
Spring 2020 Syllabus
Sociology 1021-200: United States Race and Ethnic Relations
Monday, Wednesday (Lectures): 1:00pm – 1:50pm in RAMY C250

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TAs: Matthew Bravo (Matthew.Bravo@colorado.edu)
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Office: Ketchum 244
Office Hours: Mondays 11:45-12:45pm and 2:00-3:00 or by appointment

Required Texts/Materials:

McClure Stephanie M. and Harris, Cherise A. 2018 (2nd edition). *Getting Real about Race: Hoodies, Mascots, Model Minorities and other conversations*. Thousand Oaks, CA: Sage.

Gallagher, Charles. 2012 (5th edition). *Rethinking the Color Line: Readings in Race and Ethnicity*. New York, NY: McGraw Hill.

iClicker (<http://www.iclicker.com>). ISBN: 0716779390. *In partnership with Norlin Library, students are not able to check out iClickers on a semester basis. Check out clickers are first come, first served.*

Course Description and Goals: 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 across multiple aspects of society
- 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 have fared differently in society. We will then turn to the real-life consequences of race and ethnicity. Although race and ethnicity are social constructions (meaning they 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 and going to prison, 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. Finally, we will be addressing current “hot topics” like immigration and affirmative action and will apply information learned in this class to assess these debates.

Canvas: We will be using Canvas in this class. For access, go to <https://canvas.colorado.edu/>. You should automatically be granted access to the class if you are officially enrolled in the course. If you have problems with access or other Canvas-related issues, please see this website: <https://oit.colorado.edu/services/teaching-learning-tools/canvas/student-support> 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 Canvas. I will also use Canvas to post grades, assignments, and handouts. You will need to turn in class assignments via Canvas. *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, reading memos, clicker participation, and on your performance in recitation.

Readings. All the readings on the syllabus are required readings and you are expected to complete them **before your recitation on the same week** that they are assigned. Reading material 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 (and a spare set of batteries) to **every** lecture session. 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. You will need to register your iClicker annually, using your IdentiKey (not your student ID), even if you have registered it before. To register, go to mycuinfo.colorado.edu. *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.*

Reflection paper. There will be one 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.

Research paper: There will also be a second, six-page paper in this course in which you will be asked to engage in outside research and critically evaluate an issue. This paper will make up another 20% of your grade. More details will be announced in class. Papers need to be submitted via the Canvas class website. You need to submit your paper by the time noted in the weekly outline below on the day the paper is due. *I will not accept late papers or papers that are not submitted through Canvas.* The 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.

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).

Reading memos: After completing the readings for a particular week, you will need to turn in a memo consisting of a short (one page, single-spaced maximum at 12-point font) reflection. You will need to upload the memo in Word or PDF format, otherwise it will not be graded. In this memo you need to 1) briefly summarize (1-2 sentences) the main point/argument of *each* reading (you need to do this for each chapter/article assigned); 2) discuss your thoughts/impressions/comments related to the readings overall and 3) develop two questions for that week's readings that you would like to go over in recitation. If there are questions you are *not* comfortable sharing with the class, please make a note of this on your memo. If there are questions related to the readings that you included on your memos and that did not get answered in class, it is *your* responsibility to either bring them up in the next section or to talk to me or your TA during office hours.

Over the course of the semester, you are required to submit a total of 9 memos. You have the option of turning in 10, of which your lowest grade will be dropped. You will not receive extra credit for submitting more than 10 memos. You may complete the memos on weeks of your choosing, *except for Week 1's memo (the pretest), which is required.* If you are sick or are unable to complete a memo for whatever reason, you may choose to skip that week without needing to provide an excuse. **Memos are due every Tuesday by 5pm in Canvas. The Canvas folder will close on the deadline so be sure to submit with time to spare in case of technical difficulties.** *No late memos will be accepted, nor will memos be accepted in hard copy or via email.*

Participation: 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. 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 lecture 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 Canvas.* 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:

- Reflection paper: 20%
- Midterm exam: 20%
- Research paper: 20%
- Final Exam: 20%
- Reading memos: 10%
- iClicker points: 5%
- Recitation grade: 5%

<u>Percentage</u>	<u>Grade</u>
94% to 100%	A
90% to <94%	A-
87% to <90%	B+
83% to <87%	B
80% to <83%	B-
77% to <80%	C+
73% to <77%	C
70% to <73%	C-
67% to <70%	D+
63% to <67%	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 clear miscalculation.

<u>TOPICS AND REQUIRED READINGS</u>	
Note: Articles which say “Canvas” will be posted on the Canvas class site. Articles titled “GRAR” can be found in the <i>Getting Real About Race</i> reader and articles titled “RCL” can be found in the <i>Rethinking the Color Line</i> reader.	
RACE AND ETHNICITY: HISTORY AND BASIC CONCEPTS	
<i>Week 1</i> (1/13, 1/15)	1) “ASA Statement on Race” (Canvas) 2) “How Our Skins Got Their Color” (Canvas/RCL pages 7-9) 3) “Native American/Indian, Asian/Oriental, Latino/Hispanic... Who Cares?” (Canvas/GRAR pages 25-33) 4) Complete required exercise (Canvas/GRAR pages 11-12). Submit under “Week 1 Memos” in Canvas
<i>Week 2</i> (1/20)	<i>Martin Luther King Jr. Day – No Classes</i> 1) Watch film “PBS: The Power of an Illusion” (Canvas)
<i>Week 2</i> (1/22)	2) “Drawing the Color Line” (RCL pages 9-19) 3) “Defining Race” (RCL pages 59-71) 4) “Racial Formations” (RCL pages 20-25) 5) “Blacks are Naturally Good Athletes” (GRAR pages 14-24)
WHY SOME GROUPS DO BETTER THAN OTHERS	
<i>Week 3</i> (1/27, 1/29)	1) “Obama Says Blacks Should Just Work Harder” (GRAR pages 60-69) 2) “Well, That Culture Really Values Education” (GRAR pages 160-172) 3) “If Only They Would Make Better Choices” (GRAR pages 252-270)
RACIAL PREJUDICE AND DISCRIMINATION	
<i>Week 4</i> (2/3, 2/5)	1) “I’m Not Racist” (GRAR pages 318-330) 2) “Is Discrimination Against Muslims Really Racism?” (GRAR pages 35-40) 3) “Hollywood’s Whitest” (Canvas pages 19-48) 4) “But It’s Honoring! It’s Tradition!” (GRAR pages 118-128)
DISCRIMINATION, WHITENESS, AND WHITE PRIVILEGE	
<i>Week 5</i> (2/10, 2/12)	1) “The Possessive Investment in Whiteness” (RCL pages 181-191) 2) “Racial Autobiographies” (Canvas) 3) “White Privilege: Unpacking the Invisible Knapsack” (Canvas) 4) “Buying Racial Capital” (RCL pages 130-138)
COLORBLIND IDEOLOGIES AND THE NEW RACISM	
<i>Week 6</i> (2/17, 2/19)	1) “Color Blind Privilege” (RCL pages 119-130) 2) “#BlackLivesMatter is Racist” (GRAR pages 305-313) 3) “Asians are Doing Great So That Proves Race Doesn’t Really Matter Anymore” (GRAR pages 100-108)
RACE IN THE WORKPLACE	
<i>Week 7</i>	1) “Kristen v. Aisha; Brad v. Rasheed: What’s in a Name and How it Affects

(2/24, 2/26)	Getting a Job” (RCL pages 280-281) 2) “Discrimination in a Low-Wage Labor Market: A Field Experiment” (Canvas pages 777-799) Midterm, Wednesday, February 26
RACE IN SPACE	
Week 8 (3/2, 3/4)	1) “Trends in Black Hypersegregation” (RCL pages 200-208) 2) “Environmental Justice in the 21 st Century” (RCL pages 218-231) 3) “The Black-White Swimming Disparity in America” (RCL 242-251) 4) “They Don’t Want to be Integrated” (GRAR pages 176-181)
RACE IN EDUCATION	
Week 9 (3/9, 3/11)	1) “Education” (Canvas pages 194-204) 2) “I’m Watching Your Group” (Canvas pages 208-222) 3) “I Had a Friend Who Had Worse Scores than Me and He Got Into a Better College” (GRAR pages 185-195)
RACE AND THE CRIMINAL JUSTICE SYSTEM	
Week 10 (3/16, 3/18)	1) “The New Jim Crow” (RCL pages 259-268) 2) “If Black People Aren’t Criminals Then Why Are There so Many of Them in Prison” (GRAR pages 217-226) 3) “The Mark of a Criminal Record” (RCL pages 276-279) 4) “How White Users Made Heroin a Public-Health Problem” (RCL pages 256-259) Reflection Paper due on Wednesday, March 18 by 12:30pm
<i>March 23, 25 Spring Break – No Classes</i>	
IMMIGRATION BACKGROUND	
Week 11 (3/30, 4/1)	1) “Culling the Masses” (RCL pages 367-374) 2) “The Melting Pot and the Color Line” (RCL pages 375-381) 3) “We Need to Take Care of ‘Real Americans’ First” (GRAR pages 203-212)
CURRENT TOPICS: THE IMMIGRATION DEBATE	
Week 12 (4/6, 4/8)	1) “The Conflict over Immigration” (Canvas pages 427-433) 2) “The Hispanic Challenge” (Canvas) 3) “Mexican Americans and the American Nation” (Canvas pages 7-22)
Week 13 (4/13, 4/15)	1) “Facts about Immigration and the U.S. Economy” (Canvas pages 1-16) 2) “Consensus, Debate, and Wishful Thinking: The Economic Impact of Immigration” (Canvas)
CURRENT TOPICS: AFFIRMATIVE ACTION	
Week 14 (4/20, 4/22)	1) “Affirmative Action at School and on the Job” (Canvas pages 357-79) 2) “Now All The Good Jobs Go To Them!” (GRAR pages 271-279) 3) “Faculty Hiring Preferences and the Law” (Canvas pages 240-243) 4) “Debating Affirmative Action” (Canvas pages 69-85)
ANTI-RACISM	
Week 15 (4/27, 4/29)	1) “Towards a Truly Multiracial Democracy” (Canvas) 2) “Policy Steps Towards Closing the Gap” (RCL pages 455-463) 3) “Ten Things You Can Do” (RCL pages 464-467) Research paper due on Thursday, April 29 by 6:00 p.m.
Week 16	Final Exam: Monday, May 4 from 4:30 p.m. - 7:00 p.m.

Miscellaneous policies:

Laptops and Electronic Devices

Laptops are not allowed in this class because research shows that they (and other electronic devices) can inhibit your learning. You are expected to silence your cell phones before the start of each class. Texting or use of other electronic equipment is not permitted and will negatively affect your grade.

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to me in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website.

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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on classroom behavior and the Student Code of Conduct.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code

(honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation Office of Institutional Equity and Compliance (OIEC)

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly 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 the [campus policy regarding religious observances](#) for full details.