

- 1. Why some groups do better than others?**
- 2. Colorblind ideology and the new racism**
- 3. Race in the workplace/space/education**
- 4. Race and the criminal justice system**
- 5. Immigration**

To be eligible for full credit, submit your essay to the appropriate Canvas assignment prior to the due date listed above. I will not accept late papers or papers that are not submitted through Canvas. My only exception to the late-paper policy is if you provide written proof of the reason for your delay (e.g. letter from your doctor) and notify me at least a week in advance (when applicable) that you will not be able to turn the paper in on the due date. You need to come and discuss the circumstances with me and I will let you know if I feel it to be a reasonable justification for lateness. If you do not notify me at least a week ahead of time about your case (unless it is an unexpected event), I will not accept the late work. I will not receive any form of late work more than once in a semester.

Extra credit (10 points):

Book analysis:

Thompson, Gabriel. 2007. There's No José Here: Following the Hidden Lives of Mexican Immigrants. New York, NY: Nation Books.

(Since this is extra credit, I will not provide the book, so if you are taking this extra-credit option you must order the book with enough time to read it and write your essay).

Although I will not review drafts, I am available for discussing detailed outlines, ideas and questions you may have about your paper.

What to do?

Write an essay using the content guidelines below that critically evaluates the book you just read.

Your essay must be 4 double-spaced pages, coherently organized, proofread, in 12pt Times New Roman font, and formatted with 1-inch margins and page numbers. The four pages limit will be enforced, and for fairness in grading I will not read past the fourth page. If you decide to use direct quotations from the book do so sparingly (do not fill two pages with the best quotes!). You do not need to create a bibliography unless you use references that were not from the course. In this case do not count the

bibliography as part of the four pages. This can be submitted at any time before **the end of the day of August 7th (11:59pm)**.

Use sociological theories and concepts to comment, illustrate, build upon or critique the main claims of the book. What sociological theory best relate to the arguments made? **This is not poetry or creative writing. You must use sociological concepts and appropriate vocabulary.**

Classroom Expectations/ Learning Environment

- We will begin class on time each day and use the entire class period to discuss material. Arriving late or leaving early without prior approval affects the learning environment of the class as a whole and doing so will be reflected in your participation grade. If you consistently show up late to class, please do not complain at the end of the semester when your participation grade is lower than you expected.
- Academic dishonesty will not be tolerated on any level. Please know that a plagiarism detection tool will be used to review all of your written assignments for originality. For definitions and University regulations regarding academic dishonesty, familiarize yourself with—and adhere to—the University Honor Code: www.colorado.edu/academics/honorcode and the University's Policy on Classroom Behavior: www.colorado.edu/policies/classbehavior.html.

The topic of race and ethnic relations is one which can evoke strong and emotional responses during discussions and debates surrounding our class. The ubiquity of racial and ethnic discourses and the salience of this issue in local and national politics creates a situation in which all of us likely have formed some feelings or opinions on this issue. I will demand that each and every person, including myself, respect the positions, views, and subjectivities of their classmates. Hateful, discriminatory, or insensitive remarks will not be tolerated on any level and may result in an embarrassing situation in which I will have to ask someone to dismiss themselves from the classroom. Please keep this in mind and always remain aware of how impactful our words can be.

Discrimination and Harassment

The University of Colorado policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment within the university setting based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OIEC, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/Pages/default.aspx>

The CU-Boulder Office of Victim Assistance (OVA) offers free confidential information, support, advocacy, and short-term counseling to students at CU, including their significant others. OVA is a separate office, not connected to the police department. The OVA primarily focuses on situations involving traumatic events, including, but not limited to physical assault and hazing, bias motivated incidents, death, discrimination and harassment including sexual harassment, intimate partner violence, serious accidents, sexual assault, and stalking. If you are experiencing trauma or psychological/emotional difficulty of any type, I highly recommend reaching out to the OVA at 303-492-8855, or visit them in person at C4C S440 on the fourth floor. Their website can be found at <http://cuvictimassistance.com>

Disabilities/Accommodations

If you qualify for accommodations due to disability, please let me know during the first two weeks of the semester. It is your responsibility to contact Disability Services and obtain documentation. The Disability Services Office is in Willard 322 and can be contacted at (303) 492-8671 or through <http://www.colorado.edu/disabilityservices>.

Weekly Calendar of Topics, Readings, and Assignments

All readings marked with an asterisk* can be found in PDF format on Canvas in the “Class Readings” tab.

Class Dates	Topic and Readings	Assignments
	Race and ethnicity: history and basic concepts	
Week 1: July 7-10	<ul style="list-style-type: none"> • ASA Statement on Race* • How Our Skins Got Their Color, Marvin Harris (Gallagher Reader - GR) (7-9) • But my mother says it's rude to talk about race! How and why we need to discuss race in the United States (McClure and Harris – MH) (1-13) 	
	Why some groups do better than others? + Racial prejudice and discrimination	
Week 2: July 13-17	<p>Read by Tuesday:</p> <ul style="list-style-type: none"> • Drawing the Color Line by Howard Zinn (GR, pages 9-19) • Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race, Smedley and Smedley (85-98) * • Asians are doing great, so that proves race really doesn't matter anymore”: The model minority myth and the sociological reality (MH 100-108) <p>Read by Thursday:</p> <ul style="list-style-type: none"> • Race prejudice as a sense of position by Herbert Blumer (GR, 154-159) • The Continuing Significance of Race: Antiracist Discrimination in Public Places, Joe R. Feagin* • How Does it Feel to Be a Problem? Being Young and Arab in America, Moustafa Bayoumi * • Black and Blue: Everyday Racism on the Police Force, Kenneth Bolton Jr. and Joe Feagin* <p>Optional reading:</p>	

	The place of race in conservative and far-right movements (GR 174-179)	
	Whiteness, and white privilege + Colorblind ideologies and the new racism	
Week 3: July 20-24	<p>Read by Tuesday:</p> <ul style="list-style-type: none"> • The Possessive Investment in Whiteness: Racialized Social Democracy, George Lipsitz (GR, 181-190) • Racial Autobiographies* • White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh* • Growing up White, Ruth Frankenberg* (<i>skim</i>) • Why do they get to use the N-word, but I can't? Privilege, power, and the politics of language (MH 283-294) <p>Read by Thursday:</p> <ul style="list-style-type: none"> • Color Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America, Charles A. Gallagher (GR, pages 119-129) • Race and racisms. A critical approach. Racial ideologies (80-90)* • 3) Laissez-Faire Racism, Racial Inequality and the Role of Social Scientists, Lawrence Bobo (148-157) * • If people stopped talking about race, it wouldn't be a problem anymore: Silencing the myth of a Color-Blind society. (MH 45-59) 	Midterm: Wednesday 22 (No timed)
	Race in the workplace/space/education	
Week 4: Feb 27-31	<p>Read by Tuesday:</p> <ul style="list-style-type: none"> • Kristen v. Aisha; Brad v. Rasheed: What's in a Name and How it Affects Getting a Job, Amy Braverman (GR, 280-281) • There's No Shame in My Game: Status and Stigma Among Harlem's Working Poor, Katherine S. Newman and Catherine Ellis (GR 292-305) <p>Read by Thursday:</p> <ul style="list-style-type: none"> • Well, that culture really values education: Culture versus structure in educational attainment (MH 160-175) • If only they would make better choices: Confronting myths about ethnoracial health disparities (MH 252-270) <p>Optional reading:</p> <ul style="list-style-type: none"> • Discrimination in a Low-Wage Labor Market: A Field Experiment, Devah Pager et al.* Environmental Justice in the 21st Century: Race Still Matters, Robert Bullard (GR 218-231) 	
	Race and the criminal justice system + Immigration	

<p>Week 5: August 3- 6</p>	<p>Read by Tuesday:</p> <ul style="list-style-type: none"> • The New Jim Crow, Michelle Alexander (GR 259-268) • The Mark of a Criminal Record, Devah Pager (GR 276-279) • Mass deportation at the turn of the Twenty-first century, Tanya Golash-Boza (387-395)* <p>Read by Thursday:</p> <ul style="list-style-type: none"> • Facts about Immigration and the U.S. Economy, Economic Policy Institute* (<i>skim</i>) • Consensus, Debate, and Wishful Thinking: The Economic Impact of Immigration, Edward Schumacher-Matos* (<i>skim</i>) • Racism, nativism, and Immigration policy. Tanya Golash-Boza (Chapter 13)* • Chavez, L., 2013. The Latino threat: Constructing immigrants, citizens, and the nation. (Chapter 8)* • Sergio Rodriguez's dream deferred: Illegality, deportation, and the long-term impacts of lives in limbo (239-246)* 	<p>Film to watch: 13TH (on Netflix)</p> <p>Take-home essay: Topics 1, 2, or 3: Monday August 3rd Topics 4 or 5: Wednesday 5th</p> <p>Examining your attitudes toward race: Thursday August 6th</p>
<p>Final Exam: August 7</p>		<p>Final exam: Friday 7 (No timed)</p> <p>Extra credit: Friday 7th (midnight)</p>

*I reserve the right to modify the above syllabus and schedule during the semester, so it is each student's responsibility to remain aware of any announcements in class, and/or posted on Canvas regarding changes.