Term: SPRING 2009; MWF 9:40 - 10:30 AM  
Room: BEH S 102

Instructor: Nekehia Quashie  
Office Hours: BEH S 318, after class and by appointment  
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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 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 geography, family structure, intermarriage, fertility, and health.

It is my intention for students to leave this course with at least one of three things: 1) a deeper understanding of sociological theory as it relates to racial/ethnic/class/gender divisions in the US;

2) a greater appreciation of the diverse racial, ethnic, class, and gender 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:
There is no required textbook for this course. Assigned readings will be provided to students via WebCT and 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 3 Exams (60%) and 4 critical response papers (40%). There is NO final exam. Class participation is expected and I reserve the right to include this as a portion of your grade. Keep in mind that it only serves to enhance your complete understanding of the material covered in class. This makes it more significant to your final grade. Below is a break-down of each area:

1) **Exams:** Each will be divided into multiple choice and short-answer questions. Prior approval is NECESSARY to miss an Exam. There is NO make-up for missed exams.

2) **Critical Response papers:** Each paper will be based one of the assigned readings, in-class movies or an essay question given by me. The length of the paper will anywhere from 5 to 7 pages, depending on the subject of analysis. Though I may give specific guidelines for each response paper, the format for each paper, nonetheless, should follow:
   
   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.**

**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 outline and reading schedule**
Please note these are tentative. Movies, discussions and test dates may change.

Jan 12  Introduction, overview of course,
14-16 Conceptual Framework: i) defining ethnicity/race/minorities, prejudice, discrimination and its sociological significance,
   ii) Consequences of minority group status; Reducing Prejudice

*Readings: Schaefer Chaps 1-2 & Phinney*

19  **Martin Luther King Jr. Day**
21-23 Theory: Assimilation
*Readings: Alba & Nee*

26-30 Theory: Segmented Assimilation
*Readings: Portes and Rumbaut*

Feb 02-06 Structural Perspective of Race and Ethnicity & Racial and Ethnic

*Readings: Banton, Farley & Hirschman*

09  Movie- The Color of Fear
11  The Color of Fear
13  Review

16  **President’s Day Holiday**
18  **Exam # 1 & Critical response paper # 1**
20-23 Immigration

25  Movie- El Norte
27  Movie- El Norte
Readings: Portes & Rumbaut Ch. 5; Kirk and Guratz

Mar
02-06 Education
Readings: Hirschman & Lee, Waters, Zhou & Bankston

09-13 Labor Market Outcomes
13 Critical Response paper #2 (movie analysis)
Readings: Jaret, Mattoo et al, Waters and Eschbach

16-20 Spring Break

23-27 Residential Segregation
Readings: Massey, White and Shy

30-03 Health
Readings: Smaje, Rogers, Vega & Rumbaut

April
06 Review
08 Exam # 2
10 Critical Response paper # 3

13-17 Marriage and Family Structure
Readings: Lichter & Qian

20-24 Fertility
Readings: Swicegood & Morgan

26 Review
29 Exam # 3

May
06 Critical Response paper # 4

Required Readings:

Conceptual Framework


Assimilation
Segmented assimilation

Structural perspective

* Identity (subject to revision)

* Immigration (subject to revision)

Education

Labor market outcomes

Neighborhoods and geography

Health


Marriage and family structure

Interrmarriage


Fertility