

Term FALL 2013

Instructor: Nekehia Quashie

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Course Description:

This course is intended to give students a panoramic overview of the contemporary challenges surrounding inter and intra ethnic group relations in the United States. Contemporary circumstances, however, do not exist in a vacuum. This in mind, students will be guided by the historical paths that have contributed to and in some measure shaped the current conditions of ethnic minorities in the US. Therefore, the course is grounded in a historical, theoretical, demographic and ultimately sociological examination of race and ethnic divisions in the United States. Attention is also given to the unique cultural and socio-psychological factors that are also involved in inter-ethnic group relations.

Content Overview:

We will survey on-going research on ethnic differences and the consequences thereof, in a variety of demographic phenomena. We lay the foundation for the course by examining definitions of and theoretical approaches to race and ethnicity. Then with this conceptual framework, we examine the interplay of race and ethnicity in ongoing issues and debates such as immigration, educational achievement, labor market outcomes, neighborhoods and health.

It is my intention for students to leave this course with three things:

- 1) A deeper understanding of sociological theory and demographic perspective as it relates to ethnic divisions in the US;
- 2) A greater appreciation of ethnic divisions in America based on the exploration of the past, present and possible future circumstances of ethnic groups;
- 3) New critical ways of thinking about the potential consequences of persistent divisions for respective ethnic groups and the society at large; and
- 4) Develop research, writing and communication skills through written class assignments and a research paper.

Textbook:

Required text: Schaefer, Richard T. 2011 “Race and Ethnicity in the United States: Sixth Edition.” Pearson Education, Inc.

Assigned readings will be also provided to students via Course Reserves at the Marriott Library. Readings will be discussed in relation to the lectures.

Evaluation:

Your overall evaluation for this course will be based on **1 10-page research paper, 6 assignments and discussions**. There is **NO** final exam. Keep in mind that class participation only serves to enhance your complete understanding of the material covered in class. Below is a break-down of each area:

- 1) **Research Paper:** The paper should be **10 pages** in length. The topic of your paper **MUST** be drawn from the list below. Only three students can research the same topic. Therefore, I am taking a first come first served policy for these research papers. **You must email me your top three research topics by Friday, September 27th**. Once I distribute the final topics, **you MUST write your paper on the topic that you are given**.

Each paper must use 6 to 7 academic citations. Academic citations include peer-reviewed journal articles, policy briefs, books published by academic presses (e.g. University of Utah Press, Oxford University Press). The purpose of this exercise is to encourage you to become familiar with the various outlets for research in the field of Sociology, different writing styles and the communication of social research. More importantly, at the very least you have a template for future research papers while in college and the very most, you will have a product that can be used as a writing sample should you aspire to apply to graduate school, scholarships or employment in the near or distant future.

Each research paper is worth **100 points**. The suggested topics and grading rubric are outline below.

a) **A thesis section:** this is an introduction to the paper, which will give a short summary of the subject (movie or reading) and a clearly stated thesis or theory that you will be using in the paper;

b) **An analysis section:** this entails a correspondence between the theory and the subject of analysis. Begin with a brief definition of the theory, in your own words, followed by your choice of a corresponding aspect(s) or character(s) that clearly illustrates the theory. You may use quotes to enhance your point but make them brief, indented and single-spaced. You **MUST** use a maximum of two **Sociological** theories discussed in class. You are **Welcomed** to use outside theory but it must be cited and included in a bibliography. Always refer to the theory after each illustration.

c) **A critique or evaluation section:** this is your freedom section. It allows you to give your personal opinion on the subject of analysis (reading/movie) and the exercise itself. That is, some introspection on the benefit or not of viewing the movie or reading the assigned document or thinking about the question given and

your response. Essentially you are asking yourself, what are my thoughts having done this task?

Please DO NOT use a distinct cover page or any folder. PROOFREAD!!!! Poor grammar and spelling is unacceptable and will result in grade reduction. Required font: 12 point, Times New Roman. Required margins: 1 inch on each side. Non-adherence will be grounds for grade reduction.

- 2) **Written Assignments:** These assignments are interspersed throughout the class and are typically written responses to required documentaries. Each assignment is worth 10 points. There will be **6** of these throughout the semester for a total of **60 points**.
- 3) **Discussions:** I will post questions for open discussion at three different points during the semester.

Grading Scheme:

Final grades will be awarded based on the following points for each assignment:

Critical Analysis Papers (3)	90
In-Class Quizzes (3)	30
Participation	40
TOTAL	160

Final grade:

- 95 – 100% = A
- 90 - 94% = A-
- 85 - 89% = B +
- 80 - 84% = B
- 75 - 79% = B -
- 70 - 74% = C +
- 65 - 69% = C
- 60 - 64% = C-
- 55 - 59% = D +
- 50 - 54% = D
- below 50% = F

Allowances:

- **Late submissions:** Analysis papers can be submitted **up to two class periods** after the due date, beyond which they will not be accepted. Late papers will be **docked 10 points** and **cannot be emailed** unless given specific permission by

me. If you know in advance that you will not be able to submit a paper because of circumstances beyond your control, 1) let me know in advance of this situation to possibly arrange a new due date 2) bring documentation.

Pet Peeves

- I **DO NOT** appreciate emails about questions that are explicitly answered on the syllabus or in discussion about your written assignments.

Academic Misconduct:

I expect that all written assignments reflect your own work. If you have used thoughts, ideas or works of another person, I further expect that you will give these individuals due credit by citing them properly. Plagiarism and cheating are crucial offenses and may be punished by failure on an individual assignment, failure in the course, or expulsion from the university. All students should be familiar with the definitions and sanctions of academic misconduct that are outlined in the University of Utah Student Code: <http://www.admin.utah.edu/ppmanual/8/8-10.html> .

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Accommodations Policy

“Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult the University of Utah’s Accommodations Policy, which appears at: www.admin.utah.edu/facdev/accommodations-policy.pdf.”

Course Topics and reading schedule

August 26th – Sept 6th: Conceptual Framework

Reading: Schaefer: Chap. 1

Mather, Pollard and Jacobsen (2011)

September 6th: Assignment 1: Race the Power of an Illusion: The difference between us.

Holiday: Labor Day Monday Sept. 2nd

Sept 9th - 13th: Prejudice

Reading: Schaefer Chapter 2

Exercise: You tube video clips of What Would you do.

Sept. 16th – 20th: Discrimination

Readings: 1) Schaefer Chap. 3

2) Tomoaskovic-Devey & Warren (2009)

Clip of Stopped and Frisked:

<http://www.upworthy.com/meet-the-17-year-old-who-blew-the-lid-off-racial-profiling-with-his-ipod>

October 7th: PAPER 1

September 23rd – 30th: Structural Perspective of Race and Ethnicity

Readings: 1) Bonilla-Silva

2) Gans

October 1st- 11th: Immigration

Readings: Schaefer, Chap 4

Portes & Rumbaut (2006)

FALL BREAK: OCTOBER 13th to 20th

October 21st– 25th: Acculturation & Ethnic Identity

Reading: Schaefer, Chap 5

October 31st: Documentary

October 28th to November 8th: Assimilation & Segmented Assimilation

Reading: 1) Portes & Rumbaut (2001)

2) Waters & Jimenez (2005)

November 11th – November 15th: Residential Segregation & Health

Readings: Massey (2005)

Landrine and Corral (2009)

November 18th: Paper 2

November 18th – 27th: Education

Readings: Hirschman and Lee (2005)

Hummer and Hernandez (2013)

THANKSGIVING: November 28th & 29th

December 2nd – Dec. 6th: Labor Market Outcomes

Readings: Browne and Giampetro-Meyer (2008)

Pager and Sheperd (2008)

December 9th to 13th: Moving Forward

Readings: Schaefer, Chap. 6

DECEMBER 14th: PAPER 3

Required Readings provided via E-Reserve:

Conceptual Framework

Mather, Mark; Kevin Pollard and Linda A. Jacobsen. 2011. "First Results from the 2010 Census." Reports on America. Population Reference Bureau, Washington D.C.

Discrimination

Tomaskovic-Devey, Donald and Warren, Patricia. 2009. *Explaining and Eliminating Racial Profiling*. Contexts 8: 2 pp. 34-39

Structural perspective

Bonilla-Silva, E. 2001. *White Supremacy and Racism in the Post-Civil Rights Era*. Boulder, Colorado: Lynee Rienner Publishers. Chapter 2: pp. 21-58

Gans, Herbert. 2005. *Race as Class*. Contexts 4: 4 pp. 17-21.

Immigration

Massey, Douglas S., Durand, Jorge, and Malone J. Nolan. 2002. *Beyond Smoke and Mirrors: Mexican Immigration In An Era of Economic Integration*. New York, NY: Russell Sage Foundation. Chap. 2 pp. 7-23

Portes, Alejandro & Rumbaut, Ruben G. 2006. *Immigrant America: a portrait*. Third Edition. University of California Press. Chapter 2: pp. 12-36

Segmented assimilation

Portes, A. and R. Rumbaut. 2001. *Legacies: The Story of the Immigrant Second Generation*. Berkeley, California: University of California Press. Chapters 3: pp. 44-69

Waters, Mary and Tom´as R. Jim´enez. 2005. Assessing Immigrant Assimilation: New Empirical and Theoretical Challenges. *Annual Review of Sociology*. 31 pp. 105-125.

Education

Hirschman, Charles and Jennifer Lee. 2005. "Race and Ethnic Inequality in Educational Attainment in the United States." Pp. 107-138 in Michael Rutter and Marta Tienda, eds., *Ethnicity and Causal Mechanisms*. Cambridge, Massachusetts: Cambridge University Press.

Feagin, Joe R. and Bernice McNair Barnett. 2008. "Success and Failure: How Systemic Racism Trumped the Brown v. Board of Education Decision." Pp. 58-66 in Adalberto Aguirre, Jr and David V. Baker, eds, *Structured Inequality in the United States: Critical Discussions on the Continuing Significance of Race, Ethnicity, and Gender 2nd. Edition*. Pearson Education, Inc. Upper Saddle River, New Jersey

Labor market outcomes

Browne, M. Neil and Andrea Giampetro-Meyer. 2008. "Many Paths to Justice: The Glass Ceiling, the Looking Glass, and Strategies for Getting to the Other Side." Pp. 198-207 in Adalberto Aguirre, Jr and David V. Baker, eds, *Structured Inequality in the United States: Critical Discussions on the Continuing Significance of Race, Ethnicity, and Gender 2nd. Edition*. Pearson Education, Inc. Upper Saddle River, New Jersey.

Pager, Devah and Hana Shepherd. 2008. The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer Markets. *Annual Review of Sociology* 34 pp 181-209

Residential Segregation & Health

Massey, Douglas S. 2005. "Racial Discrimination in Housing: A Moving Target." *Social Problems*, 52(2) pp. 148-151

Landrine, Hope and Irma Corral. 2009. "Separate and Unequal: Residential Segregation and Black Health Disparities. *Ethnicity & Disease*. 19. pp179-184.

Note

I reserve the right to change any of the online reading materials for any given topic as the semester progresses.

Frequently Asked Questions:

Q. How do access reading material?

A. All reading material is available via the Marriott Library's Course Reserves. Students will be able to access course reserves in the new system, by selecting the course reserves

tab in the Marriott Library catalog, <http://search.library.utah.edu>. Type my name: Nekehia Quashie and all the reading for the class will be listed.

Q. If there are multiple readings by the same author, how do I know which reading to choose?

A. Each reading is published in a different year. Hence, if you notice there are multiple readings by the same author, pay attention to the year of publication listed for that week. Then, look for the complete title of the article or book in the bibliography as per the syllabus. Align this title with those that are listed in the course. Bear in mind the Marriott's listings has abbreviated titles for some of the readings. This is when the year of publication and authors are most useful.