United States Race and Ethnic Relations Socy 1021

Fall 2019

“To be prepared against surprise is to be trained. To be prepared for surprise is to be educated.”   
― **James P. Carse,**[**Finite and Infinite Games: A Vision of Life as Play and Possibility**](https://www.goodreads.com/work/quotes/658469)

**Instructors:** Glenda Walden and Jake Carias

**Office Hours for Glenda**: Wednesday 10-noon and 2-4pm, other hours as announced, and by appt

**Email:** [Glenda.Walden@colorado.edu](mailto:Glenda.Walden@colorado.edu) **Glenda’s** **Office:** Ketchum 171

**Readings**

Golash-Boza, Tanya Maria. 2018. *Race and Racisms: A Critical Approach* 2nd edition. New York: Oxford University Press

Other readings on Canvas by week assigned

**Course Description**

This course will explore the basic concepts of race and ethnicity, some history, sociological theories, and current research regarding differences in life experience and important outcomes (like health and mortality, economic and educational differences, interactions with the criminal justice system, and more) that are correlated with racial and ethnic categories. We utilize the Thomas’ Theorem (If something is defined as real it is real in its consequences) to guide our exploration of the very real consequence of the “made up” categories of race and ethnicity. What this means is that while race and ethnicity are not “real” in any biological sense, the categories are powerfully constructed and maintained through language, public images in media, socialization, institutional practices and policies, and our everyday actions, and so have significant effects that are very real. We will explore these concepts and impacts in various social domains such as those mentioned above.

**Goal: Understand THAT and HOW race matters in US society and in our everyday lives.**

**Objectives:**

* Know the key concepts and ideas that drive a sociological understanding of race and ethnicity in the U.S.
* Be familiar with key research findings regarding the consequences of our cultural understanding and use of the concepts of race and ethnicity.
* Understand the connections between everyday discourse, actions, policies, cultural practices and the outcomes discussed in contemporary research.
* Be able to critically engage with arguments about race and ethnicity in the U.S. from a background of accurate information, historical, and cultural context.
* Enhanced facility at playing the game of “university standards”.
  + This includes the ability to write papers that utilize proper citations and references, are readable in terms of grammar and structure, and rely upon agreed upon standards of argument and presentation.
  + This also includes the opportunity to increase confidence around speaking in class, presenting ideas and interacting in a classroom setting with an instructor and other students.
  + These two things combine in powerful ways to allow you to succeed in other domains such as business or politics.
* Personal growth and development. Some, if not all, of these readings, exercises, and discussions will have practical applications for your own life. Although intellectually and emotionally challenging, they should give you a sense of greater understanding leading to freedom and power in dealing with social structures and relating to people, and support you being more effective at accomplishing and/or realizing what it is you are up to in your life and in the world.

**General Tips for success in this or other classes**:

* Attend on a regular basis. If you miss a discussion you will be at a different place than the rest of the class regarding common understandings. We will be studying group dynamics and how groups work…this is one of those principles: reality is an ongoing creation of groups; if you miss out on part of that process you have a different reality and may be missing something important in future discussions that build upon previously agreed upon realities.

* Stay present and engaged in class. One way to do this is keep up with readings and assignments. Take on the assumption that how class discussions go is your responsibility—not mine, not the people around you. Generate interesting discussions based on your thoughtful consideration of readings and observations of life. If you are bored, start a discussion that interests you.
* Take notes by hand if at all possible. The research is overwhelming at this point. Laptops (especially when connected to internet) do NOT facilitate learning or remembering material unless your learning style requires this as a STARTING POINT.
* Turn your phone off and put it away. Even checking it once in class is correlated with lower grades (as per self reports and grade correlations).
* Get some value out of every class and every aspect of class. You can insure a positive experience by adhering to the following principles-
  + Speak your mind responsibly. This means knowing your words have consequences. Be willing to own that and choose how you speak.
  + If you have a question, ask. If you have a concern or suggestion, share it.
  + If I or another student have upset, offended, or misunderstood you in any way, let me/us know.
  + Know what you need to do to accomplish what you want and either do it or change your goal or chose not to take this course.
  + Ask for help if you are not doing as well as you’d like or don’t understand something.
  + After each reading, assignment, and class, you may want to make a mental or written note about what you did get out of it and perhaps even what you want to communicate with me or the whole class that would have the next meeting or assignment go even better.
* Stay in communication! This may look like raising your hand and telling me you checked out for the last half hour of discussion but have something to contribute or ask or even just that you are back in the game. This may look like e-mailing or calling while doing your reading and thinking of a question or needing further clarification (I’ll likely take up that question in class for the benefit of all of us). It may look like firing off an e-mail (you can do this anonymously) to me if you need to express something and are concerned about how I’ll take it. This definitely looks like letting me know what’s up with you if you have to leave class early, arrive late, miss more than one class at a time, or have other life situations that will affect your participation in this class or you think I should know about.

**General Course Policies**

**University and Course Policies**

* **The best way to secure Glenda’s immediate, full, and undivided attention is to pop in to office hours for a cup of tea or schedule an appointment to do so. In person works best with me.**
* If you contact either of us via email, **you MUST put “socy 1021” in the subject line so that your emails can be identified and responded to in a timely manner.** If you do not use this subject line, a response cannot be guaranteed. We get lots of spam and non-critical emails, and your email may be inadvertently deleted if it cannot be identified by the subject line. Note that Glenda does not check email in the evenings or on weekends, so an email sent on Friday may not receive a response until Monday.  If you need an urgent response, you should talk to Glenda after class and/or check the course website on *canvas* to see if what you need is available there.
* You are responsible for material and announcements presented during all classroom meetings. It is your responsibility to get missed notes and updates from fellow students-NOT the instructor. If a due date or other administrative changes are announced, that will supersede the “tentative schedule” found in this syllabus. Class cancellations, office hour changes and other important announcements are made in Canvas announcements, email and in class whenever possible, please make sure you are checking email regularly for such announcements.
* Please do not arrive late or leave early or begin to pack up prior to the end of lecture or discussion. This inhibits other students’ ability to hear and understand the material.
* Please turn off cell phone ringers, and avoid engaging in side talking, reading, sleeping, texting, or surfing while in class.This is disrespectful of other students and instructors and disruptive to the learning community. If I notice you doing any of these things the possible reactions range from polite requests to cease to light public ridicule to being asked to leave the room. **If you need to use a laptop or other electronics during class, please sit in the designated tech zone.**
* No early or late exams will be given other than on the day of the exam. If you know you will be unable to take an exam on the day scheduled for any reason (religious, university event, or any other reason), please let me know as soon as possible to arrange for the essay makeup or other alternative. If you miss an exam, you have 24 hours to inform your instructor and then you will be given a take-home essay exam that typically takes about 8 hours to complete. If you do not inform your instructor within 24 hours of missing an exam you will be given a zero for that score. It is in your best interest to be at scheduled exams. Please check the syllabus now to determine if there are any conflicts you need to discuss with me.
* If you have any schedule conflicts with the final exam, please let your instructor know by Thursday, **November 21**. If you have time conflicts with other tests, due dates, or known absences let me know by e-mail as soon as possible.
* Late papers and assignments are not accepted. Exceptions to this policy may be granted for unforeseen and emergency circumstances and carry a point penalty.
* Please keep all returned exams (and other returned work) in the event that you have a grade dispute at the end of the semester.  If your calculation of your grade does not match our records, it is your responsibility to provide proof of graded work.
* Please do not email me with questions about your grade.  University policy prohibits the discussion of student grades via email.  This policy is intended to protect you; your grade is a private matter, and email is a public forum. If you wish to discuss your grade, please make an appointment with me.
* NOTE TAKING SERVICES: All lecture materials and notes are the property of either myself or of the multiple text publishers for this course. You are not allowed to use notes, recordings, or any other materials gathered outside or inside the classroom for anything other than personal use. In other words, you are not allowed to record (in the form of audio, video, or transcriptions) and sell materials to a note taking service. This is copyright infringement.

Universal Access, Learning Support and Accommodations

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](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

**Special accommodations for participation in student activities related to scholarships or offices held:** If you are on an athletic team, hold office in student government, or have other responsibilities that will require missing classes, please get me a letter by week 3.  It is your responsibility to look ahead on the syllabus and deal with any conflicts (e.g., scheduled assignments) **prior to** the conflicting activity.  Merely providing a letter to me does not mean that you have dealt with these conflicts—you are responsible for working with me to develop a plan to cover any absences and complete assignments in a timely manner.

**Work/Life/Family/Health Exceptions:** If you have family or work commitments, health conditions that you are managing, or other situations that may impact your ability to fulfill on course requirements in a timely manner, please see me to discuss how we can work together to meet course requirements.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. 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. Class rosters are provided to the instructor with the student's legal name. I tend to use the universal “they” as a pronoun. If you would like to be called by a name other than the one on the syllabus or have a specific pronoun preference, please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/).

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](mailto:honor@colorado.edu)); 303-492-5550). Students who are 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](https://www.colorado.edu/osccr/honor-code).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, 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](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, 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. In this class, an exam can be made up within 24 hours or an essay, take home version of the exam will be offered. Students are expected to coordinate their schedules to accommodate known due dates (ie turning a paper in earlier) and communicate in advance when alternative dates are requested. See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.

**Statement regarding expectations of confidentiality and disclosure--**In my role as instructor I am considered a “mandatory reporter.” For more on what this means and resources available to you if you feel you may have experienced harassment, discrimination, or other threatening behaviors or situations please see <http://cuvictimassistance.com/issues/mandatory-reporting-policy-at-cu-boulder> I am required to report incidences that involve immediate threat or experience with harassing or discriminating behaviors within the CU community. However, I am also a legally ordained member of the clergy with the privilege of confidentiality.  If you wish to discuss anything with me in that role, please let me know at the beginning of our conversation.

**Evaluation tools:**

Lecture participation: 45

Recitation 50

Quizzes 50

Reflection and Analysis papers 100

Exams (40, 60, 100) 200

445

Standard University cut-offs for letter grades.

Lecture Participation

You start out with zero points. Points are earned by being present on days when assignments or activities are turned in and graded. You gotta be in the seat to earn the points. Even if you were in attendance 90% of class meetings, but not on the days when things were turned in, you may still get zero for this portion of the grade. So while attendance is not enforced or recorded, it will matter toward your final grade. I count attendance at office hours toward your participation grade. That is the way to make up for missed classroom points, but only if I feel the visit was driven by your questions and your participation in the conversation.

Exams

Two online exams and an in class final will be given. Format will be multiple choice. The final exam will be administered in class on the date announced by the University (usually it appears on your MyCUInfo sometime in October) and the midterm will be administered online through Canvas.

Recitation

These points are determined by the instructor who runs the recitation sections. Please refer to your recitation syllabus for more detail. Typically part is attendance and the remainder comes from in class assignments and activities.

Reflection and Analysis Papers and online assignments

There will be two short papers and a book report given in recitation. These assignments will be described and discussed in more detail in recitation. See assignment descriptions and due dates on Canvas and recitation syllabus.

**Tentative Course Schedule-changes will be announced in class and on Canvas announcements**

**Please complete readings before class on Tuesday unless otherwise noted. Readings are on Canvas unless otherwise noted. RAR=*Race and Racisms* textbook**

**Week One 8/27** Context of Sociological Perspective….Laying the foundation

Read- RAR chapter 1 and Canvas Week One Readings

**Week Two 9/3** Terms, Concepts, History

Read – RAR chapter 2 and Canvas Week Two Readings

**Week Three 9/10** History and Terms Continued

Read – RAR chapter 3 and Canvas Week Three Readings

**Week Four 9/17** Structural Explanations: Prejudice and Discrimination

Read- RAR chapter 4 and Canvas Week Four Readings

**Week Five 9/24** Whiteness and White Privilege

Read- RAR chapter 7 and Canvas Week Five

**Week Six 10/1 wrap up this section for Exam 1**

Read- RAR chapter 6 and Canvas Week 6 Readings

**Exam One will be posted on Canvas by Thursday, Oct 3rd at 5pm. It will close Monday, Oct 7 at 5pm.**

If you need extra time, please communicate to Glenda or Jake by 10/1

**Week Seven 10/8** Color of Fear

Read- RAR chapter 5 and Canvas Week Seven Readings

**Week Eight 10/15** Physical and Cultural Environments of Racism

Read – RAR chapters 12 and Week Eight Readings

**Week Nine 10/22** Space and Segregation

Read –RAR chapter 10 and Canvas Week Nine Readings

**Week Ten 10/29** Education

Read –RAR chapter 8 and Canvas Week Ten Readings

**Week Eleven 11/5** Labor Marketplace and Income

Read- RAR chapter 9 and Canvas Week Eleven Readings

**Week Twelve 11/12** Criminal Justice

Read –RAR chapter 11 and Canvas Week Twelve Readings

**Exam Two will be posted on Canvas by Thursday, Nov 14 at 5pm. It will close Monday, Nov 18 at 5pm.**

**Week Thirteen 11/19** Contemporary Debates-Immigration or Affirmative Action (class vote)

Read –Canvas Week Thirteen Readings

**FALL BREAK FALL BREAK FALL BREAK**

**Week Fourteen 12/3**  Ideas of Justice Acceptance🡪Alignment

Read –RAR chapter 14 and Canvas Week Fourteen Readings

**Week Fifteen12/10** Global Perspectives and wrap

Read –RAR chapter 15 and Canvas Week Fifteen Readings

**Final Exam TBA on MyCUInfo Cummulative, Multiple Choice, held in class meeting room at time scheduled by University**