**SOCY 1021:**

**United States Race and Ethnic Relations**

Summer Session B | M-F 11:00 AM – 12:35 PM | ECON 205

 **Instructor**: Jasmine Suryawan
**Office**: Ketchum 381N
**Office Hours**: Fridays 1:00 p.m.-3:00 p.m. and by appointment

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**Course Description and Goals**

According to the Thomas Theorem, if something is defined as real, then it is real in its consequences. While race and ethnicity are not “real” in any biological sense, these categories are constructed and maintained through language, media, socialization, institutional practices and policies, and our everyday actions, and so have significant effects that are very real. This course is designed to provide students with an introduction to the study of race and ethnicity in the United States. Course materials will cover the ways that membership in racial and ethnic groups affects nearly every aspect of American life, such as where we live, what types of schools we attend, where we work, how likely we are to get arrested for crime, and our sense of belonging in society. 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 and ethnicity

**Required Readings**

You are not required to purchase any texts for this class, as they will be provided for you on Canvas.

**Canvas**

We will be using Canvas for several aspects of this course. I use Canvas on a frequent basis to post announcements, documents, and important information, thus all students will be expected to check our course site to remain informed and aware of this content. I will also use Canvas to post all assignment grades and feedback. Unless otherwise indicated, you will need to turn in all class assignments via Canvas. 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.

**Please note**: All assignment files uploaded to Canvas must be in a compatible .doc or .pdf file extension. Please be aware that you will not be able to submit .pages or google docs.

**Classroom Policies**

**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 during the lectures and discussions and the lectures and discussions are planned with the understanding that you are keeping up on the readings. I expect you to respect the use of classroom time: Be on time, be prepared, and be present for the entire class period. Students who are not present with the group and demonstrate a lack of respect for the class (i.e. having side conversations, sleeping, texting, using Facebook, and being otherwise disruptive or disrespectful) will be asked to leave.

**Readings:** You are expected to bring your copy of the required texts to class each and every day. Since all of your readings are posted to Canvas, you need to have a hard copy or a copy pulled up on your computer available to you in class (See Laptop/Tablet Use below).

**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.

**Laptop/Tablet Use:** Laptops and tablets are welcome in the classroom, and it is highly recommended that you have your device with you in class on a regular basis. Due to the fact that much of our class will rely on access to the internet (especially Canvas and media available online) our daily in-class activities will often necessitate the use of your laptop or tablet.

**Learning Environment:** 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 differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.

**Communication:** I realize that throughout the course of the semester, events may occur that could affect your ability to succeed in this class. I encourage you to introduce yourself to me and to immediately contact me if you have circumstances that will affect your academic performance. I am happy to work with students who are facing health/life emergencies, but I cannot do that if I don’t know about them. Also, I cannot make retroactive adjustments, so it is to your advantage to reach out sooner rather than later. The best way for you to reach me is through email. Please note that I do not respond to e-mails after 6:00 p.m. or on weekends unless there is an emergency. I will use Canvas to send emails to the class. Please regularly check the email account that is registered with the university.

**Office Hours:** In order to ensure that you will be able to meet with me during office hours, please plan on e-mailing me in advance to schedule a time to meet. Similarly, if you need to meet but are unavailable during my office hours, please e-mail me to schedule a time to meet outside of office hours. Please use office hours as a time to ask questions you may not have been able to ask during class, address any concerns you have with me about your progress in the course, or to receive more specific feedback on your exams or assignments. Please note that I do not read full drafts before they are turned in (a practice deemed “pre-grading”), however, I will respond to specific questions or look at specific sections of your work. If you would like a full proofreading of an assignment, I highly recommend utilizing the campus writing center: <https://www.colorado.edu/pwr/writing-center>

**Respect**: Coming from a variety of backgrounds, many of us may differ in our perspectives on various issues discussed in this course, and thus, a commitment to mutual respect is crucial. Our success in this course is significantly affected by the quality of the classroom environment that we collectively create. A respectful classroom environment will facilitate more lively discussions and in turn result in a richer learning experience for all of us. The topics of race and ethnicity often evoke strong and emotional responses during discussions and debate. I fully expect that each and every person, including myself, respect the positions, views, and subjectivities of their classmates. Remember: it is okay to agree to disagree, but you must do so respectfully. In this class, we will most assuredly express strong opinions and argue over some points. Remember, we critique ideas, not people. No one should be made to feel as if they are being attacked personally over something they express in class discussions. Please share your ideas with the intention of deepening your understanding and sharing your insights and feelings about what is important to you. You are responsible for the effect your words have on others. As we will explore how words are social actions themselves—products and tools that both enforce and are reflective of existing inequalities—be mindful of the language you use and the manner in which you use it.

**Course Requirements and Evaluation**

**Breakdown of final grade: Percentage** **Grade**

Participation Activities (10): 100 94% to 100% A

Reading Responses (10): 100 90% to 93% A-

Media Responses (3): 150 87% to 89% B+

Midterm: 100 84% to 86% B

Take-Home Final Exam: 150 80% to 83% B-

Total: 600 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

**Participation Activities:** While I do not take an attendance grade, I do expect you to be present in class as often as possible. Throughout this summer session, you will be expected to complete and turn in **11 participation activities**, which are to be completed during class. This can include such assignments as reflection papers and written group activities. At the end of the semester, **your lowest participation activity grade will be dropped** (which leaves the 10 that you see in the final grade breakdown). This means that you can miss one participation activity without penalty. That said, the dates of these assignments will not be announced beforehand and cannot be made up or turned in at a later date, just as classroom time cannot be made up.

**Reading Responses:** You will be required to turn in a total of **10 reading responses** throughout the course of this summer session. Please do not turn in any additional responses as these will not be read or graded. A prompt to help you shape your reading responses will be posted to Canvas. They should be no longer than 1 page double-spaced and include 2 discussion questions for class that day. They will be due prior to the start of class on the day for which you have chosen to respond to the readings.

**Media Responses:** There will be a total of **3 media responses**. The due dates for these responses are listed on the course readings and assignments schedule. In these responses, you will be asked to respond to a number of questions about a piece of media which you will be expected to view and/or listen to on your own time. A prompt to help you shape your media responses will be posted to Canvas.

**Midterm:** Your midterm will take place on **Wednesday, July 24th** in our regular classroom at our regular meeting time. It will consist of both multiple choice and free response questions.

**Take-Home Final Exam:** Your final exam is due on **Friday, August 9th by midnight**. We will not have class that day, giving you time to take the exam. The final exam will consist of multiple short essay prompts. The final exam is not cumulative and you are free to utilize your readings and notes in order to answer the short essay prompts.

**Grades**: 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 to meet with me in person.

**Grade Appeals:** If you would like to dispute a grade, please contact me **within three days** of receiving the grade. 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. You are responsible for being familiar with the grading rubric on written assignments and must refer to it in your appeal.

**Late or Missed Exams/Assignments:** If you know you will be unable to take an exam on the day scheduled for any reason (religious, university event, etc.), please let me know as soon as possible to arrange for the exam makeup or other alternative. If you miss an exam, you have 24 hours to inform me and then you will be given a take-home essay exam that typically takes about 8 hours to complete. If you do not inform me within 24 hours of missing an exam you will be given a zero for that exam. Please check the syllabus now to determine if there are any conflicts you need to discuss with me. Late papers and assignments are not accepted. Exceptions to this policy may be granted for unforeseen and emergency circumstances and carry a point penalty.

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| Class Date | Topics | Readings and Assignments(Due at the start of class unless otherwise stated) |
| Day 1: Tuesday, July 9 | Introductions & Critical Thinking | All in-class activities, nothing due |
| Day 2: Wednesday, July 10 | The Sociological Perspective | 1. Mills, The Sociological Imagination
 |
| Day 3: Thursday, July 11 | Historical and Theoretical Perspectives | 1. ASA Statement on Race
2. Harris & McClure, “But My Mother Says It’s Rude To Talk About Race!”
 |
| Day 4: Friday, July 12 | Historical and Theoretical Perspectives | 1. Harris, How Our Skins Got Their Color
2. Buffington, The Myth of a Biological Basis for Race

**Due on Canvas July 14 by 11:59 PM**: 1st Media Response: *Race: The Power of An Illusion Episode 1: The Difference Between Us* |
| Day 5: Monday, July 15 | Cultural Versus Structural Explanations | 1. Patel et al., Culture Versus Structure in Educational Attainment
 |
| Day 6: Tuesday, July 16 | Prejudice, Discrimination, and Racism | 1. Feagin, The Continuing Significance of Race
2. Garner & Selod, The Racialization of Islamophobia
 |
| Day 7: Wednesday, July 17 | Whiteness and White Privilege  | 1. McIntosh, White Privilege: Unpacking the Invisible Knapsack
2. Dennis, Understanding Exploitation and Cultural Appropriation
 |
| Day 8: Thursday, July 18 | Colorblind Ideology and New Racism | 1. Thornhill, “If People stopped Talking about Race, It Wouldn’t Be a Problem Anymore”
2. Orbe, #AllLivesMatter as Post-Racial Rhetoric
 |
| Day 9: Friday, July 19 | The Color of Fear | All in-class activities, nothing due |
| Day 10: Monday, July 22 | Race and Space | 1. Massey, Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Areas
 |
| Day 11: Tuesday, July 23 | Race and Space & Midterm Review | 1. Zenk, “Why Are There No Supermarkets in My Neighborhood?”
 |
| Day 12: Wednesday, July 24 | Midterm | All in-class activities, nothing due  |
| Day 13: Thursday, July 25 | Race and Education | 1. Kozol, Savage Inequalities
 |
| Day 14: Friday, July 26 | Race and Education | 1. Poon, The Legal and Social Realities of the College Admissions Process

**Due on Canvas July 28 by 11:59 PM**: 2nd Media Response: *This American Life Podcast: The Problem We All Live With* |
| Day 15: Monday, July 29 | Race and Economics | 1. Shapiro, Transformative Assets, the Racial Wealth Gap, and the American Dream
 |
| Day 16: Tuesday, July 30 | Race and Workplace | 1. Stockstill, Does Asserting a Nonblack Identity Elicit Positive Evaluations?
2. Zweigenhaft & Domhoff, Diversity and the New CEOs
 |
| Day 17: Wednesday, July 31 | Race, Crime and Criminalization | 1. Bolton and Feagin, Black and Blue: Everyday Racism on the Police Force
2. Heise, Exposing The New Jim Crow with Michelle Alexander
 |
| Day 18: Thursday, August 1 | Race and Representation | 1. Ray, Race, Selective Perception, and Stereotype Maintenance
2. Zhou, The Model Minority Myth and the Sociological Reality
 |
| Day 19: Friday, August 2 | Intersectionality: Race And | 1. Perlman, The Origin of the Term “Interectionality”

**Due on Canvas August 4 by 11:59 PM**: 3rd Media Response: TEDx Talks: *Where Are the Black Women in Speculative Film and Television?* |
| Day 20: Monday, August 5 | Current Debates: Immigration | 1. Economic Policy Institute, Facts About Immigration and the U.S. Economy
 |
| Day 21: Tuesday, August 6 | Current Debates: Affirmative Action | 1. Moore, Affirmative Action in the Labor Market
 |
| Day 22: Wednesday, August 7 | Looking Ahead: “What do we do now?” | 1. Harris, Debunking the Friends Defense and Revisiting Allyship in the Post-Obama Era
 |
| Day 23: Thursday, August 8 | Review for Final Exam | All in-class activities, nothing due |
| Day 24: Friday, August 9 | No Class | T**ake-home final exam due by 11:59 PM.** |

**University Policies**

**Academic Honesty:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For definitions and University regulations regarding academic dishonesty, familiarize yourself with—and adhere to—the University Honor Code: [www.colorado.edu/academics/honorcode](http://www.colorado.edu/academics/honorcode).

I expect you to maintain academic honesty at all times and violations of the Honor Code will not be tolerated. Please note that a plagiarism detection tool will be used to review all of your written assignments for originality.

**Accommodations:** If you qualify for accommodations because of a disability, please submit a letter from Disability Services as soon as you are able so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website. If you are involved in university-sponsored activities that will result in you missing class time, it is your responsibility to contact me by the second week of this summer session. Additionally, if you recognize any conflict with assignment due dates and/or class attendance that will occur as the result of religious observances, please notify me no later than one week before your missed class. If your religious observance will conflict with testing dates, you must contact me as soon as possible so alternate dates can be selected. More information on CU’s policies is available at: <http://www.colorado.edu/policies/fac_relig.html>

**Discrimination and Harassment**: The University of Colorado Boulder is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) 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 found at the OIEC website. The full policy on discrimination and harassment contains additional information.

**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 8 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.

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

***Syllabus constructed with many thanks to Dr. Christina Sue, Dr. Glenda Walden, and Dr. Vanessa Roberts.***

CLASSMATE CONTACT INFO:

NAME EMAIL/PHONE

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