

SOCIOLOGY 1021-004: U.S. RACE and ETHNIC RELATIONS  
SPRING 2016

Instructor: Adriana Núñez

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Office hours: Tuesdays 4pm, Thursdays 4 pm, and by appointment

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Lectures: T-TH 5:00-6:15 pm, BESC 185

***Course Goals and Description***

This course is designed to provide a general overview of the study of race and ethnicity in the United States. We will begin the semester by addressing some of the key theoretical perspectives on race and ethnicity before turning to the role of race in some of the U.S.'s major institutions and structures. This course will focus racial inequality, as well as the mechanisms that allow it to persist, from a sociological, rather than psychological, perspective. More specifically, we will examine how power and privilege work to shape our life chances and wellbeing within education, employment, housing, and the criminal processing system. Throughout the course, we will draw from a combination of readings, lecture material, film, and current events to develop a keen understanding of the continued significance of race in U.S. society.

**Goals:**

- 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

***Required Texts/Materials:***

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 3 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 i>clicker annually, using your IdentiKey (NOT your student ID), even if you have registered it before. To register, go to: [mycuinfo.colorado.edu](http://mycuinfo.colorado.edu)<http://www.mycuinfo.colorado.edu>.

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.

Thorpe, Helen. 2009. *Just Like Us: The True Story of Four Mexican Girls Coming of Age in America*. New York: Simon & Schuster.

**Course Calendar:**

<b>Class Dates</b>	<b>Topic and Readings</b>	<b>Events and Assignments</b>
Week 1: January 12 & 14	<b>Race and Ethnicity: History and Basic Concepts</b>  <i>Thursday:</i> 1. ASA Statement on Race* 2. How Our Skins Got Their Color, Marvin Harris (GR) 3. Racialized Social System Approach to Racism, Eduardo Bonilla-Silva (GR) 4. iClickers	
Week 2: January 19 & 21	<i>Tuesday:</i> 1. Steinberg, Forward, Prefaces, Introduction and Chapter 1 (pages vii-43)* 2. Drawing the Color Line, Howard Zinn (GR) 3. Lies My Teacher Told Me, James W. Loewen*	<b>Race: The Power of an Illusion</b>
Week 3: January 26 & 28	<b>Why Some Groups Do Better Than Others</b>  <i>Tuesday</i> 1. Steinberg, Chapters 3-4 (pages 82-127)*  <i>Thursday</i> 2. Critical Thoughts on Asian American Assimilation in the Whitening Literature, Nadia Kim* 3. Optional Ethnicities, Mary Waters	<b>Wednesday 27 last day to drop course</b>
Week 4: February 2 & 4	<b>Racial Prejudice and Discrimination</b>  <i>Tuesday</i> 1. Race and Gender Discrimination: Contemporary Trends, James Sterba (GR) 2. The Continuing Significance of Race: Antiracist 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) 4. TBA	<b>The Color of Fear</b>
Week 5: February 9 & 11	<b>Discrimination, Whiteness, and White Privilege</b>  <i>Tuesday</i> 1. The Possessive Investment in Whiteness: Racialized Social Democracy, George Lipsitz (GR) 2. White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh*	

	3. TBA	
Week 6: Feb. 16 & 18	<b>Colorblind Ideologies and the New Racism</b>  <i>Tuesday</i> 1. Color Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America, Charles A. Gallagher (GR) 2. The Ideology of Colorblindness, Lani Gunier and Gerald Torres (GR) 3. Laissez-Faire Racism, Racial Inequality and the Role of Social Scientists, Lawrence Bobo (GR) 4. Colorblindness and Autism, David Dennis*	
Week 7: February 23 & 25	<b>Race in the Workplace</b>  <i>Tuesday</i> 1. There's No Shame in My Game: Status and Stigma Among Harlem's Working Poor, Katherine S. Newman and Catherine Ellis (GR) 2. Discrimination in a Low Wage Labor Market, Devah Pager and Bruce Western* 3. The Meanings of Whiteness for Mexican Americans, Julie Dowling*	<b>Midterm Thursday, February 25<sup>th</sup></b>
Week 8: March 1 & 3	<b>Race in Space</b>  <i>Tuesday</i> 1. Environmental Justice in the 21 <sup>st</sup> Century: Race Still Matters, Robert D. Bullard (GR)  <i>Thursday</i> 2. Kozol book (pages 1-39)	
Week 9: March 8 & 10	<b>Race in Education</b>  <i>Thursday</i> 1. Kozol book (pages 40-132)	
Week 10: March 15 & 17	<b>Race and the Criminal Processing System</b>  <i>Tuesday</i> 1. Prison Cruelty, Frank Tannenbaum* 2. The New Jim Crow, Michelle Alexander (GR) 3. Black Women, Male Violence, and the Buildup of a Prison Nation, Beth E. Richie*	<b>Reflection Paper Due, Thursday, March 17<sup>th</sup> by 4pm (hardcopy and D2L)</b>
<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>

Week 11: March 29 & 31	<p align="center"><b>Media and Popular Culture</b></p> <p><i>Tuesday</i></p> <ol style="list-style-type: none"> <li>1. Racism and Popular Culture, Danielle Dirks and Jennifer Mueller (GR)</li> <li>2. Media Distortions: Causes and Consequences, Martin Gilens*</li> <li>3. TBA</li> </ol>	Guest Lecture
Week 12: April 5 & 7	<p align="center"><b>Affirmative Action</b></p> <p><i>Tuesday</i></p> <ol style="list-style-type: none"> <li>1. Affirmative Action History, Borgna Brunner*</li> <li>2. Affirmative Action at School and on the Job, Shannon Harper and Barbara Reskin*</li> </ol> <p><i>Thursday</i></p> <ol style="list-style-type: none"> <li>3. Debating Affirmative Action, Michael E. Dyson*</li> <li>4. Affirmative Action: The Price of Preference, Shelby Steele*</li> <li>5. TBA</li> </ol>	
Week 13: April 12 & 14	<p align="center"><b>Immigration</b></p> <p><i>Tuesday</i></p> <ol style="list-style-type: none"> <li>1. The Hispanic Challenge, Samuel Huntington*</li> <li>2. Mexican Americans and the American Nation, Edward Telles*</li> </ol> <p><i>Thursday</i></p> <ol style="list-style-type: none"> <li>3. TBA</li> <li>4. On Immigration and Crime, Ramiro Martinez and Matthew Lee*</li> <li>5. Immigration's Economic Impact, Executive Office of the President*</li> </ol>	Media Paper Due, Thursday, April 14 <sup>th</sup> by 4:00pm
Week 14: April 19 & 21	<p align="center"><b>Immigration Continued</b></p> <p><i>Tuesday</i></p> <ol style="list-style-type: none"> <li>1. Just Like Us: The True Story of Four Mexican Girls Coming of Age in America, Helen Thorpe (entire book)</li> </ol>	
Week 15: April 26 & 28	<b>Wrap Up</b>	<b>Final Exam:</b> Thursday, April 28th

### ***Policies and Ground Rules:***

*\*\*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.*

1. **Class Materials:** You are expected to bring your copy of each week's texts to class each day that we are covering a particular book, article, or chapter. This would be either the actual physical textbooks or the PDF files that are found on D2L.
2. **Missing Class:** If you miss class, it is your responsibility to find out what you missed. For in-class notes, please contact one of your classmates (see "class contacts" at the end of this syllabus).
3. **Office Hours:** Some office hours can be more hectic than others. Please email me ahead of time, letting me know that you plan on stopping by.
4. **Classroom Decorum:** Discussing topics that revolve around race and ethnicity can often be emotional. There will be times when, as a class, we will differ in our perspectives on the issues being discussed. It is entirely appropriate to disagree with ideas, but it is not appropriate to personally attack those with whom you disagree. A respectful classroom environment will facilitate more lively discussions and in turn result in a richer learning experience for all of us. In order to get the most out of the class, all students must feel safe enough to express their thoughts. Insensitive or mean-spirited comments based on race, ethnicity, gender, class, sexual orientation, religion, or ideas will not be tolerated.
5. **Electronic Devices:** Cell phone and laptop use will not be allowed in 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.
6. **Grades:** If you feel that you have been given an unfair grade on an exam or paper or are confused about the grade, make an appointment to speak with me no more than one week after you received the grade. When you meet with me, you must come prepared to tell me why you believe you deserve a different grade than the one you received by pointing to textual evidence from your work. I will not negotiate final course grades (unless, of course, I have made a technical error), only grades on specific papers or exams if you follow the procedures outlined above. 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.

Also, keep in mind that As are reserved for outstanding work, Bs for above average work, Cs for average work, and Ds/Fs for below average work. Please do not lose sight of this throughout the semester as grades are assigned. If you are upset about your grade, look back at your work and think carefully about whether your work falls under the "above average," "average," or "below average" category.

6. I expect you to thoroughly review the syllabus. If you are uninterested in the topics and material we will cover, please DO NOT take this class!

### **Course Requirements and Evaluation:**

#### **Grading Scale:**

97-100	A+	84-86	B	70-73	C-
94-96	A	80-83	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-

#### **Breakdown of Final Grade:**

Midterm Exam: 18%	Group presentation: 18%
Final Exam: 18%	iClicker participation: 5%
Reflection paper: 18%	Class participation: 10%
Quizzes/In-class assignments: 13%	

**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.

**Participation:** Studying race and ethnic relations is an endeavor which calls not only for engagement with the text, but also for open and honest dialogue. Thus, regular attendance and participation are imperative for success in this class. Furthermore, anything discussed in lecture may be included on exams. If you are uncomfortable speaking in class, please approach me sometime in the first two weeks of class so that we can discuss an alternative.

**Exams:** There will be two in-class exams - a midterm and a final (the final will not be cumulative). 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).

**Group Presentations:** Each group will select a week to lead class discussion. Members will individually create and submit discussion questions, as well as their own critique of the assigned readings. Questions should raise some larger issue based on the information contained within a specific reading. Questions like "When will racism end?" do not lend themselves to group discussion because they do not usually refer back to specific issues raised in the reading. The point is to generate discussion and debate about issues people are familiar with, based upon a common reading experience. Critical evaluations should cover the strengths and weaknesses of the readings. After completing the reading, you should be able to answer the following: Did the author's argument make sense? If so, why? What evidence did they use to support their claims? Was it effective? How does the material tie in with larger concepts or issues discussed in class? How does the material challenge your current understanding of race and race relations?

After individual write-ups are submitted, group members will collectively choose six discussion questions and prepare a critical evaluation of the readings. Additionally, groups will select a current

event to discuss that relates with the week's topic. Groups should **set up a time to meet with me one week prior** to their presentation dates with a lesson plan (which includes discussion questions/points, current event topics, and any media clips/materials you intend to use). Summaries of the readings should be kept short (2-3 minutes), as everyone should have completed the readings by this point. The remainder of the presentation will consist of the group's evaluation of the readings (approximately 10 minutes), followed by a dialogue among the entire class incorporating discussion questions, current event topics, and other supplementary material.

**Reflection Paper:** There will be one four-five page reflection paper in this course that will account for 20% of your grade. The purpose of this assignment is to connect your own experiences to larger sociological forces which are shaped by race and racism in society. The details of this paper will be discussed further in class.

**Race and Media Paper:** I will also assign a second five-six page paper in which you will choose a video game, movie, or television show to explore representations of race in media.

\*Papers need to be submitted via the D2L class website in the dropbox AND hard-copy in class. You need to submit your paper by the time noted in the weekly outline above on the day the paper is due. I will not accept late papers or papers that are not submitted through D2L and in class. 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.

**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.

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](mailto: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.**

### ***Miscellaneous Policies***

**Disability:** 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 at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

**Religious observance:** 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](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. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

**Discrimination and Harassment:** The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). 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, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

**Honor Code:** 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](mailto: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). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

### **Class Contacts**

Name: \_\_\_\_\_

Email: \_\_\_\_\_