
Fall 2020 Syllabus
Sociology 1021-100: United States Race and Ethnic Relations
Lecture: Online, asynchronous
Recitations: in person and remote synchronous
(see TA syllabi for recitation information)

Instructor:	Christina A. Sue (Christina.Sue@colorado.edu)
TAs:	Eduardo Lievanos Medina (Eduardo.LievanosMedina@colorado.edu) Skye Niles (Skye.Niles@colorado.edu)
Office Hours:	Via Zoom Mondays 3:00-4:00, 5:00-6:00pm or by appointment https://cuboulder.zoom.us/j/97121305187

Required Texts (also available electronically on the Canvas site):

Gallagher, Charles. 2012 (6th edition). *Rethinking the Color Line: Readings in Race and Ethnicity*. New York, NY: McGraw Hill.

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.

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 issues 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 weekly recorded lectures, on-line readings, and an electronic copy of the syllabus on Canvas. Grades, assignments, and handouts will also be posted on Canvas and 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, one paper, reading memos, 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 and be used for the paper so for you to do well in the class, you need to keep up with the readings.

Lectures. Each week's lecture material will be posted on Canvas **by Tuesdays at 8am and will be accessible until Fridays at 8am**. All lecture materials are required. You need to watch the lecture or assignment materials **before 8am on Fridays**.

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 lecture. 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. I will not accept late papers or papers that are not submitted through Canvas unless otherwise approved by me. If an issue arises, you need to contact me to discuss the circumstances surrounding your request for an extension. 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.

Exams: There will be two take-home essay exams - a midterm and a final (the final will not be cumulative). As with the paper, I will not accept late exams or exams that are not submitted through Canvas unless otherwise approved by me. If an issue arises, you need

to contact me to discuss the circumstances surrounding your request for an extension. 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.

Reading memos: After completing the readings for a particular week, you will need to turn in a memo consisting of a one page, single-spaced reflection. You will need to upload the memo in Word or PDF format into Canvas, 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, drawing on your own lived experiences with the topic, knowledge from other classes, exposure to outside sources, etc. 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 section 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 9 memos. You will not receive extra credit for submitting more than 9 memos. You may complete the memos on weeks of your choosing, *except for Week 1's memo (the pretest), which is required.* 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 Tuesday by 5pm in Canvas. The Canvas folder will close at the deadline so be sure to submit with time to spare in case of technical difficulties.** *No late memos will be accepted, unless approved by me, 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 and allow for synchronous participation, please feel free to ask questions or request clarification of the lecture material during office hours or via email. The topics of this class can become emotional at times; therefore, I absolutely require that everyone (including myself) be respectful of others in all settings.

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 have carefully watched 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.

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%

Final exam: 20%

Reading memos: 20%

Recitation grade: 20%

<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	
Week 1 (8/24-8/28)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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 for everyone (Canvas/GRAR pages 11-12). Submit under “Week 1 Memos” in Canvas Reading memo due in Canvas by 5pm on Tuesday
Week 2 (8/31-9/4)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 1) “Drawing the Color Line” (RCL pages 9-19) 2) “Defining Race” (RCL pages 59-71)

	3) “Racial Formations” (RCL pages 20-25) 4) “Blacks are Naturally Good Athletes” (GRAR pages 14-24) Reading memo due in Canvas by 5pm on Tuesday
WHY SOME GROUPS DO BETTER THAN OTHERS	
<i>Week 3</i> (9/7-9/11)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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) Reading memo due in Canvas by 5pm on Tuesday
RACIAL PREJUDICE AND DISCRIMINATION	
<i>Week 4</i> (9/14-9/18)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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) Reading memo due in Canvas by 5pm on Tuesday
DISCRIMINATION, WHITENESS, AND WHITE PRIVILEGE	
<i>Week 5</i> (9/21-9/25)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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) Reading memo due in Canvas by 5pm on Tuesday
COLORBLIND IDEOLOGIES AND THE NEW RACISM	
<i>Week 6</i> (9/28-10/2)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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) Reading memo due in Canvas by 5pm on Tuesday
RACE AND HEALTH	
<i>Week 7</i> (10/5-10/9)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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 4) https://www.vox.com/identities/2020/4/21/21221007/anti-asian-racism-coronavirus Reading memo due in Canvas by 5pm on Tuesday Midterm due on Thursday, October 8 by 6:00pm
RACE IN SPACE	
<i>Week 8</i> (10/12-10/16)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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) Reading memo due in Canvas by 5pm on Tuesday
RACE IN EDUCATION	
<i>Week 9</i> (10/19-10/23)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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) Reading memo due in Canvas by 5pm on Tuesday
RACE AND THE CRIMINAL JUSTICE SYSTEM	
<i>Week 10</i> (10/26-10/30)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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) Reading memo due in Canvas by 5pm on Tuesday Reflection Paper due on Wednesday, October 28 by 6:00pm
IMMIGRATION BACKGROUND	
<i>Week 11</i> (11/2-11/6)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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) Reading memo due in Canvas by 5pm on Tuesday
CURRENT TOPICS: THE IMMIGRATION DEBATE	
<i>Week 12</i> (11/9-11/13)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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) Reading memo due in Canvas by 5pm on Tuesday
<i>Week 13</i> (11/16-11/20)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 1) “Facts about Immigration and the U.S. Economy” (Canvas pages 1-16) 2) “Consensus, Debate, and Wishful Thinking: The Economic Impact of Immigration” (Canvas) Reading memo due in Canvas by 5pm on Tuesday
CURRENT TOPICS: AFFIRMATIVE ACTION	
<i>Week 14</i> (11/23-11/25)	Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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) Reading memo due in Canvas by 5pm on Tuesday

<p align="center">November 26-27 Fall Break – No Classes All CU Classes will be Remote/Online after Fall Break</p>	
<p align="center">ANTI-RACISM</p>	
<p>Week 15 (11/30-12/4)</p>	<p>Lecture available on Canvas from 8am on Tuesday until 8am on Friday 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) Reading memo due in Canvas by 5pm on Tuesday</p>
<p>Week 16</p>	<p>Final Exam: Due in Canvas by 5pm on Thursday, December 10</p>

Policies and Resources:

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 Code of Conduct](#).

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 public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

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 policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](#). Before coming on to campus each day, all students are required to complete a [Daily Health Form](#)

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 and complete the [Health Questionnaire and Illness Reporting Form](#) remotely. In this class, if you are sick or quarantined, notify me and your TA as soon as possible so that we can make a plan to allow you to continue progressing in class. You do not need to disclose any specifics related to your illness.

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. Violations of the policy may include: 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 at the [Honor Code Office 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 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 cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and 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 options for reporting and support resources.

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. See the [campus policy regarding religious observances](#) for full details.

Support and Resources

Students can access 24/7 mental health support through Counseling and Psychiatric Services and the Office of Victim Assistance. Students can be connected to a counselor the same day for a telehealth session during the week. Support and referral services are available for students who are out of the state or out of the country.

Counseling and Psychiatric Services: 303-492-2277

Office of Victim Assistance: 303-492-8855

Medical Services: 303-492-5101 (24/7 nurse line)

Wardenburg Pharmacy: 303-492-8553

Disability Services: 303-492-8671

International Student and Scholar Services: 303-492-8057 (Paige Progar, Assistant Director: Paige.Progar@colorado.edu and 303-492-2978)

International Student Academic Success: Roberto Arruda, Director (Roberto.Arruda@colorado.edu and 303-735-1987)

To request financial support for computer and internet expenses:

<https://www.colorado.edu/odece/content/request-computer-equipment>

There are additional university resources for students experiencing hardship due to the COVID-19 pandemic. Those needing emergency *financial assistance* should explore offerings through the Student Emergency Fund (<https://www.colorado.edu/studentaffairs/student-emergency-fund>).

Those experiencing *food insecurity* are urged to contact the CU Boulder Food Assistance Committee (food@colorado.edu) and explore their website for more information (<https://www.colorado.edu/volunteer/food-assistance/campus-resources>).

Those struggling with stress, anxiety, and uncertainty of any kind are strongly encouraged to reach out to Counseling and Psychiatric Services (303-492-2277). More information on the resources related to mental health can be found here:

<https://www.colorado.edu/counseling/>.

Students with no means of accessing internet should contact the Office of Diversity, Equity and Community Engagement (mignon.macias@colorado.edu) for information on how to acquire an Internet hotspot. Additionally, if you do not have a computer at home, please do not hesitate to contact me and I am happy to connect you with the university channels to request one.