
Spring 2014 Syllabus
Sociology 3161-001: Sociological Perspectives on Race and Ethnicity
Tuesday, Thursday: 11:00 am – 12:15 pm, ECON 16

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| Instructor: | Christina A. Sue |
| Office: | Fleming 405 |
| Office Hours: | Tues/Thurs, 4:45pm-5:45pm or by appointment |
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| Phone: | 303-492-3538 |

Required Texts/Materials (available at the CU bookstore):

Waters, Mary. 1990. Ethnic Options. Choosing Identities in America. Berkeley, CA: University of California Press.

Sue, Christina. 2013. Land of the Cosmic Race: Race Mixture, Racism, and Blackness in Mexico. New York: Oxford University Press.

Massey, Douglas, Jorge Durand and Nolan Malone. 2003. Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration. New York, NY: Russell Sage Publications.

Quinones, Sam. 2007. Antonio's Gun and Delfino's Dream: True Tales of Mexican Migration. Albuquerque, NM: University of New Mexico Press.

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

Course Description and Goals: This course will cover the basic concepts of race and ethnicity, the major theories of race and ethnicity and the current sociological debates on the topic. Since this is an upper-division course, we will cover this introductory material at a fairly rapid pace, which will then enable us to take a more in-depth look at the three sub-themes I have chosen to address in this course. These sub-topics are: 1) Ethnic and Racial Identities; 2) Race and Ethnicity in Latin America and 3) Immigration. At the upper-division level, rather than opting to provide a more comprehensive, yet superficial, understanding of the many topics that could be included under the rubric of "race and ethnicity," I feel that a focus on sub-themes is preferable since the field is so broad. This approach will allow us to better explore select parts of the field of race and ethnicity. Regarding the first topic, as we will learn, ethnic and racial identities are socially constructed. Therefore, the focus of this section will be *how* they are constructed. We will address this process in depth, looking at how racial and ethnic identities are constructed differently in time and space for various groups. We will then examine these same themes in the context of Latin America. This emphasis largely derives from my belief that studies of race and ethnicity should not be confined to the United States, as these are global phenomenon. During this section of the class we will go beyond the borders of the U.S. to see how race and ethnicity are socially constructed differently in another part of

the hemisphere. Regarding the final topic, immigration plays a vital role in the historical and contemporary construction of race and ethnicity in the United States. Most of what we consider to be ethnic or racial groups in this country were immigrant groups at one time. Immigrant groups are oftentimes racialized and later incorporated (albeit in different forms) into the racial and ethnic structure of society. In this class, we will pay particular attention to the case of Mexican immigration. I find this sub-topic to be of particular relevance as Mexican immigrants are numerically one of the largest immigrant groups, whose history stretches across various waves of immigration. In this part of the course, we will try to understand the immigrant experience from a closer perspective by reading a book and watching a film which helps to put a human face on the topic.

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 access, please see this website: <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:

****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.**

Readings. All the readings on the syllabus are required readings and you are expected to complete them and be ready to discuss them in **Thursday's class** each week. 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 to **every** class session (note: you also should always carry an extra set of batteries). 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. 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.

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.

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.

Course Evaluation:

Your grades will be calculated based on three exams, in-class quizzes, weekly memos, in-class participation (both verbal and through the use of clickers), and a final group project.

Weekly memos (15%). After completing each week's readings, you will need to turn in a typed memo consisting of a short (one page maximum), critical commentary. NOTE: Please be sure to submit the memo under the correct D2L folder (i.e. under the week's readings that you are writing about) to get credit. In this commentary you need to 1) identify and summarize the most important paragraph where the author lays out his or her broader argument or findings. You need to do this for each reading (e.g. if more than one chapter or piece is assigned, you need to do this for each piece); 2) explain WHY this is the most important paragraph (this should tie into the main argument of the reading); 3) state whether you agree with the argument (why or why not?); and 4) identify TWO questions (in total, not for each piece) that you would like to go over in class that are based on the readings that week. I will not give written feedback on the memos but will do my best to answer some of your memo questions in class (especially if they are similar to questions of other students) but if your question does not get answered it is **your responsibility** to either bring them up in the next class session or to talk to me during my office hours. **Memos are due every Wednesday by 5pm in Dropbox on D2L. No late memos will be accepted.** You will be graded on **7** total memos (although you have the option of submitting up to 8 memos and I will take the highest 7 grades). Only being graded on 7 memos should compensate for any missed classes due to illness or other reasons or you can simply decide you do not want to turn in a memo on a particular week. Therefore, you do not need to provide me with an explanation of a missed memo.

In-class quizzes (5%). On randomly selected Thursdays, I will give a short written quiz regarding that week's readings. Not only does this tool allow me to evaluate students' comprehension of the readings, but it also provides a gauge for students to see if they are fully grasping the main arguments of each reading.

Exams (15% each = 45% total): There will be three in-class exams. The exams will include multiple choice 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 case 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 project (20%). As part of this class you will participate in a group project consisting of four people. This project will allow you to be creative in drawing on the materials provided in class as well as outside research of your own. Presentation topics need to fall under the broad themes of race, ethnicity, or immigration. This project will require in-depth and extensive outside research and engagement with one or more of these themes. You can collect your own data for the project or rely on secondary data but your analysis should be detailed and sophisticated and demonstrate a strong command of the topic. Depending on the topic (which I will need to pre-approve), your group will either present in Week 10 or 15 of the semester. Your group can adopt the visual presentation format of your choosing (e.g. slides, photographs, posters, handouts) to accompany your verbal presentation. In terms of grading, I will ask each group member to evaluate the contributions of all other members of the group. If two or more group members believe that an individual did more or less than his or her fair share, I will adjust the grades accordingly. I will provide more details of this project early on in the semester.

Participation (10% verbal, 5% clickers = 15% total): I feel that participation is an integral part of the learning experience. I welcome you to ask questions or request clarification of the material anytime during 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.

Breakdown of final grade:

Group project: 20%
Exam 1: 15%
Exam 2: 15%
Exam 3: 15%
Weekly memos: 15%
In-class quizzes: 5%
In-class verbal participation: 10%
Clicker points: 5%

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| 94% to 100% | A |
| 90% to 93% | A- |
| 87% to 89% | B+ |
| 84% to 86% | B |

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| 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 |

| TOPICS AND REQUIRED READINGS | |
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| Note: Articles marked with an * will be posted on the D2Learn class site. | |
| RACE AND ETHNICITY: BASIC CONCEPTS AND THEORIES | |
| Week 1 (1/13, 1/15) | No assigned readings |
| THE SOCIAL CONSTRUCTION OF RACE AND ETHNICITY | |
| Week 2 (1/20, 1/22) | Defining Race and Ethnicity, Matthew Snipp* Waters, Chapters 1-2 pages (1-51) |
| Week 3 (1/27, 1/29) | Waters, Chapters 3-4 (pages 52-114) |
| Week 4 (2/3, 2/5) | Waters, Chapters 5-7 (pages 115-168) |
| Week 5 (2/10, 2/12) | Cornell and Hartman, Chapter 5 (pages 107-167)* Exam 1, Thursday, February 12 |
| RACE AND ETHNICITY IN LATIN AMERICA | |
| Week 6 (2/17, 2/19) | Sue, Chapters 1-3 (pages 1-63) |
| Week 7 (2/24, 2/26) | Sue, Chapters 4-5 (pages 64-113) |
| Week 8 (3/3, 3/5) | Sue, Chapters 6-8 (114-188) |
| Week 9 (3/10, 3/12) | Race and Ethnic Studies in Latin America: Lessons for the United States, Jonathan Warren and Christina Sue* Exam 2, Thursday, March 12 |
| Week 10 (3/18, 3/20) | Group presentations |
| March 24, 26: Spring Break – No Classes | |
| IMMIGRATION | |
| Week 11 (3/31, 4/2) | Massey, Durand and Malone, Chapters 1-3 (pages 1-51) |
| Week 12 (4/7, 4/9) | Massey, Durand and Malone, Chapters 4-5 (pages 52-104) |
| Week 13 (4/14, 4/16) | Massey, Durand and Malone, Chapters 6-7 (pages 105-164) |
| Week 14 | Quinones: Introduction, Chapter 1-2; Chapter 5; Chapter 7; Chapter 9 and |

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| (4/21, 4/23) | Epilogue |
| Week 15 (4/28, 4/30) | Group Presentations |
| Week 16 | Exam 3, Tuesday, May 5, 4:30 p.m. – 7:00 p.m. |

Miscellaneous policies:

Laptops and electronic devices: There will be no laptops allowed in this class, except for use during group project work. 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.

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](tel: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 Injuries 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

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

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://www.colorado.edu/odh>

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; 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://www.colorado.edu/academics/honorcode/>