
Spring 2017 Syllabus
Sociology 1021: United States Race and Ethnic Relations
Tuesday, Thursday (Lectures): 11:00am – 11:50am, ECCR 245

Instructor:	Christina A. Sue (christina.sue@colorado.edu)
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Office:	Ketchum 244
Office Hours:	Tues/Thurs, 9:45am-10:45am or by appointment
Phone:	303-492-3538

Required Texts/Materials:

Gallagher, Charles. 2012 (5th edition). Rethinking the Color Line: Readings in Race and Ethnicity. New York, NY: McGraw Hill. (GR)

Kozol, Jonathan. 1991. Savage Inequalities: Children in America's Schools. New York: Harper Perennial.

Thompson, Gabriel. 2007. There's No José Here: Following the Hidden Lives of Mexican Immigrants. New York, NY: Nation Books.

Steinberg, Stephen. 2001 (3rd ed.). The Ethnic Myth: Race, Ethnicity and Class in America. Boston, MA.

*Note: If you plan to buy your books from the CU bookstore, please do so early in the semester as the bookstore will send back all unpurchased books later in the semester.

iClicker (<http://www.iclicker.com>). ISBN: 0716779390

Course Goals and Description: 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
- 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 fare differently in society. We will pay particular attention to the cases of Jewish, Italian and Mexican immigrants. For the case of Mexican immigration, I have incorporated readings and a film that will help us put a human face on immigration. Another focus of this course will be the real-life consequences of race and ethnicity. Although, as we will learn, race and ethnicity are social constructions and 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, 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 "hot topics" like immigration and affirmative action and will apply information learned in this class to assess these debates.

Desire2Learn (D2L): We will be using D2L in this class. For access, go to <https://learn.colorado.edu/>. You should automatically be granted access to the D2L component of the class if you are officially enrolled in the course. If you have problems with D2L, please see: <http://oit.colorado.edu/d2l> and/or contact Information Technology Services (ITS) at (303) 735-HELP or help@colorado.edu.

You can find on-line readings and an electronic copy of the syllabus on D2L. I will also use D2L to post grades, assignments, and handouts. You will need to turn in class assignments via D2L's "dropbox." 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 course of the semester.**

Your grades will be calculated based on two exams, two papers, in-class participation, and on recitation assignments and in-class activities.

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. All of the readings will not be covered in the lectures but will appear on the exams so in order for you to do well in the class, you need to keep up with the readings.

iClickers: You will be required to purchase an iClicker for this course and bring it (and a spare set of batteries) to **every** lecture session. If you do not already own an iClicker and cannot borrow one, they are available for purchase at the CU Bookstore. Your iClicker has a number that needs to be registered online and linked to your student ID number for grading purposes. You can register your iClicker online at **myCUinfo** (not at the iClicker website) by the **second** week of class. NOTE: You are responsible for bringing a functioning iClicker to each class. If your batteries run out or your iClicker breaks during class, you will not be awarded clicker points for that day.

NOTE: You will need to register your iclicker annually, using your IdentiKey (NOT your student ID), even if you have registered it before. To register, go to mycuinfo.colorado.edu

Films. I will be showing several films in this class. I find that films can be a very effective teaching tool and help place a human face on the issues we are discussing in class. Please note that these films are required learning material and that your presence on film days is mandatory.

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 class.

Position paper: I will also assign a second, six-page paper in this course in which you will be asked to critically evaluate different viewpoints on an issue. This paper will make up another 20% of your grade. In this paper, you will choose *either* the topic of immigration or affirmative action and you will be asked to take a side. You will need to analyze media articles on the topic which represent the different positions and incorporate outside readings. More details will be announced in class.

Papers need to be submitted via the D2L class website in the dropbox. 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 D2L. My only exception to the late-paper policy is if you provide written proof of the reason for your delay (e.g. letter from your doctor) and notify me at least a week in advance (when applicable) that you will not be able to turn the paper in on the due date. You need to come and discuss the circumstances with me and I will let you know if I feel it to be a reasonable justification for lateness. 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. I will not receive any form of late work more than once in a semester.

Exams: There will be two in-class exams - a midterm and a final (the final will not be cumulative). The exams will include multiple choice, fill-in-the-blank and some short-answer questions. I will not give make-up exams except in the case of certain circumstances (death in the family, medical/health issue, university-sponsored event, religious observance, court date) in which you will need to provide written proof of the reason for your absence and notify me at least a week in advance when applicable (e.g. a university-sponsored event).

Participation: I feel that participation is an integral part of the learning experience. Although your recitations will provide a more intimate atmosphere for participating, I also hope that you participate in the larger classes. Your participation grade will combine participation in both the larger lectures as well as in the smaller recitations. Please feel free to ask questions or request clarification of the material anytime during any of the lectures. I also welcome any thoughts and insights you may have during our discussions. The topics of this class can become emotional at times; therefore, I absolutely require that everyone (including myself) be respectful of others.

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 at 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.

Power point presentations: I use power point presentations during my lectures. However, *I will not email the slides or post them on D2L.* 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.

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:

Midterm exam: 20%

Final Exam: 20%

Reflection paper: 20%

Position paper: 20%

Participation (in recitation and lecture): 5%

iClicker points: 5%

Recitation grade: 10%

<u>Percentage</u>	<u>Grade</u>
94% to 100%	A
90% to 93%	A-
87% to 89%	B+
84% to 86%	B
80% to 83%	B-
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

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. I will not negotiate final course grades, only grades on specific papers or exams. You are responsible for keeping all materials that have been graded and returned to you. If you cannot provide these materials, your grades cannot be appealed.

<u>TOPICS AND REQUIRED READINGS</u>	
Note: Articles marked with an * will be posted on the D2L class site. Articles titled GR can be found in the Gallagher reader.	
RACE AND ETHNICITY: HISTORY AND BASIC CONCEPTS	
<i>Week 1</i> (1/17, 1/19)	1) ASA Statement on Race* 2) How Our Skins Got Their Color, Marvin Harris (Gallagher Reader - GR), pages 7-9)
<i>Week 2</i> (1/24, 1/26)	1) Steinberg, Foreword, Prefaces, Introduction and Chapter 1 (pages vii-43) 2) Drawing the Color Line by Howard Zinn (GR, pages 9-17)
WHY SOME GROUPS DO BETTER THAN OTHERS	
<i>Week 3</i> (1/31, 2/2)	1) Steinberg, Chapters 3-4 (pages 82-127)
RACIAL PREJUDICE AND DISCRIMINATION	
<i>Week 4</i> (2/7, 2/9)	1) Race and Gender Discrimination: Contemporary Trends, James Sterba (GR, pages 122-127) 2) The Continuing Significance of Race: Antiblack Discrimination in Public Places, Joe R. Feagin* 3) How Does it Feel to Be a Problem? Being Young and Arab in America, Moustafa Bayoumi (GR, pages 134-138) 4) Black and Blue: Everyday Racism on the Police Force, Kenneth Bolton Jr. and Joe Feagin*
DISCRIMINATION, WHITENESS, AND WHITE PRIVILEGE	
<i>Week 5</i> (2/14, 2/16)	1) The Possessive Investment in Whiteness: Racialized Social Democracy, George Lipsitz (GR, pages 139-147) 2) Racial Autobiographies* 3) White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh* 4) Growing up White, Ruth Frankenberg*
COLORBLIND IDEOLOGIES AND THE NEW RACISM	
<i>Week 6</i> (2/21, 2/23)	1) Color Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America, Charles A. Gallagher (GR, pages 92-100) 2) The Ideology of Colorblindness, Lani Guinier and Gerald Torres (GR, pages 101-105) 3) Laissez-Faire Racism, Racial Inequality and the Role of Social Scientists, Lawrence Bobo (GR, pages 148-157)
RACE IN THE WORKPLACE	
<i>Week 7</i> (2/28, 3/2)	1) Kristen v. Aisha; Brad v. Rasheed: What's in a Name and How it Affects Getting a Job, Amy Braverman (GR, 240) 2) Discrimination in a Low-Wage Labor Market: A Field Experiment, Devah Pager et al.* Midterm, Thursday, March 2

RACE IN SPACE	
<i>Week 8</i> (3/7, 3/9)	1) Why Are There No Supermarkets in My Neighborhood?: The Long Search for Fresh Fruit, Produce and Healthy Food, Shannon N. Zenk (GR, pages 204-208) 2) Kozol, pages 1-39
RACE IN EDUCATION	
<i>Week 9</i> (3/14, 3/16)	1) Kozol, pages 40-132
RACE AND THE CRIMINAL JUSTICE SYSTEM	
<i>Week 10</i> (3/21, 3/23)	1) No Equal Justice: The Color of Punishment, David Cole (GR, pages 211-217) 2) The Mark of a Criminal Record, Devah Pager (GR, pages 230-233) 3) Racism and Popular Culture, Danille Dirks and Jennifer Mueller (GR, pages 285-294) 4) Sport in America: The New Racial Stereotypes, Richard Lapchick (GR, pages 311-318) Reflection Paper due on Thursday, March 23 by 10:30am
March 28, 30 Spring Break – No Classes	
IMMIGRATION BACKGROUND	
<i>Week 11</i> (4/4, 4/6)	1) There's No José Here, Gabriel Thompson (entire book)
CURRENT TOPICS: THE IMMIGRATION DEBATE	
<i>Week 12</i> (4/11, 4/13)	1) The Conflict over Immigration, Christopher Ellison and Allen Martin* 2) The Hispanic Challenge, Samuel Huntington* 3) Mexican Americans and the American Nation, Edward Telles*
<i>Week 13</i> (4/18, 4/20)	1) Facts about Immigration and the U.S. Economy, Economic Policy Institute* 2) Consensus, Debate, and Wishful Thinking: The Economic Impact of Immigration, Edward Schumacher-Matos*
CURRENT TOPICS: AFFIRMATIVE ACTION	
<i>Week 14</i> (4/25, 4/27)	1) Affirmative Action History, Borgna Brunner* 2) Affirmative Action at School and on the Job, Shannon Harper and Barbara Reskin* 3) Affirmative Action, Christopher Ellison and Allen Martin* 4) Debating Affirmative Action, Michael Dyson*
<i>Week 15</i> (5/2, 5/4)	1) Affirmative Action: The Price of Preference, Shelby Steele* 2) Black Deprivation-White Privilege: The Assault on Affirmative Action, Robert Staples* 3) Faculty Hiring Preferences and the Law, Roger Clegg* <i>Optional readings:</i> 1) Race Sensitive Admissions: Back to Basics, Bowen and Rudenstine* 2) Time has not Favored Racial Preferences, Roger Clegg* Position paper due on Friday, May 5 by 6:00 p.m.
<i>Week 16</i>	Final Exam: Monday, May 8 from 4:30 p.m. - 7:00 p.m.

Miscellaneous policies:

Laptops and Electronic Devices

There will be no laptops allowed in this class. You are expected to silence your cell phones and other electronic devices before the start of each class. Texting or use of other electronic equipment is not permitted.

Accommodation for Disabilities

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](tel:303-492-8671) or by email 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](#) and discuss your needs with your professor.

Exams/tests can be administered by Sociology Staff Monday through Friday from 8:15am–4:30pm during regular operating hours. Exams/tests held beyond these hours must be arranged through the Sociology Staff and require at least 1-week previous notice. The student must be approved by the student's Disability Access Coordinator to have accommodations provided. Please provide the student's accommodation letter to the staff along with the Sociology exam/test proctoring form. More information can be found at this link: <http://www.colorado.edu/disabilityservices/faculty-staff/working-disability-services-students/providing-accommodations>. Students needing to cancel an exam/test scheduled with Sociology Staff need to communicate with the professor and Sociology Staff no less than 2 hours before the scheduled exam/test. Students should expect that exams/tests will be proctored, and that they will be observed in person. A proctor is allowed to check materials that the student has in her/his possession. Items such as notes, books, and calculators cannot be used by the student unless confirmed by the professor prior to the exam. Personal items may not be taken into the testing area. Food, drinks, and gum (excluding water) are not allowed in the testing area unless it is an authorized accommodation. Students are responsible for bringing her/his own supplies and references, as have been permitted by the professor or per the student's accommodations letter. If a student is suspected of academic dishonesty during an exam, Sociology staff will inform the professor who will determine any consequences.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have 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 full details at http://www.colorado.edu/policies/fac_relig.html

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](tel: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](tel: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 <http://honorcode.colorado.edu>.