

**Term:** Fall 2013

**Instructor:** Nekehia Quashie

**Office Hours:** BEH S 415 B. 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 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 **2 critical response papers; 3 quizzes; periodic assignments** throughout the term; **1 presentation at the end of the term** 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:** Three 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 **30 points** to your final grade. There is **NO** make-up for missed quizzes.
- 3) **Presentation:** Drawing to the close of the term students will be required to present to the class the most important aspect/topic of the class that honed their knowledge base or created a shift in their perspective.

**Grading Scheme:**

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

<b>Critical Response Papers (2)</b>	<b>60</b>
Participation	40
Quizzes (3)	30
Assignments	30
<b>Presentation</b>	<b>20</b>
<b>TOTAL</b>	<b>180</b>

**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 one class period** 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](http://www.admin.utah.edu/facdev/accommodations-policy.pdf).”

### **Course Topics and reading schedule**

\*\* Please note that topic dates and readings may change

Week 1: Conceptual Framework

**Reading: Mather, Pollard and Jacobsen (2011)**

Week 2: Prejudice

Week 3: Discrimination

**Readings: 2) Tomoaskovic-Devey & Warren (2009)**

**3) Pager and Shepherd (2008)**

Week 4: Structural Perspective of Race and Ethnicity

**Readings: 1) Bonilla-Silva**

**2) Gans**

Week 5: Immigration

**Readings:** *Schaefer, Chap 4*  
*Portes & Rumbaut (2006)*

Week 6: Acculturation & Ethnic Identity

**Reading:** 1) *Schaefer, Chap 5*  
2) *Phinney & Ong (2007)*

Week 7: Assimilation & Segmented Assimilation

**Reading:** 1) *Portes & Rumbaut (2001)*  
2) *Waters & Jimenez (2005)*

Week 8: Residential Segregation & Health

**Readings:** *Massey (2005)*  
*Landrine and Corral (2009)*

Week 9: Education

**Readings:** *Hirschman and Lee (2005)*  
*Feagin and McNair Barnett (2008)*

Week 10: Labor Market Outcomes

**Readings:** *Browne and Giampetro-Meyer (2008)*  
*Pager and Sheperd (2008)*

**Week 11: Moving Forward**

**Student Presentations**

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

- **Note additional/supplemental readings are also available via the Course Reserves. These readings are identified by 2 asterisks (\*\*) in the reading list for the respective topics. I am likely to use these readings for class assignments.**

***Discrimination***

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

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

### ***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

### ***Ethnic Identity***

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

### ***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.

\*\* Hao, Lingxin. 2010. "A Theoretical Model of Wealth In an Era of Immigration." pp. 13 -51 in *Colour Lines, Country Lines: Race, Immigration and Wealth Stratification in America*.

\*\* Alba, Richard and Victor Nee. 2007. "Assimilation" pp 124 - 136 in *The New Americans: A Guide to Immigration Since 1965*. (eds) Mary C. Waters, Reed Ueda and Helen B. Marrow.

### ***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 2<sup>nd</sup>. Edition*. Pearson Education, Inc. Upper Saddle River, New Jersey

- \*\*\* Wildhagen, Tina. 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.
- \*\* 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
- \*\* Kalgorigides, Demetra. 2009. "Generational Status and Academic Achievement among Latino High School Students: Evaluating Segmented Assimilation Theory." *Sociological Perspectives* 52 (2) 159-183.

### ***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 2<sup>nd</sup>. 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
- \*\* England, Paula. 2011. "Devaluation and the Pay of Comparable Male and Female Occupations." pp. 421-425 in Grusky, David B. and Szonja Szelenyi (eds) *The Inequality Reader: Contemporary and Foundational Readings in Race, Class and Gender*. 2nd edition. Westview Press.
- \*\* Correll, Shelley J., Stephen Benard and In Paik. 2011. "Getting a Job: Is there a Motherhood Penalty?" pp. 365-377 in Grusky, David B. and Szonja Szelenyi (eds) *The Inequality Reader: Contemporary and Foundational Readings in Race, Class and Gender*. 2nd edition. Westview Press.

### ***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.
- \*\* Hou, Feng and Eric Fong. 2009. "Residential Patterns across Generations of New Immigrant Groups." *Sociological Perspectives*. 52 (3) 409-428

### **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. **First SELECT "GO"** on the homepage of the Marriott Library: <http://www.lib.utah.edu/>

A new window will pop up. **Click “Course Reserves”**. Then **type my name: Nekehia Quashie**. This should produce a listing of all the readings for the class.

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.