

Course: Ethnic Minorities in America

Instructor: Nekehia Quashie

In-class: Monday and Wednesday, BEHS 102

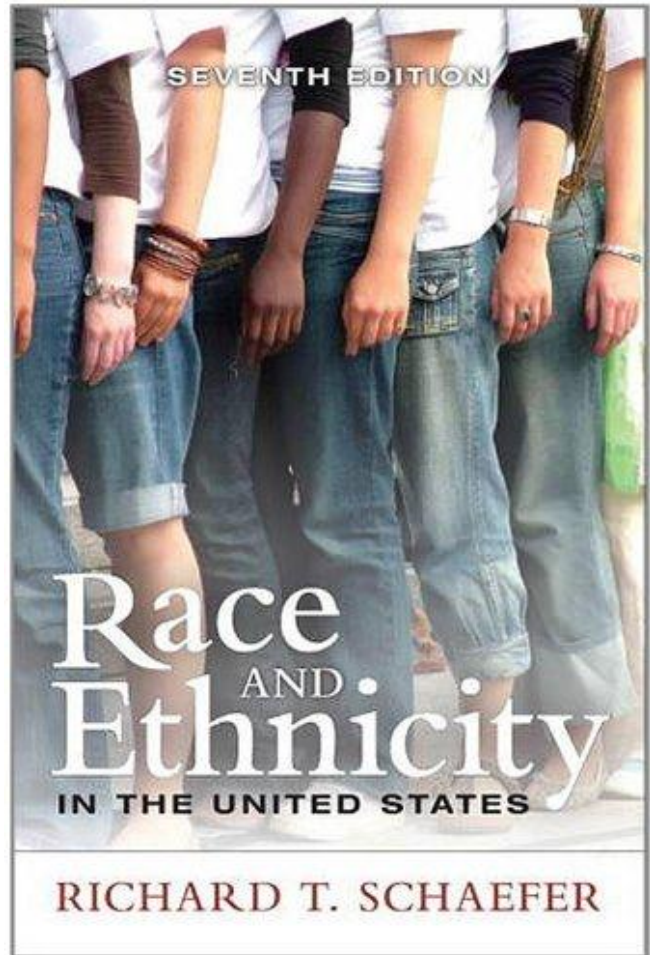
Online: Friday

Office Hours: Wednesdays 2pm-4pm

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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. 2013 “Race and Ethnicity in the United States: Seventh Edition.” Pearson Education, Inc.

Assigned readings will also be provided to students via Course Reserves at the Marriott Library.

Course Evaluation:

Your overall evaluation for this course will be based on **one 10-page research paper, 8 assignments and 8 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:

Research Paper: To cultivate your knowledge of sociological research and to allow you the opportunity to begin pursuing research in a specific area of your interest, each student will write a short research paper.

Paper Requirements:

The research paper has a page requirement of 8-10 pages and must incorporate 7 traditional academic sources. Your research paper must include a thesis, and it will be graded on organization, inclusion of academic texts and grammar.

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.

The paper should be **8-10 pages in length**. These **8-10 pages DO NOT include your Bibliography**. The **Bibliography is separate from the main text and thus, not included in the required 8-10 pages of text**.

Paper topics:

The topic of your paper **MUST** be drawn from the given list. 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**.

A series of assignments have been created to facilitate your success – including a **draft which will be graded**. Please see the **Course Schedule, pages 5 to 7 of this syllabus, for specific due dates**. In addition, a **grading matrix** of the research paper has been developed and is available on page **10** of this syllabus. This will give you a very clear idea of how your research paper will be evaluated.

Each research paper is worth **100 points**. The suggested topics and grading rubric are outlined on pages 8-10 of the syllabus.

LATE PAPERS WILL *NOT*** BE ACCEPTED.**

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 **7** of these throughout the semester for a total of **70 points**. **Each assignment is related to a particular topic. Please see the outline of the course schedule for the assignment due dates.**

LATE ASSIGNMENTS WILL *NOT*** BE ACCEPTED.**

Please DO NOT TEST me on this.

Discussions: There will be weekly discussions for our class. This is the most interesting and arguably fun part of the course. This is **WHERE THE LEARNING TAKES PLACE**. **Each discussion post is worth 40 points**. You are required to post a comment/response to the question I pose, which is 20 points. In addition, you must respond to the responses/commentary of 2 of your classmates. Each response to a classmate is worth 10 points.

Your initial response to discussion questions = 20

Response to Classmate 1= 10

Response to Classmate 2= 10

Discussions are meant to provide a space for reflection and ultimately, learning. Please do not use this space to engage in a shouting match. **BE RESPECTFUL** of each other's viewpoints.

Grading Scheme:

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

Research Paper (1)	100
Written assignments (8)	80
Discussions (8)	320
TOTAL	500

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

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> .

I will automatically fail any student who is found plagiarizing in this class. If you are unclear on what constitutes plagiarism, I encourage you to go to the Writing Center or arrange to have an appointment with me, in person.

If you download any part of your research paper, you will fail the course. It is an insult to me, to the University of Utah and to whoever is paying for your college education that you would attempt to simply coast by in college.

To assess plagiarism, you will submit your research paper via Turn-It-In.

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 Schedule

Course Topics	Time Frame	Readings	Assignment & Due Dates
Module 1: Social Construction of Race			
Conceptual Framework	01/06 to 01/17	Schaefer (2011), Chapter 1 Mather, Pollard and Jacobsen (2011)	Race the Power of an Illusion: The difference between us
Prejudice	01/20 to 01/24	Schaefer (2011), Chapter 2 * Quillan (2006)	Race the Power of an Illusion: The Story We Tell
Discrimination	01/27 to 01/31	Schaefer (2011), Chapter 3 Tomaskovic-Devey and Warren (2009) Pager and Sheperd (2008)	Racial Profiling Reading Assignment
Structural Perspective: Racism as Institutional Rather Than Personal	02/03 to 02/07	Bonilla-Silva (2001) Gans (2005)	Race the Power of an Illusion: The House We Live In

Course Topics	Time Frame	Readings	Assignment & Due Dates
Module 2: Immigration to the U.S.: History, Challenges & Opportunities			
Immigration	02/10 to 02/21	Massey et al (2002), Chapter 2 Portes and Rumbaut (2006) **Hao (2007), Chapter 2	Documentary: The Other Side of Immigration
Acculturation & Ethnic Identity	02/24 to 02/28	Schaefer (2011), Chapter 5	
Assimilation & Segmented Assimilation	03/03 to 03/07	Portes and Rumbaut (2001) Waters and Jimenez (2005) **Alba and Nee (2007) **Hao (2007), Chapter 2	
Module 3: Social Inequalities- The Consequences of Institutionalized Racism			
Residential Segregation and Health	03/17 to 03/28	Massey and Denton (2011) Massey and Denton (2005) Landrine and Corral (2009)	Unnatural Causes: Place Matters Unnatural Causes: Becoming American
Education	03/31 to	Hirschman and Lee (2005)	

	04/04	Feagin and McNair-Barnett (2008) *Hummer and Hernandez (2013) **Feliciano (2009) **Kalogrides (2009) ** Sun (2011) **Wildhagen (2011)
Labor Market Outcomes	04/07 to 04/11	Pager and Sheperd (2008) Pager (2011) Browne and Giampetro-Meyer (2008) **Correll, Benard and Paik (2011) **England (2011)

The Future of Ethnic Relations in the United States

Moving Forward	04/14 to 04/23	Schaefer (2011), Chapter 6
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*Indicates supplemental reading. This will be available on the Webpage for the respective topics.
**Supplemental Readings which will be available online via the Marriott Library Course Reserves.

Research Paper Topics:

Before you choose a topic, I highly encourage you to do some preliminary research – quickly scan the databases and see what information is available. This is an easy way for you to match your interests with what scholars are discussing in the current literature.

Research Topics

1. Explore the reasons for the educational disparities between non-Hispanic whites and Blacks in the United States.
2. Explore academic achievement among Asian populations within the United States
3. Explore the epidemiological paradox of Hispanic populations within the United States.
4. Explore infant mortality or adult mortality disparities between non-Hispanic Whites and Blacks in the United States.
5. Explore the participation of Hispanics in the U.S. political system.
6. Explore the impact, influence and role of rap music in cultivating an urban black identity and possibly how rap is being adopted by non-black groups.
7. Discuss the pros, cons and impact of ESL programs in America's schools
8. Explore the discrimination in health care of African Americans in the United States and how the context of racism has shaped African Americans' attitudes towards receiving medical care (for a great place to start, explore the Tuskegee syphilis study)
9. Explore the internment of Japanese American populations in the history of the United States.
10. Explore the processes of the 'whitening' of the Irish and Italian populations within the United States.
11. Explore the role of remittances and hometown associations in transnational Mexican communities.
12. Explore the exclusion of Asian populations from historical U.S. immigration flows yet the role they played in building a young America.
13. Explore the history and continual impact of 'red-lining' in regards to housing, suburbanization and the role of government in growing the wealth of non-Hispanic whites in the United States.
14. Explore the flows of Cuban migrants into the United States and their impact on the social, economic, political and cultural life of Miami Florida.
15. Explore issues of identity among "mixed-race/ethnic" persons in the United States.
16. Explore ethnic and/or gender disparities in labor market outcomes such as employment, unemployment, earnings, sectors of employment or other related outcomes.
17. Explore the assimilation patterns of any immigrant group, in any of the following areas: labor market, educational attainment, housing patterns.
18. Explore the history and current state of ethnic intermarriage patterns in the United States. What do we learn about prejudice, discrimination, and assimilation?

19. Explore the retention and matriculation of ethnic minority students in college. You can choose any minority group for this topic.
20. Explore the issue of ethnic disparities in incarceration rates in the United States.
21. Explore institutionalized prejudice and discrimination against Muslims or those of Middle-Eastern ancestry in the United States.
22. Explore the relative success and/or shortcomings of organization's efforts to reduce prejudice in the workplace.
23. Explore the representation of minorities (ethnic or gender based) in managerial/executive positions within organizations or minority entrepreneurship.
24. Explore the role of ethnic media in the following ways:
 - 1) The process of assimilation
 - 2) The integration and representation of minorities in the United States
 - 3) Ethnic identity formation

Grading Rubric for Research Paper

Category	Points	Excellent (9-10)	Good (5-8)	Fair (1-4)
Introducing the idea: The topic is introduced, a thesis is clearly evident and groundwork is laid as to the direction of the paper.	10 points			
Body: The research paper goes from general ideas to specific conclusions within each paragraph. Transitions tie sections together, as well as adjacent paragraphs. Each paragraph clearly ties back to the thesis	20 points			
Coverage of Content: The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. There is a clear correspondence of THEORY and the subject of analysis throughout. Including a discussion of the theory in your own words.	30 points			
Organization and Clarity of Writing: The research paper must have a clear introduction with a thesis, main body with major points, and a conclusion Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.	20 points			
Conclusion: summarizes key points, re-connects to introduction. Evaluation of the usefulness of the theory chosen to analyze the subject. Suggestions for future research (includes what you would like to do or research you would like to see done).	10 points			
Citations/References/Format: All needed citations were included in the report. References matched the citations, and all were encoded in ASA format. Format: Include a Header indicating your name and Paper Topic/Title. Font type: Times New Roman Font size: 12 point Page margins: 1 inch on each side	10 points			

Required Readings provided via the Marriott Library Course Reserves:

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.

**Alba, Richard and Victor Nee. 2007. "Assimilation." In *The New Americans: A Guide to Immigration since 1965*. Edited by Mary Waters, Reed Ueda and Helen B. Marrow, pp. 124-136

**Hao, Lingxin. 2007. "A Theoretical Model for Wealth In an Era of Immigration," in *Color Lines, Country Lines: Race, Immigration and Wealth Stratification in America*. Pp.13-25.

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

Supplemental Readings Available Online at the Marriott Library Course Reserves

**Kalagrides, Demetra. 2009. "Generational Status and Academic Achievement Among Latino High School Students: Examining the Segmented Assimilation Theory." *Sociological Perspectives*, 52 (2), 159-183.

**Feliciano, Cynthia. 2009. "Education and Ethnic Identity Formation Among Children of Latin American and Caribbean Immigrants." *Sociological Perspectives*, 52 (2), 135-158

**Sun, Yongmin. 2011. "Cognitive Advantages of East Asian American Children: When do such advantages emerge and what explains them." *Sociological Perspectives*, 54(3), 377-402.

**Wildhagen, Time. 2011. "What's Oppositional Culture Got to Do With It? Moving Beyond the Strong Version of the Acting White Hypothesis." *Sociological Perspectives*, 54(3), 403-430.

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

Pager, Devah. 2011. "Marked: Race, Crime and Finding Work in an Era of Mass Incarceration." In *The Inequality Reader: Contemporary and Foundational Readings in Race, Class and Gender*. 2nd edition, Grusky, David B, and Szonja Szelenyi (editors), pp. 260-268.

Supplemental Readings Available Online at the Marriott Library Course Reserves

**England, Paula. 2011. "Devaluation and the Pay of Comparative Male and Female Occupations." In *The Inequality Reader: Contemporary and Foundational Readings in Race, Class and Gender*. 2nd edition, Grusky, David B, and Szonja Szelenyi (editors), pp.421-425.

**Correll, Shelley J., Stephen Benard, and In Paik. 2011. "Getting a Job: Is There a Motherhood Penalty?" In *The Inequality Reader: Contemporary and Foundational Readings in Race, Class and Gender*. 2nd edition, Grusky, David B, and Szonja Szelenyi (editors), pp. 365-377.

Residential Segregation & Health

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

Massey, S. Douglas and Nancy A. Denton. 2011. "American Apartheid: Segregation and the Making of the Underclass." In *The Inequality Reader: Contemporary and Foundational Readings in Race, Class and Gender*. 2nd edition, Grusky, David B, and Szonja Szelenyi (editors), pp. 170-181.

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.

Alternatively try clicking on this link:

[http://thoth.library.utah.edu:1701/primo_library/libweb/action/search.do?dscnt=1&frbg=&scp.scps=scope%3A%28course_reserves%29&tab=course_reserves&dsmtp=1376590075754&srt=title&ct=search&mode=Basic&dum=true&vl\(42954513UI0\)=any&indx=1&tb=t&vl\(freeText0\)=quashie+3365-090&vid=UUU&fn=search&fromLogin=true&fromLogin=true](http://thoth.library.utah.edu:1701/primo_library/libweb/action/search.do?dscnt=1&frbg=&scp.scps=scope%3A%28course_reserves%29&tab=course_reserves&dsmtp=1376590075754&srt=title&ct=search&mode=Basic&dum=true&vl(42954513UI0)=any&indx=1&tb=t&vl(freeText0)=quashie+3365-090&vid=UUU&fn=search&fromLogin=true&fromLogin=true)

You will have to login in using your Unid and password in order to access the material.

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 have abbreviated titles for some of the readings. This is when the year of publication and authors are most useful.