Course Description:
This course is intended to give students a panoramic overview of the contemporary challenges surrounding inter and intra ethnic group dynamics in the United States. Contemporary circumstances, however, do not exist in a vacuum. With 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 as it relates to racial/ethnic/class divisions in the US;

2) A greater appreciation of the diverse racial, ethnic and class groups in America based on the exploration of their past, present and possible future circumstances; and

3) New critical ways of thinking about the potential consequences of persistent divisions along these lines of race/ethnicity/class/gender for respective ethnic groups and the society at large.

Textbook:
Assigned readings will be also provided to students via Course Reserves at the Marriott Library. Readings will be discussed in class in relation to the lectures.
Evaluation:
Your overall evaluation for this course will be based on 4 critical response papers, 2 quizzes and class participation. 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) Critical Response papers: Each paper will be based one of the assigned readings, in-class movies or an essay question given by me. The paper should be 7 pages in length. Each critical analysis paper is worth 30 points. Though I may give specific guidelines for each response paper, the format for each paper should be as follows:
   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) In-Class Quizzes: Two short quizzes will be given during the term, which will test your knowledge of the readings, lecture material and give an indication of how often you’ve attended class. The quizzes contribute 20 points to your final grade. There is NO make-up for missed quizzes.
Grading Scheme:
Final grades will be awarded based on the following points for each assignment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Response Papers (4)</td>
<td>120</td>
</tr>
<tr>
<td>In-Class Quizzes (2)</td>
<td>20</td>
</tr>
<tr>
<td>Participation</td>
<td>40</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

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 5 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:
- **NO COMPUTERS ALLOWED IN CLASS**
- If you have to leave class early, **PLEASE BE COURTEOUS** and inform me before class either via email or before the lecture.
- Constantly walking in & out of class is distracting so **DO NOT** do such.
- I **DO NOT** appreciate emails about questions that are explicitly answered on the syllabus or in discussion about your written assignments.
- **Sundry habits** such as sleeping, doing work for another class, completing crosswords, reading the newspaper, arriving to class late then sleeping in class, talking to classmates while I am explaining material to the class **ARE NOT WELCOMED.** I will greatly appreciate if students be respectful to me and fellow classmates, always.
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
** Please note that movies, discussions and test dates may change.

August 22nd – Sept 2nd: Conceptual Framework
Reading: Schaefer: Chap. 1

Holiday: Labor Day Monday Sept. 5th.

Sept 7th – 16th: Prejudice
Reading: Schaefer Chapter 2

Sept. 19th – 30th: Discrimination
Readings: 1) Schaefer Chap. 3  
  2) Tomoaskovic-Devey & Warren (2009)
October 3rd – 7th: Structural Perspective of Race and Ethnicity  
*Readings: 1) Bonilla-Silva  
2) Gans*

**FALL BREAK: OCTOBER 10th to 15th**

October 17th- 21: Immigration  
*Readings: Schaefer, Chap 4  
Portes & Rumbaut (2006)*

October 24th – 28th: Acculturation & Ethnic Identity  
*Reading: Schaefer, Chap 5*

October 31st – November 4th: Assimilation & Segmented Assimilation  
*Reading: 1) Portes & Rumbaut (2001)  
2) Waters & Jimenez (2005)*

November 7th – November 16th: Residential Segregation & Health  
*Readings: Massey (2005)  
Landrine and Corral (2009)*

*November 18th – 23rd: Education  
Readings: Hirshcman and Lee (2005)*

**THANKSGIVING: November 24th & 25th**

November 28th – Dec. 2nd: Labor Market Outcomes  
Pager and Sheperd (2008)*

December 5th to 9th: Moving Forward  
*Readings: Schaefer, Chap. 6*

**Required Readings provided via E-Reserve:**

*Discrimination*  
Structural perspective


Immigration


Segmented assimilation


Education


Labor market outcomes


Residential Segregation & Health

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 I 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.