

# **SOCY 3161-001 Sociological Perspectives on Race and Ethnicity**

**MWF 1:00-1:50 p.m. Hellems Arts and Sciences (HLMS) 211**

## **Fall 2013 Course Syllabus**

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**Office Hours:** Wednesdays 10:00 a.m.-12:00 p.m. or by appointment

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### **Required Texts/Materials:**

Bonilla-Silva, Eduardo. 2013. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*, **Fourth Edition**. Rowman & Littlefield Publishers. ISBN: 1442220554

Jiménez, Tomás R. 2009. *Replenished Ethnicity: Mexican Americans, Immigration, and Identity*. University of California Press. ISBN: 0520261429

Kang, Millian. 2010. *The Managed Hand: Race, Gender, and the Body in Beauty Service Work*. University of California Press. ISBN: 0520262603

Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2002. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. Russell Sage Publications. ISBN: 087154590X

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

### **Course Goals:**

The sociological study of race and ethnicity encompasses a wide range of topics. As opposed to attempting to cover a broad spectrum of ideas, we will instead take the time to focus on three foundational, yet contemporary, topics within the field. First, we will strive to better understand the nature of racism and racial discrimination in the twenty-first century. The newly-updated fourth edition of *Racism without Racists* will serve as our guide to unpacking the often contradictory forms of colorblind racism that have predominated in U.S. society during the last several decades. Next, we will review two recent sociological works in the field of immigration studies. *The Managed Hand* will introduce us to the concepts of intersectionality and intersectional identities by chronicling the stories of Korean immigrant nail salon workers in New York City, pushing us to consider how our various positions in other social hierarchies such as gender and class interact with racial and ethnic identities to shape our realities. *Beyond Smoke and Mirrors* will give us a comprehensive overview of Mexican migration to the United States, detailing the way that this process has been inextricably linked to social, political, and economic change in both nations. Finally, we end the course by looking closely at the way that Mexican migration has shaped the racial and ethnic landscape of the U.S. in *Replenished Ethnicities*. This work will challenge us to

reconsider the way that migration shapes the construction of racial and ethnic identities and will pose significant questions regarding the future of race and ethnicity in the U.S.

### **Desire2Learn (D2L):**

We will be using D2L for nearly all aspects of this class. I will use D2L on a frequent basis to post announcements, documents, and important information, thus all students will be expected to check our course site on a daily basis to remain aware of this content. 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 news posts, announcements, readings and an electronic copy of the syllabus on D2L. I will also use D2L to post reading reflection grades and feedback. Unless otherwise indicated, you will need to turn in all class assignments via D2L's Dropbox.

***\*All assignment files (essays, reflections, etc.) uploaded to D2L MUST be in a compatible .doc or .pdf file extension. Please be aware that other file types (e.g., .pages files created on Macs) tend to be incompatible with D2L and I will not accept late work based on submitting an incompatible file type.***

### **iClickers:**

You will be required to possess an iClicker for this course and bring it to **every** class session (note: it is also a good idea to 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 must 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.

### **Twitter:**

As an experiment in using social media technologies to aid in our learning, we will be using Twitter on a regular basis. It will serve as a required form of posting discussion questions for the class each week, as well as a general tool to facilitate the sharing of ideas and information pertaining to our course.

Each student will be required to possess a Twitter account and be able to use Twitter in order to satisfy certain course requirements. If you are unfamiliar with Twitter and need help setting up an account, please communicate with me directly and I will be happy to assist you. If you already have a personal Twitter account, it may be useful to set up a separate account to use specifically for the purpose of our class if you would not like to associate your personal account and its tweets with our class.

I have set up a Twitter List for our class, which can be found at <https://twitter.com/LePreeSOCY/SOCY3161>. By the end of the second week, I will need all students to provide me with the Twitter username they will use for the class. We will employ the general hashtag **#SOCY3161** in all of our posts for our class discussions and content, which identifies the tweeted content as pertaining in general to our class. In addition, a second and more specific tag will be added to identify the topic/reading/assignment to which the specific tweet refers. Please see the section on participation below for more detail.

### **Grading and Assessment:**

Your grades will be based on participation, reading reflections, a group activity, and three “unit exams” (see below for more detail):

|                             |            |
|-----------------------------|------------|
| <b>Participation:</b>       | <b>20%</b> |
| <b>Reading Reflections:</b> | <b>25%</b> |
| <b>Group Activity:</b>      | <b>25%</b> |
| <b>Unit Exams:</b>          | <b>30%</b> |

#### **Unit Exams: 30% (10% each)**

Three unit exams will be given at the end of weeks 5, 10, and during finals week. Each exam will cover only the material in each unit, i.e. the final exam will only cover materials from weeks 12-15. The exams will be made up of multiple choice and short answer questions, which will be based on material covered in lecture and the readings. Review sheets will be circulated the week before each exam.

#### **Group Activity: 25%**

By the end of the second week (September 6), all students will need to form a four-person group with whom you will work on a group project for our class. Each group will be required to develop a sociological research question related to one of the three topics covered: contemporary racism/discrimination, immigration, or racial/ethnic identities. This project will allow you the opportunity to engage in outside research and help expand the class’ knowledge of each topic. Each group will submit a short, one-paragraph proposal by the third week for my approval. Throughout the semester I will work with groups to refine their research ideas and assist in research design. After identifying the research question, you will work with your group members throughout the semester to conduct research and analysis, resulting in a presentation during week 15 in which you will share your results with the class. More details will be provided regarding this activity in the first weeks of the semester.

#### **Reading Reflections: 25%**

For a total of 8 out of 13 possible weeks, you are required to write a short (**1-2 pages**) critical commentary on that week’s readings, in which you accomplish the following for *each chapter* of the week’s readings: 1) identify and summarize the main points or arguments of the chapter; 2) state whether you agree with the main arguments of the chapter, and why or why not; and 3) explain how the arguments of that chapter contribute more broadly to the overall understanding of the sociology of race and/or ethnicity. ***It is required to submit at least one reflection for each book we are reading; if you do not meet this minimum requirement, you will be penalized for 50% of your overall reading reflection score.*** It is highly recommended that you try to even out the 8 required reflections over the four course books, writing two for each book that we read.

The reflections will be graded on a three point scale: 1=fails to meet expectations, 2=meets expectations, and 3=exceeds expectations. Though you are only required to submit a total of 8, you can submit up to 10 reflections so that the two lowest grades will be dropped.

You will upload your memos to the Digital Dropbox on D2L by **12:00pm on Wednesday of each week**. You may want to bring a hard copy of your reflections to class with you each week to use as a reference during class discussion.

**\*All reflection files MUST be uploaded to D2L in a compatible .doc or .pdf file extension: please be aware that other file types tend to be incompatible with D2L and I will not accept late work based on submitting an incompatible file type. No late memos will be accepted. Memo grades and feedback will be posted on D2L within one week of the assignment due date.**

***Participation: 20% (10% discussion tweets, 5% iClickers, 5% verbal)***

I will not be taking attendance each week; however, if you are not present in class it is likely you will not perform well in this course. There will be lecture material, discussions and group activities that will enrich your understanding of the material beyond the readings, so while attendance is not mandatory, it is ***highly recommended***.

iClicker questions will be introduced on a weekly basis during class, and participation in these exercises will enhance our overall learning environment. Please be sure to bring your iClicker to class every day so that you can receive credit for these exercises.


For a portion of each Friday's class, we will engage in a discussion about the week's readings. These discussions will be based on the questions tweeted by students prior to Thursday evening of each week. The reading discussions will take place in both group and class-wide format, and will be based off of a Twitter-feed widget that I will visually display in class for our reference.

\*Using Twitter for Discussion Questions: For a total of 11 weeks (schedule listed below), every student is required to tweet two discussion questions from that week's readings. ***Each student is only allowed to miss one week of discussion questions tweets during the semester; for full credit you must post two questions at least 10 of the 11 weeks.*** These tweets are a required part of class participation for all students, as these same questions will guide our class discussions on Fridays. Tweets must be posted to Twitter between 2:00 p.m. on Monday and 5:00 p.m. on Thursday (you have 75 hours to do this) in order to be counted for credit. Late tweets may be incorporated into the class discussion but will not count for credit. *To keep track of our many tweets throughout the semester, all discussion questions should include the following hashtags in the message: #SOCY3161, as well as a week-specific hashtag based on the readings that the questions deal with, as follows:*

| Topic and Week                      | Weekly Hashtag |
|-------------------------------------|----------------|
| Racism in the Post-Civil Rights Era |                |
| Week 2 (Due Sep 5)                  | #RACWR1        |
| Week 3 (Due Sep 12)                 | #RACWR2        |
| Week 4 (Due Sep 19)                 | #RACWR3        |
| Immigration                         |                |
| Week 6 (Due Oct 3)                  | #THEMH1        |
| Week 7 (Due Oct 10)                 | #THEMH2        |
| Week 8 (Due Oct 17)                 | #THEMH3        |
| Week 9 (Due Oct 24)                 | #BEYSM1        |
| Week 10 (Due Oct 31)                | #BEYSM2        |
| Racial and Ethnic Identities        |                |
| Week 12 (Due Nov 14)                | #REPETH1       |
| Week 13 (Due Nov 21)                | #REPETH2       |
| Week 14 (Due Dec 5)                 | #REPETH3       |

For example, if you are tweeting your discussion questions for Week 9 your question will be followed by two hashtags:

“Why do the authors use the year 1986 as a dividing line when discussing different time periods of Mexican migration to the U.S.? #SOCY3161 #BEYSM1”



Add this tag to **all** tweets

Add this tag because it is specifically to identify week 9's readings

### Classroom Expectations/ Learning Environment

- **No cellphone use.** I know this is difficult to accept these days, but I take it personally if you are texting or checking your phone during our class. I may ask you to leave the classroom if I observe you repeatedly violating this norm. Cellphones will not be permitted for use during class time for the purpose of any class functions, such as tweeting discussion questions.
- Laptop use is not permitted in class, except for certain days when they will be allowed for in-class activities or group work. Please see me in the first week of class if you have exceptional circumstances which necessitate your regular use of a laptop.
- You are expected to bring your copy of the required texts to class each day that we are covering a particular book, and this includes Monday and Wednesday's lectures.
- We will begin class on time each day and use the entire class period to discuss material. Arriving late or leaving early without prior approval affects the learning environment of the class as a whole and doing so will be reflected in your participation grade.
- Academic dishonesty will not be tolerated on any level. *Please know that a plagiarism detection tool will be used to review all of your written assignments for originality.* For definitions and University regulations regarding academic dishonesty, familiarize yourself with—and adhere to—the University Honor Code: [www.colorado.edu/academics/honorcode](http://www.colorado.edu/academics/honorcode) and the University's Policy on Classroom Behavior: [www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html).

Because these identities have so much meaning to us in our social lives, discussions surrounding race and ethnicity can at times be emotionally and psychologically intense. I will demand that each and every person, including myself, respect the positions, views, and subjectivities of their classmates. Hateful, discriminatory, or insensitive remarks will not be tolerated on any level and may result in an embarrassing situation in which I will 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.

### 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>.

## Disabilities

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 is in Willard 322 and can be contacted at (303) 492-8671 or through <http://www.colorado.edu/disabilityservices>.

## Weekly Calendar of Topics and Readings

| Week/Activities   | Topic and Readings  |
|---|---|
| <b>RACE AND ETHNICITY: Basic Concepts</b>   |   |
| Week 1: Aug 26-30   | ARTICLE TBD   |
| <b>RACISM IN THE POST-CIVIL RIGHTS ERA</b><br><i>Racism Without Racists, 4<sup>th</sup> ed.:</i> Eduardo Bonilla-Silva    |   |
| Week 2: Sep 2-6 (Labor Day Off)   | Bonilla-Silva: Chapters 1 and 2   |
| Week 3: Sep 9-13  | Bonilla-Silva: Chapters 3, 5, and 6   |
| Week 4: Sep 16-20   | Bonilla-Silva: Chapters 8 and 9   |
| Week 5: Sep 23-27   | Bonilla-Silva: Chapters 10 and 11<br><b>Unit One Exam: Friday, September 27</b>         |
| <b>IMMIGRATION</b><br><i>The Managed Hand:</i> Millian Kang<br><i>Beyond Smoke and Mirrors:</i> Massey, Durand and Malone |   |
| Week 6: Sep 30-Oct 4  | Kang: Introduction, Chapters 1 and 2  |
| Week 7: Feb 25-Mar 1  | Kang: Chapters 4 and 5  |
| Week 8: Oct 14-18   | Kang: Chapter 6 and Conclusion  |
| Week 9: Oct 21-25   | Massey, Durand and Malone: Chapters 1-3   |
| Week 10: Oct 28-Nov 1   | Massey, Durand and Malone: Chapters 4 and 5   |
| Week 11: Nov 4-8  | Massey, Durand and Malone: Chapters 6 and 7<br><b>Unit Two Exam: Friday, November 8</b> |
| <b>RACIAL AND ETHNIC IDENTITIES</b><br><i>Replenished Ethnicities:</i> Tomás Jiménez                                      |   |
| Week 12: Nov 11-15  | Jiménez: Chapters 1, 2 (skip pgs. 31-41), and 3   |
| Week 13: Nov 18-22  | Jiménez: Chapters 4, 5, and 6   |
| Nov 25-29   | FALL BREAK  |
| Week 14: Dec 2-6  | Jiménez: Chapters 7 and 8 (Conclusion)  |
| Week 15: Dec 9-13   | GROUP PRESENTATIONS   |

Unit Three Exam to be administered during our scheduled time for the Final Exam.

\*\*I reserve the right to alter or change the above schedule during the semester, and so it is each student's responsibility to stay aware of any announcements posted on D2L regarding changes.