
SOCY 1021 – U.S. Race and Ethnic Relations
DUAN G125, M/W/F 10am, Spring 2012

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COURSE INTRODUCTION

Course Description: This course is an introduction to the topic of race and ethnicity in the United States using a sociological framework. Through empirical research, narrative accounts, films, and current events, students will learn about historical and contemporary experiences of various racial and ethnic groups—including whites—in the U.S., as well as become familiar with both the complications and proposed solutions to social problems resulting from racial/ ethnic discrimination and prejudice.

Course Objectives:

1. To correct deficiencies in the knowledge base concerning various racial/ ethnic groups in the U.S.
2. To develop a sociological framework for understanding the historical and contemporary status of various racial/ ethnic groups in the U.S.
3. To encourage students to think about the intersection of race/ ethnicity with gender, class, sexuality, and other socially recognized identities.
4. To develop critical thinking skills; to analyze and interpret data; and to recognize bias and faulty reasoning.
5. To expose students to various attitudes and ideas about race and ethnicity in the U.S.
6. To recognize the diversity and similarities among various racial groups in the U.S.
7. To encourage students to recognize their own racial/ ethnic identity and experience.

Required Course Materials

- Gallagher, Charles. 2009 (4th edition). Rethinking the Color Line: Readings in Race and Ethnicity. New York, NY: McGraw Hill. (GR)
- Various other readings (not marked GR) posted on CULearn.
- Feature length films and video clips will be shown in class and are considered required course materials. They will either be available on reserve at Norlin Library or on CU Learn in the event that you miss seeing them in class.

CU Learn

- We will be using CU Learn in this class. For access, go to <https://culearn.colorado.edu>. You should automatically be granted access to the CU Learn component of the class if you are officially enrolled in the course. If you have problems with access, please see this website: <http://www.colorado.edu/its/docs/culearn/studentssupport/index.html> 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 CU Learn.
- Weekly written assignments will be posted to CULearn.
- I will use CU Learn as a communication tool therefore **you are required to check it at least three times a week**.
- It is your responsibility to make sure your computer is compatible and kept up-to-date with the CU Learn software. See above for ITS help resources.

COURSE REQUIREMENTS

Reading:

Attached to this syllabus you will find a course schedule which details reading assignments. You are expected to complete all of the reading assignments as shown on the course schedule, make ties to course concepts and integrate them into discussions, written assignments and exams. **You should have completed the week's reading assignments before lecture begins on Mondays.** Please bring the appropriate assigned readings to lecture with you every day that we meet. Note that any changes to the reading schedule will be announced in class and on CU Learn.

Students who complete all of the course reading assignments as scheduled will be better prepared to succeed in the course than those who do not.

Weekly Written Assignments:

- You will be responsible for writing a typed memo consisting of a short, critical commentary on each week's readings. **See Weekly Written Assignment Rubric on CU Learn for full details.**
- Your memo must be posted to CU Learn by 10am Friday of the current week.
- There will be 14 memos due over the course of the semester, one for each week we have class except the first week of classes. Each memo is worth up to 4 points. At the end of the semester, I will drop your 4 lowest memo grades, including any 0's due to illness, weather, or other absences.
- Memos must be posted electronically to CU Learn and will not be accepted otherwise.
- No late memos will be accepted.

Exams

There will be three exams over the course of the semester comprehensively covering the readings, films, lectures, presentations, and discussion. **There will be no make-up exams.**

Exam 1: **Monday, February 20**

Exam 2: **Wednesday, March 21**

Exam 3: **Tuesday, May 8** (according to final exam schedule)

Final Project

- You will be responsible for writing and reading aloud in class a 3 minute story to be recorded as a podcast on one of two topics: 1) a personal racial/ ethnic reflection **or**, 2) a proposed solution to addressing racial inequality in the U.S.
- Specific details about the assignment and a schedule of assigned presentation times will be distributed by Week 7 of the semester.
- Presentations will take place during the last four weeks of the semester.

Participation/ Attendance

I do not take attendance in this class. I respect that you are adults and it is important to me that you take responsibility for own learning. Rather than require excuses, doctor's notes, and the like, I prefer to allow you to manage your time and absences on your own. **Please note that there will be no make-up exams, written assignments, or final projects.**

Students who attend lecture regularly, are engaged and attentive in the classroom, and participate in classroom discussions and activities will be better prepared to succeed in the class than those who do not.

Office Hours

I encourage you to visit me during office hours as many times as you like over the course of the semester and into the future. There are 65 students in this class and while I do my best to learn your names and a little bit about you, coming to office hours is an excellent way to ensure that I get to know you and see that you are engaged in the class. As your college career progresses, you will have to request things from your former instructors like letters of recommendation for study abroad programs or graduate school. Taking advantage of office hours visits with all of your instructors and professors will help you develop the relationships you will need to be successful in the future.

Extra Credit

There will be various opportunities during the semester to earn extra credit points by attending campus events and writing a short paper synthesizing the event and course content. These opportunities will be announced in class and via CU Learn. **The maximum amount of extra credit points to be earned is 4.**

ASSESSMENT

Course requirements	% total grade
Weekly Written Assignments	20
Exam 1	25
Exam 2	25
Exam 3	25
Final Project	5
TOTAL	100

CLASSROOM POLICIES

- Please do not use your handheld digital devices during class.
- Laptop use is not permitted in my classroom.
- Be on time, prepared and ready to work for the whole 50 minute class period. Please bring the appropriate assigned readings with you to class.
- Be respectful of your neighbors and your instructor by not talking during lectures.

Grades

If you feel that you have been given an unfair grade on an exam or written assignment, you need to write up a one-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. 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.

UNIVERSITY POLICIES

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

Disability Accommodation

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact [303-492-8671](tel:303-492-8671); Center for Community N200, and <http://www.colorado.edu/disabilityservices>.

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Discrimination and Harassment

The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at [303-492-2127](tel:303-492-2127) or the Office of Student Conduct (OSC) at [303-492-5550](tel: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>

Drop/ Add Deadlines

http://registrar.colorado.edu/students/registration/registration_packet/drop_add.html#dropadd

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](tel: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/>

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. In this class, if you do have a religious observance conflict, you will need to provide written proof of the conflict at least two weeks in advance 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

Week	Reading to be completed in advance of the week's lectures
Week 1: January 16-20 <i>Introduction to the field of Sociology</i>	ASA Statement on race
	Brown "Social Construction of Race"
	Durkheim from Rules of Sociological Method "What is a social fact?"
	Harris "How Our Skins Got Their Color" (GR: 7)
	Wright Mills excerpt from "The Sociological Imagination"
Week 2: January 23-27 <i>History and basic concepts</i>	Ellison selection from "Invisible Man"
	Steinberg , Foreword and Ch. 1
Week 3: January 30 - February 3 <i>History and basic concepts continued</i>	Brodkin "How Jews Became White Folks"
	Steinberg "Poor Reason"
	Wilkins "A Tour of Indian People's and Indian Lands" (GR: 71)
Week 4: February 6 - 10 <i>Racial prejudice and discrimination</i>	Appollon "Don't Call Them Post-Racial" and "What's Racism"
	Omi and Wynant "Racial Formations" (GR: 17)
	Osajima "Internalized Racism"
	Tatum "Defining Racism: Can We Talk?"
Week 5: February 13 - 17 <i>Whiteness and privilege</i>	Blumer "Race Prejudice as a Sense of Group Position" (GR: 125)
	Lipsitz "The Possessive Investment in Whiteness" (GR: 146)
	McIntosh "White Privilege: Unpacking the Invisible Knapsack"
	Merton "Discrimination and the American Creed" (GR: 130)
Week 6: February 20 - 24 <i>Color blind ideologies and the "new" racism</i>	Graves "Deeply Embarrassed White People Talk Awkwardly About Race"
	Guinier and Torres "The Ideology of Colorblindness" (GR: 109)
	Lewis "There is no race in the school yard"
	Martin "The Power of the 'Post-Racial' Narrative"
Week 7: February 27 - March 2 <i>Residential racial segregation and gentrification</i>	Massey "Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Areas" (GR: 165)
	Betancur "Gentrification and Community Fabric in Chicago"
Week 8: March 5 - 9 <i>Race and the environment</i>	Bullard "Environmental Justice in the 21 st Century: Race Still Matters" (GR: 192)
	Mills "In Search of Diversity in Our National Parks"
	UCCJWM "Toxic Wastes and Race at Twenty": Ch. 7
	Zenk et al. "Why are there no supermarkets in my neighborhood?" (GR: 212)
Week 9: March 12 - 16 <i>Race and education</i>	Kozol "Still Separate, Still Unequal"
	Losen and Skiba "Suspended Education"

Week 10: March 19 - 23 <i>Race and the criminal legal system</i>	Cole “No Equal Justice: The Color of Punishment” (GR: 219)
	Duran “Legitimated oppression”
Week 11: April 2 - 6 <i>Race in the media</i>	Chaney "Sister Outsider Headbanger"
	Lichter and Amundson "Distorted Reality: Hispanic Characters in TV Entertainment" (GR: 310)
	Tierney et al. “Metaphors Matter”
Week 12: April 9 - 13 <i>Race, gender, and sexuality</i>	Nagel “Sex Matters: Racing Sex and Sexing Race
Week 13: April 16 - 20 <i>Immigration</i>	Jimenez “Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race”
	Waters “Ethnic and Racial Identities of Second-Generation Black Immigrants in New York City” (GR: 365)
Week 14: April 23 - 27 <i>Affirmative action</i>	Ditomasso et al. “White Attitudes Toward Equal Opportunity and Affirmative Action”
	Staples “Black Deprivation-White Privilege”
	Steele “Affirmative Action: The Price of Preference”
Week 15: Apr 30 - May 4 <i>Conclusion</i>	Goodman “The Costs of Oppression to People in Privileged Groups”
	Lui et al “Policy Steps Toward Closing the Gap” (GR: 409)