
SYLLABUS
Summer Session B, 2009
Sociology 1021-200: U.S. Race and Ethnic Relations
Weekdays, 11:00 AM – 12:35 PM, RAMY N1B23

Instructor: Duke W. Austin, M.A.
Office Hours: M-W-F, 12:45-1:30 PM, Ketchum 8
Coffee Hours: Tuesdays, 12:45-1:45 PM
@ Burnt Toast, 1235 Pennsylvania (across from The Sink)
Instructor Email: Duke.Austin@Colorado.edu (Expect a 48-hour response.)

Required Texts:

Gallagher, Charles A. 2009. *Rethinking the Color Line: Readings in Race and Ethnicity, Fourth Edition*. New York, NY: McGraw Hill.

Wise, Tim. 2009. *Between Barack and a Hard Place: Racism and White Denial in the Age of Obama*. San Francisco, CA: City Lights Books/Open Media Series.

In addition to the texts listed above, students must choose ONE of the following books:

Crow Dog, Mary, and Richard Erdoes. 1990. *Lakota Woman*. New York, NY: Harper Perennial.

Martinez, Ruben. 2001. *Crossing Over: A Mexican Family on the Migrant Trail*. New York, NY: Picador.

McCall, Nathan. 1995. *Makes Me Wanna Holler: A Young Black Man in America*. New York, NY: Vintage Books.

Zia, Helen. 2000. *Asian American Dreams: The Emergence of an American People*. New York, NY: Farrar, Straus, and Giroux.

Course books can be purchased from the following local bookstore:

Left Hand Books
www.lefthandbooks.org
1200 Pearl St. #10, Boulder, CO 80302
(303) 443-8252

Course Description and Goals:

This course introduces students to the sociological study of race and ethnicity. Race and ethnicity are socially constructed categories that produce very tangible life consequences and experiences. Racial and ethnic constructions structure differential opportunities in the United States. Successful racial and ethnic groups have succeeded not because of innate cultural or biological superiority, but because they have faced fewer barriers and had greater opportunities than less successful groups.

This course challenges students to examine racial and ethnic stratification in the United States, including each student's own position within the nexus of race, ethnicity, and society. In this course, students will:

1. Study the theoretical position that race and ethnicity are socially constructed.
2. Understand that the stratification of race and ethnicity is a very real and tangible phenomenon that differentially creates barriers and opportunities that in turn affect life chances.
3. Learn the difference between individual and institutional racism and the effects of each.
3. Examine personal positions within racial and ethnic stratification.
4. Acquire tools to combat both individual and institutional racism.

Classmate Information:

Classmates are an important source of information and aid for the class. Should a student miss a class, the student is required to obtain the missed notes and assignments from a classmate. The instructor will not supply missed material. In addition, students should ask their classmates to peer-edit their papers and to form study groups. Please take a moment to get the contact information of at least two classmates.

Name: _____ Email: _____ Phone: _____

Name: _____ Email: _____ Phone: _____

CULearn:

CULearn is an essential resource for this class. I will post grades, assignments, and important class-related announcements to the class website. In addition, I will announce guest speakers and other events of sociological relevance that you can attend as part of your extra-credit assignments.

Students are responsible for all material posted to CULearn and should check it at least three times a week in order to keep current with the class. Students will be automatically entered into the CULearn component of the course when you are officially enrolled. If you do not have access to this course from your CULearn page please inform the instructor before the end of the first week of class.

CULearn can be accessed at: <https://culearn.colorado.edu>

Office Hours and Coffee Hours:

I encourage students to utilize office hours as an additional class resource. During office hours, we can discuss course concepts, paper topics, or anything else of sociological relevance. Students who visit office hours regularly tend to do better in the class.

Coffee hours are similar to office hours, except I hold them at a local coffee shop. The Department of Sociology does not require instructors to hold coffee hours; I hold them in addition to the required office hours because the casual environment is more conducive to good discussions. Hopefully, each of you will be able to frequent coffee hours and join the discussion. If you choose to attend coffee hours, please respect our host by patronizing the establishment.

Assignments and Grades:

Your grade will be comprised of following three parts, broken down by weight:

Reading Summaries	30%
Book Review	30%
Final Exam	40%

Reading Summaries (30%)

Reading summaries help students complete, comprehend, and assess the general content of the readings. In addition, they allow the instructor to gauge students' progress in those areas.

A written summary of the assigned reading is due at 11:00 AM sharp every class period except on the first and last days of the course. Reading summaries must be submitted in person and in class, which means they also serve as de-facto attendance grades.

Students who miss class, arrive late, or leave early will forfeit their reading summary grade for that day unless they provide written documentation of an excusable absence within one week of the absence. Excusable absences include (1) a death in the family, (2) a significant medical condition, (3) a court date, (4) a religious conflict, or (5) participation in a university-supported activity in which the student is obligated to participate. To cover all other excuses for missing assignments, the lowest two reading summary grades will be dropped.

Book Review (30%)

Much of the required reading for this course is written from an academic rather than a personal point of view. To balance the academic point of view and to explore at least one personal experience with race and ethnicity, students are required to read one of the four autobiographical books listed on the first page of the syllabus. Then, students must complete a 3- to 5-page review of the autobiography that incorporates several academic sources of material from the course.

The book review is due at 11:00 AM sharp, Friday, July 31. Late papers will receive a 10% reduction in grade beginning at 11:01 AM, Friday, July 31. An additional 10% reduction in grade will be assessed for each weekday thereafter. The only exceptions to this rule that will be considered require written documentation of an excusable absence (listed above) within one week of the absence.

Final Exam (40%)

The final exam is a cumulative essay exam. Unlike multiple-choice exams that tend to only test memorization and regurgitation, the final exam in this course is meant to test higher levels of learning including comprehension, assessment, and application of the material to new scenarios.

The final exam will contain 5 concept identification questions and 2 essay questions. An exam review guide containing approximately 50 concept identification questions and approximately 10 essay questions will be given to the students well before the final exam. The exact questions for the final exam will be contained within the review guide. Therefore, students have no excuse for not being properly prepared for the exam.

The final exam will begin at 11:00 AM sharp on Friday, August 7. Make-up exams that resemble the original exam will only be given for students who can provide written documentation of an excusable absence (listed above) within two days of the absence. If a student misses the final exam for any other reason, she or he will be required to take an exam that contains twice the number of questions as the original exam.

Extra-Credit

In addition to helping students earn their desired grade, the extra-credit for this course is meant to help students apply course material to current events. Via CULearn, the instructor will announce current events and news articles that pertain to course themes. Students may also suggest events or articles for instructor approval as possibilities for extra-credit.

Students may complete up to 5 extra-credit assignments, each of which will earn the student up to one percentage point (1%) on the overall course grade. To complete an extra-credit assignment, students must attend an approved event or read an approved article. Then, the student must write an analysis of the event using and referencing at least two required readings. Extra-credit assignments should not exceed 300 words (about 1 page), and are due within one week of the event. Extra-credit assignments will not be accepted after 11:01 AM, Wednesday, August 5.

A Final Word on Grades

Class assignments will be graded on the following scale.

Grade	Number Grade	Description
A	90-100	Exceeds all required elements of an assignment, and the quality of the work is considerably greater than what was required.
B	80-89	Meets all required elements of an assignment, and the quality of the work is better than what is required.
C	70-79	Meets all required elements of an assignment, no more, no less. Quality of assignment is satisfactory.
D	60-69	Fails to meet all the required elements of an assignment, and/or the quality of the assignment is less than satisfactory.
F	1-59	Only meets some of the required elements of an assignment, and/or the quality of the assignment is considerably lower than satisfactory.
Zero	0	The assignment is not turned in at all, or the assignment shows signs of plagiarism.

Average	0%	60%	63%	67%	70%	73%	77%	80%	83%	87%	90%	94%
Letter Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
GPA	0.00	0.07	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.0

Additional CU and Course Policies:

Expected Workload

As per university policy, an undergraduate student should expect to spend approximately 3 hours per week outside of class for each credit hour earned during a 15-week semester. Given that this is a 5-week semester, students in this course should expect to spend approximately 27 hours per week outside of class in order to complete this course. You may see the definition of a credit hour at http://www.colorado.edu/FacultyGovernance/MOTRES/BFAxm_90105.html.

Classroom Behavior

Students and faculty each have the responsibility to maintain an appropriate learning environment. Students who do not adhere to behavioral expectations will be asked to leave the class. Severe or repeated infractions of behavioral expectations will be subject to further discipline, including grade reductions and/or dismissal from the class.

Instructors have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. See CU's behavioral policies at www.colorado.edu/policies/classbehavior.html and at www.colorado.edu/studentaffairs/judicialaffairs/code.html#student.

Appealing Your Grade

If you receive a grade that you believe is incorrect or unfair and would like the instructor to reconsider it, you will need to submit 1) your graded assignment and 2) a typed letter explaining point by point why you believe the grade you received does not accurately reflect the quality of your work given the requirements of the assignment. You must submit these items to the instructor within one week of the date the graded assignment was handed back. Please note that if you ask the instructor to reevaluate your work, your new grade may be higher or lower than the original.

Keep all returned work in the event that you have a grade dispute with what was recorded in the grade book. If you cannot provide a copy of the returned work, the grade in the grade book stands.

Email

Email is the official means of communication for the Department of Sociology, and students are invited to contact the instructor via email. At the same time, understand that the instructor receives an inordinate amount of official email and may not be able to respond for up to two days. In addition, as an official means of communication, email correspondence addressed to the instructor should be written with a professional tone with correct spelling and grammar.

Disability Accommodations

If you qualify for accommodations because of a disability, please submit to the instructor a letter from Disability Services by the end of the first week of class so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or www.Colorado.EDU/disabilityservices.

Religious Holidays

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. If you need to miss class for a religious holiday please submit a letter to the instructor by the end of the first week of class. For a copy of CU's policy regarding religious holidays, visit: http://www.colorado.edu/policies/fac_relig.html.

Academic Integrity

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; 303-725-2273). 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/>.

Sexual Harassment Policy

The University of Colorado Policy on Sexual Harassment applies to all students, staff, and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises that create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at: <http://www.colorado.edu/sexualharassment/>.

Course Calendar:

THEME	DAY/DATE	WEEK 1: TOPICS, READINGS, AND ASSIGNMENTS
CONTEMPORARY RACISM AND WHITE DENIAL	Tuesday, July 7	Topic: Introductions; Stratification in the United States
	Wednesday, July 8	Topic: Syllabus Discussed; Stratification in the United States, Continued Reading: The Course Syllabus; Wise, Pp. 7-16 Assignment: Complete and turn in a reading summary for the syllabus. Complete and turn in a personal learning journal.
	Thursday, July 9	Topic: White Denial and the Reality of Racism Reading: Wise, Pp. 17-110 Assignment: Complete and turn in a reading summary for the chapter assigned today.
	Friday, July 10	Topic: A Call for White Responsibility Reading Due: Wise, Pp. 111-149 Assignment: Complete and turn in a reading summary for the chapter assigned today.

THEME	DAY/DATE	WEEK 2: TOPICS, READINGS, AND ASSIGNMENTS
CREATING AND ATTACHING MEANING TO RACE	Monday, July 13	Topic: The Social Construction of Race Reading: Gallagher, Pp. 1-21 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Tuesday, July 14	Topic: The Social Construction of Race, Continued Reading: Gallagher, Pp. 22-38 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Wednesday, July 15	Topic: Contemporary Racial Stratification Reading: Gallagher, Pp. 39-60 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Thursday, July 16	Topic: Race Changes over Time and Place Reading: Gallagher, Pp. 61-99 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Friday, July 17	Topic: Color-Blind America Reading: Gallagher, Pp. 100-122 Assignment: Complete and turn in a reading summary for each chapter assigned today.

THEME	DAY/DATE	WEEK 3: TOPICS, READINGS, AND ASSIGNMENTS
PREJUDICE, DISCRIMINATION, AND RACISM	Monday, July 20	Topic: Understanding Racism Reading: Gallagher, Pp. 123-145 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Tuesday, July 21	Topic: Understanding Racism, Continued Reading: Gallagher, Pp. 146-164 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Wednesday, July 22	Topic: How Space Gets Raced Reading: Gallagher, Pp. 165-183 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Thursday, July 23	Topic: How Space Gets Raced, Continued Reading: Gallagher, Pp. 184-202 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Friday, July 24	Topic: How Space Gets Raced, Continued Reading: Gallagher, Pp. 203-216 Assignment: Complete and turn in a reading summary for each chapter assigned today.

THEME	DAY/DATE	WEEK 4: TOPICS, READINGS, AND ASSIGNMENTS
STRATIFICATION IN SOCIAL INSTITUTIONS	Monday, July 27	Topic: Race and Criminal Justice Reading: Gallagher, Pp. 217-249 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Tuesday, July 28	Topic: Race and Work Reading: Gallagher, Pp. 250-270 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Wednesday, July 29	Topic: Race and Work, Continued Reading: Gallagher, Pp. 271-297 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Thursday, July 30	Topic: Race and the Media Reading: Gallagher, Pp. 298-320 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Friday, July 31	Topic: Stereotypes Reading: Gallagher, Pp. 321-334 Assignment: BOOK REVIEW DUE. Also, complete and turn in a reading summary for each chapter assigned today.

THEME	DAY/DATE	WEEK 5: TOPICS, READINGS, AND ASSIGNMENTS
HOW RACE CONTINUES TO CHANGE IN AMERICA	Monday, August 3	Topic: Immigration Reading: Gallagher, Pp. 335-352 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Tuesday, August 4	Topic: Immigration, Continued Reading: Gallagher, Pp. 353-376 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Wednesday, August 5	Topic: Race and Romance Reading: Gallagher, Pp. 377-408 Assignment: Complete and turn in a reading summary for each chapter assigned today.
	Thursday, August 6	Topic: Strategies for Less Racism Reading: Gallagher, Pp. 409-438 Assignment: Complete and turn in a reading summary for each chapter assigned today. In addition, complete and turn in your personal learning journal.
	Friday, August 7	FINAL EXAM