
Fall 2013 Syllabus
Sociology 1021-100: United States Race and Ethnic Relations
Tuesday, Thursday (Lectures): 11:00am – 11:50 am, EKLC E1B20

Instructor:	Christina A. Sue
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Office Hours:	Tues, Thurs, 2:00pm-3:00pm or by appointment
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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.

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. As trends in immigration and intermarriage change in the U.S., the boundaries of racial and ethnic groups shift, which produces certain structural consequences. We will be covering the latest developments in issues of race, ethnicity and immigration. Finally, we will be addressing current “hot topics” like immigration policy 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 Wednesday 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.

In addition to the readings listed in the course outline, each week I will assign a current event article for you to read. These articles will be **required** readings. They will be posted on D2L by **5pm on the Tuesday of the week prior** to when you need to read them. The emphasis on articles is designed to keep you apprised of race-related current events.

iClickers: You will be required to purchase an iClicker for this course and bring it to **every** lecture 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 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.

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 four-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, four-five 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 a current debate that involves race, ethnicity, or immigration 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.

* The top and bottom margins of the page must be one inch and the left and right margins must be 1.25 inches. The papers must be double spaced, using Times New Roman font, size 12, and have page numbers. Please include a title page with your name and the title of the paper.

Papers need to be submitted via the D2L class website in the dropbox. You need to submit your paper by 10:30am 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 assignments and other in-class activities: 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 very clear miscalculation. 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.

<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> (8/27, 8/29)	1) ASA Statement on Race* 2) How Our Skins Got Their Color, Marvin Harris (Gallagher Reader - GR), pages 7-9)
<i>Week 2</i> (9/3, 9/5)	1) Steinberg, Foreword, Prefaces, Introduction and Chapter 1 (pages vii-43) 2) Drawing the Color Line by Howard Zinn (GR, pages 9-17) <i>Film:</i> PBS, The Difference Between Us
WHY SOME GROUPS DO BETTER THAN OTHERS	
<i>Week 3</i> (9/10, 9/12)	1) Steinberg, Chapters 3-4 (pages 82-127)
RACIAL PREJUDICE AND DISCRIMINATION	
<i>Week 4</i> (9/17, 9/19)	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* <i>Film:</i> The Color of Fear
DISCRIMINATION, WHITENESS, AND WHITE PRIVILEGE	
<i>Week 5</i> (9/24, 9/26)	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> (10/1, 10/3)	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> (10/8, 10/10)	1) “There’s No Shame in My Game”: Status and Stigma Among Harlem’s Working Poor, Katherine S. Newman and Catherine Ellis (GR, pages 249-260) 2) Sweatshops in Sunset Park: A Variation of Late Twentieth-Century Chinese Garment Shops in New York City, Xiaolan Bao (GR, pages 261-274) Midterm, Thursday, October 10
RACE IN SPACE	
<i>Week 8</i> (10/15, 10/17)	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> (10/22, 10/24)	1) Kozol, pages 40-132
RACE AND CRIME AND THE MEDIA	
<i>Week 10</i> (10/29, 10/31)	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, October 31
IMMIGRATION BACKGROUND	
<i>Week 11</i> (11/5, 11/7)	1) There’s No José Here, Gabriel Thompson <i>Film: Fear and Learning at Hoover Elementary</i>
CURRENT TOPICS: THE IMMIGRATION DEBATE	
<i>Week 12</i> (11/12, 11/14)	1) The Hispanic Challenge, Samuel Huntington* 2) Mexican Americans and the American Nation, Edward Telles* 3) The Economic Consequences of Immigration by Borjas and Tienda* 4) The Conflict over Immigration, Christopher Ellison and Allen Martin*
<i>Week 13</i> (11/19, 11/21)	1) On Immigration and Crime, Ramiro Martinez and Matthew Lee* 2) Immigration’s Economic Impact, Executive Office of the President* <i>In-class immigration debate</i>
November 26, 28: Fall Break – No Classes	
CURRENT TOPICS: AFFIRMATIVE ACTION	
<i>Week 14</i> (12/3, 12/5)	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> (12/10, 12/12)	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* <i>Film:</i> It's Time to End Affirmative Action Position paper due on Friday, December 13
<i>Week 16</i>	Final Exam: Tuesday, December 17 from 4:30 p.m. - 7:00 p.m. in EKLC E1B20

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.

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.

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_religh.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/>