

US Racial and Ethnic Relations- SOCY 1021-001
Course Syllabus- Summer 2016

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Office Hours: T/R: 11am-12pm

Course Description:

This course is designed to provide students with an introduction to the study of race and ethnicity in the U.S. We will focus on key theoretical perspectives on race and ethnicity and will consider many commonly believed myths about race in the U.S. 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, 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 will be both academically and personally challenging for all of us. I fully anticipate that we will talk about ideas or concepts in this class that we, as a society, would rather pretend did not exist; consequently, if there is never a time that someone is not uncomfortable or angry when talking about the material I am NOT doing my job. This class takes the perspective that racism is a **social problem** that must be dealt with on the individual and structural levels.

Course Objectives:

1. Understand the major theoretical perspectives in race, ethnicity and immigration, and how these are embedded within social, political, and historical conditions.
2. Learn to recognize how your own racial/ethnic identity(ies) and experience 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 work, the skills to frame useful and thoughtful questions over class readings and how to successfully 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	94-100%	Exceptional: Exceeds all required elements of the assignment and the quality of the work is considerably greater than what is required.
A-	90-93%	

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.
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 items (for a total of **460 points**):

<i>Application Papers:</i>	<i>125 points</i>
<i>Quizzes:</i>	<i>200 points</i>
<i>Quick Quizzes:</i>	<i>50 points</i>
<i>Attendance and Participation:</i>	<i>60 points</i>
<i>Discussion Questions:</i>	<i>25 points</i>

Assignments:

Application Papers (125 points)

Each week there will be links to videos and/or current events articles that relate to material we have covered that week in class. For the application papers, you will be writing up a short response to questions I pose over the videos/articles. Each application paper response should be approximately 1-2 pages, single-spaced. Each application assignment **must** include a minimum of **TWO[2] in-text citations** from class material in the answering of the questions I pose to you (in other words, I am NOT just looking for your opinion—you should think of these assignments as mini research papers and include references from the texts in your response).

Each application paper is worth **25 points** for a total of **125 points**. Your application papers need to be uploaded to the D2L dropbox no later than **Monday at 11:59pm** the week following the material. For example, the week 2 application paper will be due no later than **Monday at 11:59pm** of the start of week 3. All of the application paper assignments are listed in the dropbox on D2L with the closing day and time for you to keep track.

Quizzes (200 points)

There will be **five quizzes** throughout the semester (**40 points** each for a total of **200 points**). The quizzes will consist of multiple choice and short answer questions. Quizzes will be administered **electronically** through D2L. It is my desire to allow us the full class time each week for in-depth discussions, videos, movies, etc., so online quizzes allow us to devote class time to learning. The quiz will open at the conclusion of class on Friday morning and be available until Sunday night at 11:59pm. The quizzes are **NOT TIMED**; however, once you start the quiz, you *must finish it!*

Attendance and Participation (60 points):

Attendance: There are a total of **10 points** awarded for in-class attendance throughout the semester (not counting the 1 class you can miss without penalty). For each additional class missed after three unexcused absences you will be dropped 1 full letter grade.

Group Participation: On a regular basis throughout the course you will get together in small groups (3-4 students) to discuss questions I pose on 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 the online discussion boards available via D2L. If you wish to comment on the discussion board on D2L, this will need to be completed by **11:59pm** on **Friday** of each week. (For example, if you wanted to receive participation credit for week 3, you would need to post comments and/or questions to the week 3 discussion board by 11:59pm on Friday of that week).

While you will not lose points for not participating (except under circumstances outlined in the “Disruptive behavior” section of the classroom policies below), you can only **GAIN** points from participation. In other words, if you never speak in class, in office hours, or on the discussion board, you will receive a score of “0” for individual participation.

Discussion Questions (25 points)

Throughout the semester, you will be bringing to class questions over the material (i.e.- imagine that you are in charge of leading class discussion that day—what would you want to talk about?).

As you will see in the class schedule, we cover two topics per week—generally topic 1 will be covered for 2.5 class periods and topic 2 will be covered for 2.5 class periods. This means that you will have the opportunity to turn in questions on **two separate days** per week: **Monday OR Wednesday**. You are required to submit a total of **five** sets of questions, each worth **5 points** for a total of **25 points**. Please bring your **typed** questions will you to class and submit them to me.

Classroom Policies:

Class arrival and departure: Arrive on time and do not leave early without prior permission from instructor. 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). Please turn your phone OFF or on SILENT during class time.

Laptops: Laptops are to be used for **class purposes only!** If I catch you using your laptop for other purposes you will lose laptop privileges for the remainder of the semester!

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.

Class Discussions: It is a priority that classroom discussion is respectful and fosters further exploration of the topic. Each and every person, including myself, needs to respect the views of their classmates. Hateful, discriminatory, or mean-spirited remarks will not be tolerated on any level and may result in an embarrassing situation in which I have to ask someone to dismiss themselves from the classroom. Please keep this in mind and always remain aware of how impactful our words can be.

Class Attendance: Students are expected to attend all classes during the semester and come prepared to discuss the material for that day. **You may miss one class throughout the semester without penalty;** however, points will be deducted for each additional unexcused absence.

If you are unable to attend a class, I strongly recommended that you contact a classmate for course material, as my notes are not provided online and I will not provide them to you in the case of an absence. 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 at the end of the syllabus. I do NOT allow for makeup work for any exams, papers, and/or assignments unless the absence falls under a CU-recognized extenuating circumstance (outlined below).

The University of Colorado authorizes extenuating circumstances. 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 such absences/circumstances and the required documentation/verification are as follows:

<i>Anticipated</i>	<i>Required Documentation</i>
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

<i>Unanticipated</i>	<i>Required Documentation</i>
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, you need to come and see me during office hours ***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, lowered, or remain the same. You are responsible for keeping all materials that have been graded. If you cannot provide these materials, your grades cannot be appealed. ***I will under no circumstances discuss grades via email.***

Rosters: 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.

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 and the University's Policy on Classroom Behavior: 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 Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs 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://www.colorado.edu/odh>.

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>.

Calendar

Week	Topics and Readings
1	5/31-6/3: Basic Concepts and Perspectives on Inequality T-R: GRAR Essay 2, Bonilla-Silva: "Rethinking Racism"** R/F: GRAR Essay 6, 8, and 12 **Reading posted on D2L
2	6/6-6/10: White Privilege and Colorblind Racism M-W: MacIntosh: "White Privilege: Unpacking the Invisible Knapsack,"** GRAR Essay 5 and 17 W-F: Bonilla-Silva and Embrick: "Every Place has a Ghetto"**, Massey: "Residential Segregation and Neighborhood Conditions in US Metropolitan Areas"***
3	6/13-6/17: Race and American Social Institutions M-W: GRAR Essay 13 and 14

	W-F: GRAR Essay 15 and 20
4	<p>6/20-6/24: Race and American Social Institutions</p> <p>M-W: GRAR Essay 10 and 7</p> <p>W-F: GRAR Essay 19, Cole: “No Equal Justice”**, Alexander: “The New Jim Crow”**</p>
5	<p>6/27-7/1: Immigration</p> <p>M-W: Essay 18, Golash-Boza “Immigration Nation”**</p> <p>W-F: Huntington: “The Hispanic Challenge”**, Telles: “Mexican Americans and the American Nation: A Response to Professor Huntington”**</p> <p><i>*Quiz #5 will take place in class on Friday, July 1, 2016</i></p>