**US Racial and Ethnic Relations- SOCY 1021-002**

**Course Syllabus- Spring 2018**

**Instructor:** Nicole Lambert-Sheridan

**E-Mail:** Nicole.Lambert@Colorado.Edu

**Location:** CLRE 207 M/W/F: 3-:350pm

**Office:** Ketchum 381

**Office Hours:** W/F: 1:45-2:45 (or by appointment)

*“Being sociologically mindful, we thus see that human beings are both social products and social forces…Being sociologically mindful is not a way to see everything…It is a way to see more deeply into the process of world-making and to appreciate the nature of the social world as a human accomplishment.”* Michael Schwalbe from *The Sociologically Examined Life*

**Course Description:**

This course is designed to provide students with an introduction to the study of race, ethnicity, and immigration in the U.S. from a sociological perspective. We will not be entering debates about whether or not race is “real” in a biological sense; instead, we will be focusing on the real-life consequences that result from being born into a socially-constructed racial group. This class will analyze how race impacts where you live and who lives in your neighborhood, your available opportunities and life outcomes, how you see yourself, and how you are perceived and treated by others. Despite common rhetoric that America is “post-racial” or “colorblind,” this course will challenge us to recognize and talk about race and racism. This class takes the perspective that racism is a **social problem** that must be addressed on the inter-personal, cultural, and societal levels, which means that this class will be both academically and personally challenging.

I look forward to getting to know each one of you during the course of the semester!

**Course Objectives:**

1. Understand the major theoretical perspectives in race, ethnicity, and immigration, and how these are embedded within social, political, economic, and historical conditions.
2. Learn to recognize how your own racial/ethnic identity(ies) and experience(s) is situated within broader structural and cultural systems.
3. Understand, analyze, apply, and critique course information through exam responses and writing assignments.
4. Develop, through in-class group and individual work, the skills to understand and participate in academic discussions.

**Required Course Materials**

McClure, Stephanie M. and Cherise A. Harris. 2015. ***Getting Real About Race: Hoodies, Mascots, Model Minorities, and Other Conversations.*** Sage Publishing. (marked GRAR in the syllabus)

Other readings (marked \*\* on syllabus) posted on D2L.

**Grade Scale:**

|  |  |  |
| --- | --- | --- |
| **Letter** | **Percentage** | **Description** |
| **A****A-** | **94-100%****90-93%** | **Exceptional**: Exceeds all required elements of the assignment and the quality of the work is considerably greater than what is required. Students who produce “A” work take responsibility for their education by *claiming*, not receiving knowledge. |
| **B+****B**B- | **87-89%****84-86%****80-83%** | **Good:** Meets all required elements of the assignment and the quality of work is better than what is required. |
| **C+****C****C-** | **77-79%****74-76%****70-73%** | **Average:** Meets all required elements of an assignment, no more, no less. Quality of assignment is satisfactory for college level work, although several errors are present.  |
| **D+****D****D-** | **67-69%****64-66%****60-63%** | **Below average:** Does not meet all required elements of the assignment and/or the quality is below satisfactory for college level work. |
| **F** | **59% or below** | **Failing:** Very few or no requirements of the assignment are met and/or the quality of the assignment is unacceptable. |

**Grading and Assessment:**

Your grades will be based on the following criteria (out of a total of **470** **possible points**):

***Current Events: 60 points***

***Exams: 180 points***

***Application Papers: 150 points***

***Group project: 30 points***

***Participation: 50 points***

**Assignments:**

***Weekly Readings and Assignments:***

The schedule of weekly reading assignments is included at the end of this syllabus. **You should have completed the week’s reading assignments before lecture begins on Monday of each week**. This will enable you to fully participate in lecture. I encourage you to bring the assigned readings to lecture with you. Although everyone works at his/her own pace, you will likely spend 3-5 hours each week outside of class on readings and/or assignments. Any changes to the reading schedule that may be made throughout the semester will be announced in class and via D2L.

***Current Events (60 points):***

One of my goals in this course is to have you understand how the issues we discuss in the classroom have real-life relevance. I also want to increase our media awareness and literacy (in other words, teach you to critically evaluate the content of media sources). Finally, I want everyone to be able to apply course concepts to examples not given in class. In order to satisfy all of these learning objectives, on weeks of your choosing (any week that we have assigned readings is acceptable) you will need to look for a current event (i.e., a news story) that relates to the class material for that week and analyze it using class concepts. You may choose any news source as long as it is reputable.

Each current events response should be approximately 1-2 pages, single-spaced, although you may feel free to write as much as you wish. The only parameter is that you need to include a minimum of **TWO[2] in-text citations** from class material (in other words, I am NOT just looking for your opinion on the article—you should think of these assignments as mini research papers and include references from class readings for all of your major points/arguments in the paper). At least ONE of your references must be from the week you submit, although you can choose to integrate theories and concepts from throughout the course.

You are required to submit **FOUR** current events assignments throughout the semester. Current events will be due by **11:59pm Friday** the week you want to submit. For example, if you would like to submit a news story that relates to week 2 material, your summary would need to be uploaded to the “Week 2 Current Events” dropbox folder by **11:59pm** the Friday of week 2 (1/26/2018). Current events assignments are worth **15 points** each, for a possible total of **60 points**. Although you may choose any weeks to submit, it would be beneficial to space your submissions out over the course of the semester in order to control your workload.

***Application Papers (150 points):***

There are two longer research essays due this semester on the dates indicated in the class schedule. Each assignment requires students to complete a research paper that ties together class readings, lectures, discussions, and outside research. More details about the particulars of each assignment will be discussed in-class. Assignment prompts and rubrics for the papers will be handed out in class and posted on D2L after they have been assigned.

*Application Paper #1: Racial Identity 75 points*

*Application Paper #2: Public Policy 75 points*

***Exams (180 points):***

There will be three exams this semester. The exams are each worth **60 points**, for a total of **180 possible points**. The exams will consist of multiple choice and short answer questions. Each exam only covers material learned *after* the previous exam (in other words, NONE of the exams are cumulative). Exams will be administered **electronically through D2L**. It is my desire to allow us the full class time each week for discussions, activities, and videos; online exams allow us to devote class time to learning. I do not want anyone to feel rushed during exams, so the exams are NOT TIMED. My only stipulation is that you get ONE ATTEMPT to complete the exam—once you start it, you cannot come back and finish it at a later, so please plan accordingly in your schedule. Although you are not being timed, the exam is designed to take approximately 1-1½ hours.

Below is a breakdown for the exam material and time periods of availability:

**Exam #1:** Covers material from weeks 1-5. Available: 5pm 2/16/2018- 5pm 2/19/2018

**Exam #2:** Covers material from weeks 6-10. Available: 5pm 3/21/2018- 5pm 3/26/2018

**Exam #3:** Covers material from weeks 12-16. Available: 5pm 5/2/2018- 5pm 5/5/2018

***Group Project (30 points):***

During the time period allotted for a final exam, you will instead be presenting a group project to the class. Group projects will require you and several classmates to work together on a project that ties together class concepts and outside research on a topic of your choice. Although you are presenting as a group, you will be **graded as individuals.** More details about the group projects and a rubric for how you will be evaluated will be handed out in class closer to the deadline and posted to D2L afterward.

***Participation (50 points):***

*Group Participation*: On a regular basis throughout the course you will get together in small groups (3-4 students) to discuss the material. This will give you an opportunity to “think out” your ideas in a smaller, lower pressure environment before sharing them with your classmates. Group participation is worth a total of **25 points**.

*Individual participation:* Throughout the semester you will have the opportunity to earn up to **25 points** for individual comments, questions, and ideas that you express (a) in the classroom, (b) in office hours, or (c) in in-class writing assignments. For the first two, you can talk in class or come and speak with me one-on-one in office hours. For the in-class writing, we will periodically have a couple of questions to write about informally and then discuss. If you complete and keep your writings, you can submit them to me the last week of the semester for an additional form of in-class participation points.

You can only GAIN points from participation. In other words, if you never speak in class, in office hours, or submit in-class freewrites at the end of the semester, you will not earn any points.

**Classroom Policies:**

*Class arrival and departure:* Please arrive on time and do not pack up to leave until the class has ended. In the event you are late, please come in quietly and do not disrupt the class.

*Cell phones:* No use of cell phones (i.e., no texting, no talking, no social media) unless it is part of a classroom activity. Please turn your phone OFF or on SILENT during class time.

*Laptops:* Laptops may be used for note-taking purposes. I post the lecture slides to D2L, so you may find it useful to have your laptop in class in order to take notes and follow along, as well as pull up any readings that are scanned to D2L. Keep in mind, research suggests that students who take notes on laptops tend to be more easily distracted (Twitter, YouTube, news, etc…)—keep laptop use to class purposes only to avoid distracting yourself and others around you.

*Disruptive Behavior*: Disruptive students in the academic setting hinder the educational process. Students who fail to adhere to behavioral standards may be subject to discipline. “Disruption” means behavior that interferes with normal academic functions. Examples include, but are not limited to: persistently interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. In our classroom, everyone should feel that they can work and learn in a safe environment free from threats or harassment. All individuals in the class are to be respected and treated with dignity and civility. Each and every person, including myself, needs to respect the views of their classmates. Hateful, discriminatory, or mean-spirited remarks will not be tolerated.

*Class Attendance:* While this class has no formal attendance requirement (i.e., you are not graded on attendance), I will present material that is not in the readings and is subject to testing. Receiving information firsthand is always more coherent and precise than secondhand information. Additionally, we will do in-class activities that count toward group participation that cannot be made up if absent that day. In the event that there are major life events that affect your ability to attend class, it is your responsibility to contact me as soon as possible to discuss your situation.

*Makeup Work:* The exam schedule and due dates for assignments are listed in the course schedule. Make-up work needs to fall under a CU-recognized extenuating circumstance (outlined below). Anticipated extenuating circumstances must be cleared with the instructor prior to the event, and, whenever possible, at the beginning of the semester. Unanticipated or emergency circumstances will be evaluated on a case-by-case basis. Examples of each category are as follows:

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| --- | --- |
| *Anticipated*  | *Required Documentation* |
| Official university function | University official authorizing the absence |
| Required court or jury appearance | Clerk of the court |
| Required military obligation | Copy of orders or commanding officer statement |
| Religious observance | Student-initiated request |

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| --- | --- |
| *Unanticipated* | *Required Documentation* |
| Extraordinary illness or injury | Physician note |
| Death of family member | Copy of death certificate or notice of services |
| Closed campus-inclement weather | No verification required |
| Open campus-inclement weather | Highway department closed road verification |
| Required employment travel | Immediate supervisor note |

*Grade Contesting:*If you feel that you have been given an unfair grade, please come and to speak with me during office hours (or by appointment) ***within one week (7 days) of receiving the graded assignment*** to explain why you feel that you have earned a higher grade than received. When appealing the grade, you need to be aware that the grade can be raised or remain the same.

*Rosters:* Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by your preferred name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

*Academic Dishonesty:* Academic dishonesty will not be tolerated. 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) and the University’s Policy on Classroom Behavior: [www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html).

*Discrimination and Harassment:* The University of Colorado at Boulder 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 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: <https://www.colorado.edu/institutionalequity/>.

*Disability Statement:* 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 can be contacted at (303) 492-8671 or through <http://www.colorado.edu/disabilityservices>.

**Course Schedule**

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| **Week** | **Topics and Readings** |
| 1 | **1/17-1/19: Introduction & Basic Concepts**GRAR: Essay 2 Tatum: “What is Racism, Anyway?” |
| 2 | **1/22-1/26: Historical and Theoretical Perspectives** Du Bois: “Chapter 1: Of Our Spiritual Strivings”\*\*Feagin and Elias: “Rethinking Racial Formation Theory: A Systemic Racism Critique”\*\*\*\*Additional readings posted on D2L*1/24/2018: Last day to add* |
| 3 | **1/29-2/2: Why is There Inequality?**GRAR: Essay 3 Hughey “The End of Racial Discrimination?”Essay 6 Ionide: “The Myth of Meritocracy”Essay 8 Zhou: “The Model Minority Myth and the Sociological Reality”*1/31/2018: Last day to drop*  |
| 4 | **2/5-2/9: Racialization and Stereotypes**GRAR: Essay 7 Ray: “Race, Selective Perception, and Stereotype Maintenance” Garner and Selod: “The Racialization of Islamophobia”\*\*Ghazal-Reed: “Deconstructing Myths about Muslims in America”\*\* |
| 5 | **2/12-2/16: Whiteness and White Privilege**GRAR: Essay 22: Harkness: “Why Do They Get to Say the N-Word but I Can’t?”Peggy McIntosh: “White Privilege: Unpacking the Invisible Knapsack”\*\**2/16/2018: Exam #1 opens at 5pm.* |
| 6 | **2/19-2/23: Colorblind Racism**GRAR: Essay 5 Thornhill: “Silencing the Myth of a Color-blind Society”Orbe: “#AllLivesMatter as Post-Racial Rhetoric”\*\**2/19/2018: Exam #1 closes at 5pm.* |
| 7 | **2/26-3/2:** **Race and Space**Massey: “Residential Segregation and Neighborhood Conditions in US Metropolitan Areas”\*\*Bonilla-Silva and Embrick: “Every Place has a Ghetto”\*\* |
| 8 | **3/5-3/9: Race and Education**GRAR: Essay 13 Patel et al: “Culture versus Structure in Educational Attainment” Essay 14 McClure: “History, Institutional Context, and ‘Self-Segregation’” |
| 9 | **3/12-3/16: Race and Crime**GRAR: Essay 19 Doude: “Confronting Racial Biases in Perceptions of Crime and Criminals” Alexander: “The New Jim Crow”\*\*Taylor: “Black Lives Matter as a Movement, not a Moment”\*\**3/16/2018: Application Paper #1 due by 11:59pm* |
| 10 | **3/19-3/23: Racial Stereotypes in Media and Popular Culture**Williams: “The Persistence of Racialized Indian Mascots and Confederate Culture in Sports”\*\*Dennis: “Understanding Exploitation and Cultural Appropriation”\*\**3/23/2018: No class, professor out-of-town**3/21/2018: Exam #2 opens at 5pm* |
| 11 | **3/26-3/30: *No Class, Spring Break****3/26/2018: Exam #2 closes at 5pm* |
| 12 | **4/2-4/6: Immigration**GRAR: Essay 18 Cebulko: “Historical and Contemporary Definitions of Citizenship” Golash-Boza: “Immigration Nation” (chapter 1 ONLY)\*\* |
| 13 | **4/9-4/13: Immigration**Huntington: “The Hispanic Challenge”\*\*Telles: “Mexican Americans and the American Nation: A Response to Professor Huntington”\*\* |
| 14 | **4/16-4/20: Immigration**Gonzales: “Learning to Be Illegal”\*\*Wong: “DACA Recipients’ Economic and Educational Gains Continue to Grow”\*\* |
| 15 | **4/23-4/27: Affirmative Action**GRAR: Essay 15 Poon: “Legal and Social Realities of the College Admissions Process”Essay 20 Moore: “Affirmative Action in the Labor Market”*4/27/2018: Application Paper #2 due by 11:59pm* |
| 16 | **4/30-5/2: Moving the Conversation Forward**GRAR Essay 25 Harris: “From Friend to Ally” *5/2/2018: Exam #3 opens at 5pm* |
| 17 | ***Final Exam Week: No Classes (but other important things!)****5/5/2018: Exam #3 closes at 5pm**5/9/2018: Group Presentation due by 7pm**5/9/2018: Group Presentations: 7:30pm-10pm* |