
Maymester 2016 Syllabus
Sociology 3161: Sociological Perspectives on Race and Ethnicity
Monday-Friday: 12:30 – 3:30 pm, ECON 2

Instructor:	Christina A. Sue
Office:	Ketchum 175
Office Hours:	After each class and by appointment
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Required texts and materials (available at the CU bookstore and on reserve at Norlin library):

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. 2002. Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration. New York, NY: Russell Sage Publications.

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

Course Description and Goals: This course provides an in-depth examination of three sub-themes related to race, ethnicity, and immigration: 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 find the focus on sub-themes to be preferable since the field is so broad. This approach will allow us to more deeply 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 on *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, as well as others, 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 racial dynamics manifest 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. This sub-topic is of particular relevance as Mexican immigrants are numerically one of the largest immigrant groups, whose history stretches across various waves of immigration.

Please note that this course is very time intensive. Each day of class we will cover the same amount of material that would be covered in a week during the regular semester. I will provide different formats for learning including lecture, videos, and group discussion but, in order for the course to work, I will also need *you* to actively engage with the materials and share your own thoughts during discussion.

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 and assignments, and handouts. You may need to turn in some class assignments via D2L's "dropbox."

Course Requirements and Policies:

****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.**

Readings. All the readings on the syllabus are required readings and you are expected to complete them *before the beginning of class on the day that they are due*. 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 day 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.

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 the power point slides.

Breaks. During class, we will take two short breaks or one longer break. Going in and out of class is disruptive to all so please do not leave class when it is in session, except for emergencies. If you have a disability, medical condition, or previously scheduled event that causes you to arrive to class late, leave early, or step out during class, please let me know about this at the start of the term.

Office Hours: I will generally be available to meet immediately after class but please let me know *the day before* if you would like to meet. I am also available by appointment. I highly encourage you to talk with me if you have questions, comments, or would like to discuss the class materials in further detail.

Course Grading:

Your grades will be calculated based on in-class reading memos, participation (verbal and clicker use), three exams, and a final group project.

In-class memos (20%). On randomly selected days, I will give you a question prompt based on that day's assigned readings. You will have 15 minutes to write a half page response to the question without consulting the readings or any notes. I will grade your response on a scale from 0-3 based on your demonstrated mastery of the readings. You can miss one memo without penalty but there will be no make-up opportunities for missed memos. If you complete all the memos, I will drop the memo with the lowest score.

Exams (35%): There will be three in-class exams that take place at the end of each of our three class "units." The exams will include multiple choice and short-answer question. 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 (25%). As part of this class you will participate in a group project consisting of 3 people. Presentation topics need to fall broadly under one of the three sub-themes covered in this class. Presentations will take place on the last day of the course. More details about the group project will be provided in a separate handout.

Participation (20%: 15% verbal, 5% clickers): 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: 25%
- Exams: 35%
- In-class memos: 20%
- In-class verbal participation: 15%
- Clicker points: 5%

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

TOPICS AND REQUIRED READINGS	
<p>You need to come to class each day having read the assigned readings for that day Note: Articles marked with an * will be posted on the D2Learn class site.</p>	
THE SOCIAL CONSTRUCTION OF RACE AND ETHNICITY	
Monday, May 9	Introductions No assigned readings
Tuesday, May 10	Waters, Chapters 1-2 Group project proposal due by end of class
Wednesday, May 11	Waters, Chapters 3-4
Thursday, May 12	Waters, Chapters 5-7
Friday, May 13	Black Identities: West Indian Immigrant Dreams and American Realities, Mary Waters* Exam 1
RACE AND ETHNICITY IN LATIN AMERICA	
Monday, May 16	Sue, Chapters 1-2

Tuesday, May 17	Sue, Chapters 3-4
Wednesday, May 18	Sue, Chapters 5-6
Thursday, May 19	Sue, Chapters 7-8
Friday, May 20	Exam 2 Massey, Durand and Malone, Chapters 1-2
IMMIGRATION	
Monday, May 23	Massey, Durand and Malone, Chapters 3-4
Tuesday, May 24	Massey, Durand and Malone, Chapters 5-6
Wednesday, May 25	Massey, Durand and Malone, Chapter 7
Thursday, May 26	No assigned readings Exam 3 Group Presentations

Miscellaneous policies:

Laptops and electronic devices: There will be no laptops allowed in this class except for use during your group project time. 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/>