

# RACE & ETHNIC RELATIONS

**SYD 3700 | Section 003**



**CRN 14349 | Spring 2021**

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**Professor:** Dr. Stephanie M. Ortiz

**Email:** Ortizs@fau.edu

**Office:** Culture & Society Building 245

**Office Hours:** By appointment

**Office Phone:** 561-297-3273

**Class details:** fully online & asynchronous<sup>1</sup>

**Credit Hours:** 3

**Prerequisites:** none

**Fulfills:** ETHS certificate; SOCI major & minor

**Required Materials:** There is no textbook. Readings available on *Canvas*

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## COURSE DESCRIPTION<sup>i</sup>

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This course is an introduction to studying race and ethnicity (R&E) in the United States from a critical sociological perspective. Our task will be to investigate how: (1) R&E have been constructed as innate human characteristics and natural categories; (2) these categories are used to justify the unequal distribution of resources; and (3) groups negotiate, reproduce, and challenge these arrangements.

Note that this course is not an exploration of “different cultures.” As sociologists, our attention will be on issues of power; explanations of race relations that rely on ideas of human nature, hatred, and ignorance will be problematized and critiqued.

We begin with an overview of how sociologists define and theorize R&E. We then examine the sociohistorical processes of racialization, paying special attention to the relationship between R&E, capitalism and patriarchy. Finally, we focus on the contentious politics of the Civil Rights Era, and turn to contemporary topics, to better understand social change and racial retrenchment.

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<sup>1</sup> The official designation of the course is “distance learning.” Distance learning courses are self-paced, meaning that you access and review the week’s material at your leisure. Since students will be reviewing lecture and reading/viewing materials at different times during the week, discussion boards or a live-lecture component are not suitable for this format. I will send announcements/reminders to encourage you to stay on schedule, but the responsibility is on you to not fall behind. I urge you to contact me if you find that you need help.

## LEARNING OUTCOMES

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The Sociology Department's pedagogical mission centers critical thinking in service of humanity. Further, as this class also counts towards the Ethnic Studies certificate, I take seriously the task of self-determination through education, and believe that a diverse set of intellectual traditions can empower students to transform their social world. Therefore, you will:

- gain frameworks with which to analyze how R&E have shaped cultural, political and economic issues in our society
- develop a vocabulary to better understand, engage in, and shape discussions and social action around R&E
- demonstrate critical thinking, through the ability to describe and evaluate complex arguments, as well as analyze empirical data
- practice effective communication skills by developing and defending an informed position on issues of R&E.

## COURSE REQUIREMENTS

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I will assess your learning through writing assignments. These will require you to:

- analyze (categorizing, deconstructing, comparing/contrasting)
- evaluate (defending, criticizing)
- create (designing, implementing)

### ***Critical Response (CR) Papers – 300 points/60% of course grade***

CR papers are opportunities to more deeply engage with the course topics, as well as develop and defend a position. You must choose **two** prompts throughout the semester to respond to (one due on each Friday 10pm of Weeks 6 and 11). It is your prerogative which prompts you choose to complete; I encourage you to choose the prompts that most resonate with you. Each paper must be between 800 and 850 words. Rubric and instructions are posted on *Canvas*.

### ***Photovoice – 130 points/26% of course grade***

Photovoice is a research method that enables people to (1) record and reflect a community's strengths and concerns, and (2) discuss issues of importance to a community. This assignment requires that you photograph aspects of your community throughout the semester in order to promote critical dialogue and produce shared knowledge around a contemporary topic related to R&E (Wang & Burris 1997:369). Possible ideas include beauty politics, whiteness, health disparities, environmental racism, sports, residential segregation, social movements, the prison industrial complex, or social media. You will submit a set of 4 original photographs (if you do not have access to a digital camera, please contact me asap). Each photograph must be accompanied by a

300-word paragraph wherein you describe what the image means for understanding race relations, racial identity, intersectionality, racism, or anti-racism. Each paragraph must engage with theories, concepts, or main takeaways from the class. Please respect social distancing and do not photograph anyone without their consent. **Due April 21 @ 10pm.**

### ***Race in Everyday Life Journal* – 70 points/14% of course grade**

In lieu of in-person discussion (which we cannot have), and a virtual discussion board (which requires significant moderation for 110 students), you will submit a total of 7 journal posts through the semester. Use the journal to apply concepts from the readings/videos to your own life or a current event. You may also reflect on the lecture or readings from the week, but be aware that *vague entries, such as those simply stating the reading was “interesting,” will not earn credit.* Rather, you should focus on what precisely was insightful about the reading. How did it alter your thinking? What new questions did it create? How did it challenge your previous ideas? Journal entries must be a minimum of 200 words each, and should be posted by Friday 10pm of the weeks you choose. **All students must complete Week 1’s journal** (which is a ‘getting to know you’ prompt and your opportunity to introduce yourself to me and your TA). This entry counts toward your required 7.

In addition:

- Check the *Canvas* course page at least once/week, as information will be posted there
- Keep copies of all completed assignments & work until final grades are posted
- Be sure to discuss grade posting omissions and errors with me immediately
- Students are not to collaborate on graded work

## **GRADING**

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All grades in this course must be earned. You will be able to access grades in *Canvas*. In addition:

- There will be no curving or extra credit offered
- I do not allow resubmissions of assignments
- I do not grade for attendance
- Assignments will be graded within 2 weeks of submission

### **Incompletes**

A grade of “Incomplete” will only be given in cases of emergencies late in the semester, when the majority of Journals and CRs have been submitted, and when official documentation is provided.

**Please inform me of any difficulties or hardships negatively affecting your class performance as soon as possible to maximize the amount of time available to manage the problem.**

### Late Work Policy

Journals will be accepted late without any point deductions. CR#1 will be accepted without any point deductions *so long as it is submitted by March 5*. CR#2 will be accepted without any point deductions until April 9. CRs submitted after March 5 (CR#1) and April 9 (CR#2) will receive a 20-point deduction per week late.

- No CRs or journals will be accepted after **April 16**.
- The Photovoice assignment will not be accepted after **April 23**.

Letter grades will be assigned based on total points earned. The grading scale is as follows:

<u>Grade Component</u>	<u>Points</u>	<u>Percentage</u>
CR #1	150	30%
CR #2	150	30%
Photovoice	130	26%
Journal	70	14%
<b>TOTAL</b>	<b>500</b>	<b>100%</b>

<u>Course Grade</u>	<u>Point Range</u>
<b>A</b>	470 or more
<b>A-</b>	450-469
<b>B+</b>	435-449
<b>B</b>	420-434
<b>B-</b>	400-419
<b>C+</b>	385-399
<b>C</b>	370-384
<b>C-</b>	350-369
<b>D+</b>	335-349
<b>D</b>	320-334
<b>D-</b>	300-319
<b>F</b>	0-299

## **CLASS CONDUCT AND EXPECTATIONS**

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Sociology is a set of theoretical and methodological tools that we use to understand and intervene in our social world. The sociology of race and ethnicity is an increasingly necessary and important subdiscipline to be well-versed in. In order for me to do my job well, I have these expectations for the class:

### **Expect to be Uncomfortable**

I believe the learning process should be an empowering one, and I understand that this process can be personally challenging and uncomfortable. Learning about the depth and scope of racism within United States history, and within contemporary society, can cause strong emotional responses. You may find some theories in this course controversial or their explanations may challenge your beliefs. An understanding of sociological frameworks with which you may disagree will help you gain a competency in navigating difference, which you will continue to experience throughout your time at the university, as well as within your career.

### **Do The Work**

Your assumptions and opinions about racial/ethnic relations and ideas about racism are not necessarily the same as how the sociology of race defines and studies these concepts. The aim of this course is for you to learn and engage with the facts presented, understand them, and apply them in ways that demonstrate a well-rounded skillset. You can only do this if you review lecture notes and complete all readings and documentaries assigned, otherwise your submissions are merely anecdotal, with little grounding in social science research. Anyone on the street can give me an opinion about race, white privilege, #BlackLivesMatter, or any of the other topics we will explore. But this is a social science class—you are reading expert sources, which means **you now know more than the average person on the street.**<sup>ii</sup> When completing writing assignments, you must use critical evidence that does not rely on personal beliefs, observations, or opinions.

### **Keep It All In Good Faith**

In addition to following the guidelines of a sociological imagination (to be reviewed Week 1), I expect all submitted work be completed in good-faith and refrain from derogatory comments and dehumanizing language about other people, cultures, and groups. While critical engagement with course material is required, interrupting, attacking and passive-aggressive trolling are not conducive to the learning outcomes. Discussions are to be framed using rules of evidence and should always be presented in a respectful and civil manner. This is paramount to a quality educational experience.

If a student is being disruptive or disrespectful (rude, inappropriate, and/or harmful to others) either in the classroom or during class-related communications online or in-person, they will receive

one verbal warning from the instructor. If the behavior is viewed as seriously disruptive, no warning will be issued, and action will be taken. If negative behavior persists following a verbal warning, the instructor will request a meeting with the student and Department Chair to discuss and document a plan for changing behavior. Further infractions will immediately involve the Department Chair and the Academic Dean.

### **Email Etiquette**

Please use your campus email address to contact me at [ortizs@fau.edu](mailto:ortizs@fau.edu), since I don't always receive a notification that I have a message in *Canvas*. Use a detailed subject line when contacting me; include the name of the course and a basic description of what you need. For example: **SYD 3700 – Office Hours Zoom Meeting** or **SYD 3700: Question about Lecture**.

Please schedule office hours meetings at least 24 hours in advance. Barring some personal catastrophe, I will respond to emails sent during workday hours (9am-5pm, Monday-Friday) within 24 hours.

Address me (and your professors in general) as Dr. or Professor. Be respectful in tone, even if you're frustrated by something going on. I'm solution-oriented and you'd be surprised how quickly I can hash something out if you give me the information I need, enough time, and little bit of grace.

## COURSE SCHEDULE

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<u>Week</u>	<u>Subject</u>	<u>Readings/Videos</u>
<b>This first unit provides a foundation of concepts, theories, and major assumptions that sociologists of race keep in their toolbox.</b>		
<b>1</b> Jan 11-15  <b>Required</b> <b>Journal #1 Due</b>	<b>Welcome to the Course!</b> Syllabus review   How to think like a sociologist	1. Chin. 2013. "F*ck Political Correctness: Please Say What You Mean." 2. Lorde. 1984. "The Transformation of Silence Into Language and Action."
<b>2</b> Jan 18-22	<b>What are Race and Ethnicity?</b> Assessing and debunking common sense explanations of R&E   R&E as social constructs	1. Watch <i>Race: The Power of an Illusion</i> on Kanopy (episode 1) 2. Painter, Nell Irvin. 2020. "White Identity in America is Ideology, Not Biology."
<b>3</b> Jan 25-29	<b>Key Theories</b> Frameworks for understanding R&E	Golash-Boza. 2016. "A critical and comprehensive sociological theory of race and racism."
<b>Here we examine how several racial groups have been formed — especially in opposition to whiteness.</b>		
<b>4</b> Feb 1-5	<b>The Origins of Racial Ideology in the United States</b> Settler colonialism   blood quantum	1. Masta. 2019. "I Am Exhausted: Everyday Occurrences of Being Native American." 2. Williams Jr. 2005. "The Savage as the Wolf: The Founder's Language of Indian Savagery."

<u>Week</u>	<u>Subject</u>	<u>Readings/Videos</u>
5 Feb 8-12	<b>The Construction of Blackness</b> Slavery as a racial and gendered project   Black resistance and subversion	1. Woodward. 2014. <i>The Delectable Negro: Human Consumption and Homoeroticism within US Slave Culture.</i>  2. Owens. 2017. <i>Medical Bondage: Race, Gender and the Birth of American Gynecology.</i>
6 Feb 15-19 <b>CR#1 Due</b>	<b>Asian Labor &amp; Citizenship</b> Asian immigrants in 19 <sup>th</sup> c. United States   the construction of Asian Americans as Other	Watch <i>Asian Americans</i> (Episodes 1 “Breaking Ground” and 3 “Good Americans”) on PBS Video Collection
7 Feb 22-26	<b>Latinx Incorporation</b> Racialization through conquest and labor   racial common sense & identity	1. Flores-Gonzales et al. 2014. “Doing Race: Latino Youth’s Identities and the Politics of Racial Exclusion.”  2. Aranda, Chang, and Sabogal. 2015. “Racializing Miami: Immigrant Latinos and Colorblind Racism in the Global City.”
8 Mar 1-5*  *last day to submit CR#1 without any late penalty	<b>Vilifying the “Middle East”</b> Orientalism   The long-term implications of the war on terror	1. Maghbouleh. 2017. <i>The Limits of Whiteness: Iranian Americans and the Everyday Politics of Race.</i>  2. Gowayed. 2020. “Resettled and unsettled: Syrian refugees and the intersection of race and legal status in the United States.”

<u>Week</u>	<u>Subject</u>	<u>Readings/Videos</u>
<b>The final unit offers us deeper insights into how racism is negotiated and reproduced at various levels of society.</b>		
<b>9</b> Mar 8-12	<b>Black Freedom Struggle and Black Feminist Thought</b> Civil Rights   Black Power   Identity Politics	<ol style="list-style-type: none"> <li>1. Lorde. 1984. "The Uses of Anger: Women Responding to Racism."</li> <li>2. Guild. 2009. "To Make That Someday Come: Shirley Chisholm's Radical Politics of Possibility."</li> </ol>
<b>10</b> Mar 15-19	<b>The Rainbow Coalition and The Third World Liberation Front</b> Inter-racial movements   Intellectual reparations and the birth of Ethnic Studies	Watch <i>Precious Knowledge</i> on Kanopy
<b>11</b> Mar 22-26 CR# 2 Due	<b>Post-Civil Rights Racial Logics</b> White memories of Civil Rights   the colorblind turn	<ol style="list-style-type: none"> <li>1. Bonilla-Silva. 2020. "Colorblind Racism in Pandemic Times."</li> <li>2. Miles. 2020. "How a Democracy Killed Tamir Rice: White Racial Frame, Racial Ideology, and Racial Structural Ignorance in the United States."</li> </ol>
<b>12</b> Mar 29-Apr 2	<b>Beauty Politics</b> Feminist perspectives on beauty   Race, gender, and body image	<ol style="list-style-type: none"> <li>1. Bhambhani et al. 2019. "Examining sexual racism and body dissatisfaction among men of color who have sex with men."</li> <li>2. Hughes. 2020. "I'm Supposed to be Thick: Managing Body Image Anxieties Among Black American Women."</li> </ol>

<u>Week</u>	<u>Subject</u>	<u>Readings/Videos</u>
<p><b>13</b> Apr 5-9*</p> <p>*last day to submit CR#2 without any late penalty</p>	<p><b>Whiteness</b> White habitus   Anti-racist whites</p>	<ol style="list-style-type: none"> <li>Gallagher. 2003. "Playing the White Ethnic Card: Using Ethnic Identity to Deny Contemporary Racism."</li> <li>Watch <i>White Like Me</i> on Kanopy</li> </ol>
<p><b>14</b> Apr 12-16</p> <p><b>Late CRs and Journals Must Be Submitted by April 16 10pm</b></p>	<p><b>Health Disparities</b> Chronic stress   environmental racism</p>	<ol style="list-style-type: none"> <li>Cooper and Williams. 2020. "Excess Death from COVID-19, Community Bereavement, and Restorative Justice for Communities of Color."</li> <li>Pulido. 2016. "Flint, Environmental Racism, and Racial Capitalism."</li> </ol>

## Photovoice Due April 21 @ 10pm

<sup>i</sup> Official course description: A survey of the sociohistorical perspective in the area of intergroup relations; the role of minorities in contemporary society. Emphasis placed on cross-cultural comparisons.

<sup>ii</sup> Dr. Michael D. Wilson | Professor American Indian Studies at UWM | AIS 101 syllabus

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## UNIVERSITY-WIDE POLICIES & STATEMENTS YOU NEED TO KNOW

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### CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

As a student at Florida Atlantic University, you are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

### AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. In compliance with the Americans with Disabilities Act (ADA), students who require accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses.

### COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER STATEMENT

Life as a student is physically, mentally and emotionally challenging and draining. If you find this stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services -- individual counseling, support meetings, and psychiatric services, to name a few -- offered to help improve and maintain emotional well-being. For locations and appointments, go to <http://www.fau.edu/counseling/>

### RELIGIOUS ACCOMMODATIONS FOR STUDENTS AND FACULTY

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

### ATTENDANCE POLICY STATEMENT

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### COVID-19 STATEMENT

All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).