

**United States Race and Ethnic Relations Socy 1021
Fall 2017**

Instructor: Glenda Walden

Office: Ketchum 165

Office hours: TTH 3:15-4:45, other times as announced and by appt

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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). 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 education, work, and criminal justice. Finally we will examine some current hot topics in the debates around immigration and affirmative action.

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.
- 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 effect your participation in this class or you think I should know about.

General Course Policies

- If you contact me via email, **you MUST put "socy 1021" in the subject line so that I can identify your emails and respond to them in a timely manner.** If you do not use this subject line, I cannot guarantee a response to your email. I get lots of spam and non-critical emails, and your email may be inadvertently deleted if I cannot identify it by the subject line. Note that I do 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 me after class and/or check the course website (D2L) 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 email and 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.
- 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 2. 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.
- **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.
- **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, I do not distinguish between excused and

unexcused absences, but attendance is a small portion of the grade. If you think your attendance is jeopardizing your grade, please see me. Missed exams will be offered an essay makeup due a week after the exam is given or after religious observations have ended. Paper due date conflicts will be given up to one week extension. See the [campus policy regarding religious observances](#) for full details.

- **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 differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. 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](#) and [the student code](#).
- **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**--The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on 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 subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).
- **Honor Code**--All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](#) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council(honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at honorcode.colorado.edu.
- **Learning Support and Accommodations**-- If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) 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 atdsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the [Disability Services website](#) and discuss your needs with your professor.
- **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. 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:

Attendance/participation:	15pts
Recitation	35 pts
Reflection and Analysis papers	100 pts
Exams	<u>200 pts</u>
Total	350 pts. Standard University cut-offs for letter grades.

Attendance and Participation

You get .5 point for showing up in your seat (on days when I take attendance), subjective evaluation of your engagement and contributions, and points as announced for in class activities and assignments. No difference between excused and unexcused absences. In class activities, exercises, etc will comprise the remaining points

Exams

A midterm and a final will be given. Dates on syllabus are tentative, but will only be changed if there is agreement among classmembers. Exact format will be determined as we go along.

Recitation

These points are determined by the instructor who runs the recitation sections. Please refer to your recitation syllabus for more detail

Reflection and Analysis Papers

Tentative Course Schedule-changes will be announced in class

Please complete readings before class on Tuesday unless otherwise noted. Readings are on D2L unless otherwise noted. RCL=*Rethinking the Color Line* reader

Week One 8/29

Topic – Context of Sociological Perspective....Laying the foundation

Read- ASA statement on Race and RCL reading 1 “How our Skins Got Their Color”

Week Two 9/5

Topic –Terms, Concepts, History

Read –Steinberg’s *The Ethnic Myth* forward, prefaces, introduction and chapter 1 and RCL reading 2 “Drawing the Color Line”

Week Three 9/12

Topic-Variation in outcomes some explanations

Read –*The Ethnic Myth* chapters 3 and 4

Week Four 9/19

Topic-Prejudice and Discrimination

Read-RCL reading 16 and 18 and Feagin articles on D2L-“The Continuing Significance of Race” and “Black and Blue”

Week Five 9/26-Exam One Thursday 9/28 bring #2 pencil and student id number

Topic- Whiteness and White Privilege

Read –McIntosh “White Privilege,” Frankenberg “Growing Up White,” and Racial Autobiographies on D2L and RCL reading 19 and **study guide**

Week Six 10/3

Topic: Colorblindness and New Racism

Read: RCL readings 12,13, and 20

Week Seven 10/10

Topic – Whiteness in Culture and Politics

Read- RCL reading 36, 40 and TBA

Week Eight 10/17

Topic- Race Matters-Work and Environment

Read- RCL reading 31 and 25 and Pager on D2L

Week Nine 10/24

Topic- Criminal Justice

Read- RCL readings 26, 29, and get a jump on Kozol *Savage Inequalities* (pgs 1-39)

Week Ten 10/31 Test 2 Tuesday, 10/31 bring #2 pencil and student id

Topic –Test then Education

Read – **for Tuesday study guide** For Thursday Kozol *Savage Inequalities* pgs 40-132

Week Eleven 11/7

Topic – Affirmative Action

Read –First four readings in Affirmative Action readings folder on D2L

Week Twelve 11/14

Topic – Debates in Affirmative Action

Read –remaining readings in Affirmative Action readings folder on D2L

Fall Break

Tentative Course Schedule-changes will be announced in class

Please complete readings before class on Tuesday unless otherwise noted. Readings are on D2L unless otherwise noted. RCL=*Rethinking the Color Line* reader

Fall Break

Week Thirteen 11/28

Topic – Immigration

Read –*There's No Jose Here* entire book

Week Fourteen 12/5

Topic –Contemporary Debates on Immigration

Read –Readings in Immigration Readings folder on D2L

Week Fifteen 12/12

Topic – Wrap up-Acceptance→Alignment

Read –Week 15 readings

Final Exam TBA on MyCUInfo

