Term: SPRING 2010; MWF 9:40 - 10:30 AM  
Room: BEH S 102  
Instructor: Nekehia Quashie  
Office Hours: BEH S 318. Monday and Friday: 11 am to noon & by appointment  
Email: nekehia.quashie@soc.utah.edu  
Phone: 801-581-6153  

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 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 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, 3 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) Exams: Each will be short-answer questions and worth 40 points. 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 paper should be 5 pages in length. Each critical analysis paper is worth 20 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.

3) 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 10 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>Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td>In-Class Quizzes (2)</td>
<td>10</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>120</td>
</tr>
<tr>
<td>Critical Response Papers (3)</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
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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:
- Each student will be allowed an exemption from submitting ONE of the critical analysis papers, as I understand that unforeseen circumstances may prevent you from submitting the papers on the due date. You **DO NOT** have to provide an excuse for not turning in that 1 paper.
- **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:
- I **DO NOT** appreciate students emailing me 1-2 days or on exam day for clarification of a concepts or theories. That is not helpful to either one of us. If you have a problem comprehending or applying concepts, do not hesitate to ask me after class or at the next class or email me.
- 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, on the exam review sheets and/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](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](http://www.admin.utah.edu/facdev/accommodations-policy.pdf).”
Course Topics and reading schedule
** Please note that movies, discussions and test dates may change.

January 11th to 15th: Conceptual Framework
Reading: Parrillo: Chap. 1 & Chap. 6

Holiday: January 18th Martin Luther King Jr. Day

January 20th - 22nd: Prejudice
Reading: Parrillo, Chapter 4

January 25th – 29th: Discrimination
Readings: 1) Parillo, Chap. 5
        2) Tomoaskovic-Devey & Warren (2009)

Feb 1st - 5th: Structural Perspective of Race and Ethnicity
Readings: Bonilla-Silva
        Parillo, Chap 3

Feb 8th – 12th.
Movie 1: Race the Power of Illusion & Discussion

Holiday: February 15th President’s Day Holiday
February 17th: Exam Review
February 19th – Exam #1

February 22nd – 26th: Culture, Assimilation & Segmented Assimilation
Reading: Parrillo, Chap 2
        Portes & Rumbaut (2001)

Critical Paper #1 due on February 22nd

March 1st – 5th: Immigration
        Portes & Rumbaut (2006)

March 8th – 12th: Acculturation & Ethnic Identity
Reading: Parrillo, Chap 7

March 15th: Quiz 2 & Recap
March 17th – Exam review
March 19th – Exam #2
Mar 22nd – 26th: Spring Break

March 29th to April 2nd: Education  
*Readings: Hirschman & Lee (2005)*  
  Waters (1999)  
  Zhou & Bankston (1998)

April 5th - 9th:  
** Movie 2: Freedom Writers & Discussion

April 12th - 16th: Labor Market Outcomes  
*Readings: Waters & Eschbach (1995)*  
  Mattoo (2005)

April 19th - 23rd: Residential Segregation & Health  
*Readings: White & Shy (2002)*  
  Williams & Chiquita (2001)

**Critical Analysis Paper # 2 due on April 19th.**

April 26th – Exam Review

April 28th - Exam #3

May 07 Critical Response paper # 3

**Required Readings provided via WebCT:**

Discrimination  
  Contexts 8: 2 pp. 34-39

Structural perspective  

Immigration  
  2 pp. 7-23

*Conventional Assimilation*


*Segmented assimilation*


*Acculturation*


*Education*


*Labor market outcomes*


*Neighborhoods and geography*


*Health (subject to revision)*
