



**COUGARS**

Syllabus for SOC 304-WS1

Race & Ethnic Relations

Asynchronous Online

Winter '24

## About the Instructor

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Office hours: by appointment

## Welcome

Welcome to Race & Ethnic Relations! I'm excited to share my passion for this topic and create an environment in which we can discuss safely and learn collaboratively about this salient social justice theme. Remember that because this is an online course, it is important to stay engaged and check Blackboard (BB) regularly. Additionally, this is an accelerated course, seeking to accomplish what is normally done throughout the course of a full 16-week semester in one fifth of that time. For us, that means we will be working through roughly 4 weeks of full-semester content per each week of our accelerated time together, so be prepared to work diligently. While smart phones are convenient, I do NOT suggest you participate in the class mostly from a smart phone. Secure internet connection and fully compatible devices are absolutely essential to online course success. As a general rule of thumb, laptops and desktops are the preferred way to access BB.

## Bio

Hello! My name is Sam Meeker, but for our time together you're welcome to call me **Sam** or **Professor/Instructor Meeker**. As a two-time graduate of SIUE (I have a B.S. in psychology and sociology as well as my M.A. in sociology) it wasn't too long ago that I was in your shoes. Throughout my time at SIUE, I've been able to turn my personal passion for social justice causes into academic pursuits as my research interests formed around practical ways to identify, address, and challenge injustices in society. Much of my work during my master's focused on racial disparities in the criminal justice system as well as police bias and reform. These interests were informed greatly by my background growing up in St. Louis and the city's close connection to the BLM movement. Outside of academia, I am a lover of traveling, good food, good beer, and dogs!!! My partner and I live together with our two dogs and love traveling, always making a point to stop at the local breweries along the way. I'm excited to get to know you all and learn alongside you as we share our knowledge and experiences!

## Teaching Philosophy

I believe the best approach to the social sciences is to lean into the...well, the *social* aspect. While our discussions online might look different than they would in a physical classroom, I expect your regular engagement with the discussion boards to keep the conversations lively. There is a lot of valuable information that we will extract and analyze from the texts, but it will be your input and experiences that bring it to life. My main goal as a teacher is not to impart on students a specific set of beliefs and opinions on these topics, but to introduce and encourage a certain *way* of thinking about these topics using your sociological imagination which encompasses both critical analysis of information and contextualizing said information within the backdrop of the society in which it is born. The social world is complex. And messy. In order to really learn about it, this idea needs to be accepted, and with that we must learn to appreciate the level of discomfort and humility that comes with discussing these messy, difficult concepts and topics. Black and white realities are few and far between, so embracing the gray area is key to growth.

## Communicating with the Instructor

Email will be your best bet, so let's just stick with that. I focus my email activity during standard business days and hours—you may hear back from me in the evenings or on weekends, but don't bank on late/last minute email responses

and if you email me on a weekend, you should not expect a response until the following Monday. Outside of weekends, **if you don't hear from me within 24 hours, feel free to shoot me a follow up email.** In fact, I encourage it. I will try my best to be responsive in a timely manner but sometimes emails do get missed. We can speak to each other like human beings, but **please remember to be professional and courteous in any communications we have**, and I will promise to do the same. When it comes to questions about the course itself (i.e. non-content related questions, but questions about due dates, where/how to turn in an assignment, what topic an assignment covers, etc.), I have a "Three Before Me" policy. This means that you should check at least three different avenues before reaching out to ask your question. If you have referred to the syllabus, checked Blackboard, checked your email, and still are unsure about something, then please reach out. I encourage you to make sure you're doing your part independently to stay up-to-date with the course, and this is one way you can make sure you are taking responsibility for your learning.

## About the Course

### Course Textbooks

There are two required books for this course:

- Desmond, Matthew and Mustafa Emirbayer. 2020. *Race in America*, 2<sup>nd</sup> edition. New York, NY: WW Norton and Company, Inc. (listed as "RA" in the course calendar)
- Gallagher, Charles A. 2022. *Rethinking the Color Line: Readings in Race and Ethnicity*, 7<sup>th</sup> edition. Thousand Oaks, CA: Sage Publishing. (listed as "RCL" in the course calendar)\*

**\*When citing readings from the Gallagher textbook, be sure to cite the author of the specific reading/chapter, not Gallagher. Gallagher is the editor who compiled the readings. The structure for individual readings looks like this:**

Author(s). 2022. "Title of Chapter." Pp. # in *Rethinking the Color Line: Readings in Race and Ethnicity*, 7th edition. Edited by Charles Gallagher. Thousand Oaks, CA: Sage Publishing.

Due to our accelerated course format, RA will be our predominant source of reading material, but a select few RCL readings will be utilized and lecture slides may include additional content from RCL that isn't formally assigned. RCL contains a number of wonderful supplemental readings, so while we don't have the time to work with that text as extensively as I normally do for a 16-week semester, I highly encourage flipping through it, especially if you'd like to look more into any topics that come up in the lecture notes that are not covered in your RA readings. Additional readings and materials that may be assigned will be available on Blackboard in the corresponding week's folder and will be listed as "BB" on the course calendar. **Note that some readings in the Course Calendar are marked as \*Optional.**

Students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, textbooks may be shipped to you. Look for the option "Off-Campus Classes have special instructions, click here for these." **Shipping time may take up to two weeks though, so please plan accordingly.**

### Course description

This course and the questions we will address are relevant for understanding the political, economic, and social climate for all racial and ethnic groups. Our job is not to establish whether racism and discrimination exist, but we will begin with the presumption that such inequalities exist and affect every one of us in this class. Building on this principle, we will (1) examine a variety of approaches to and explanations for racial and ethnic stratification in society; (2) explore the effects of social institution on our lives and the lives of others; and (3) discuss the consequences of race and ethnicity in our daily lives.

### Course Goals & Objectives

Pertaining to course content, upon completing this course, you will be able to:

- Define race, ethnicity, and racism
- Apply classical and contemporary theoretical constructs for analyzing race and ethnic relations
- Demonstrate the effects of racism and privilege on your personal lived experiences
- Demonstrate a sociological understanding of race and ethnic relations
- Propose appropriate solutions for racial and ethnic inequality
- Comprehend methods of inquiry social scientists employ in their analyses of race and ethnic relations

- Develop analytical, critical thinking and communication skills to understand race and ethnic relations

Pertaining to professionalism, throughout the course you will:

- Use analysis rather than morality to understand issues related to race and ethnic relations
  - Use curiosity to ask questions
  - Avoid moral language like “should,” “bad” or “right and wrong”
  - Uncover the social and historical context of our behavior
- Work on communication skills
  - Develop and improve writing skills such as grammar, sentence structure, and spelling
  - Practice citing appropriately to avoid plagiarism (See Plagiarism Statement)
- Demonstrate professional behavior expected in class and other workplace environments
  - Read syllabus, directions for assignments and readings carefully
  - Submit your assignments in a timely manner
  - Demonstrate respect for peers and instructors in correspondence and discussions
  - Modify behavior, if needed, based on my feedback
  - Practice problem solving
  - Uncover important and relevant information
  - Organize time effectively
  - Take responsibility when you submit a late assignment
  - You must figure out how to complete all course requirements effectively

## How to Succeed in This Class

1. I highly recommend printing the syllabus. It is your guide to the class. Refer to it often and organize a planner or calendar.
2. Check BB frequently. Plan to spend at least 10 hours per week dedicated to this class. Remember, we are doing roughly four weeks’ worth of work each week. Ten hours/week is what we would be spending face-to-face in the classroom if this was an in-person class at that pace (150 minutes/week x 4 weeks). This time should be spent reading, writing, watching course videos, checking Blackboard, etc.
3. Participate in discussions in a timely manner and check back with them throughout the appropriate window. Engage with your peers on different days to maximize points and your own benefit from the discussions.
4. Write clearly and with few spelling or grammatical errors. Use the spell-check option.
5. Complete all assignments by the deadlines. See course policy below about late and make-up work.
6. Follow all instructions in the syllabus carefully.
7. **All assignments are due by 11:59pm CST**, but try not to wait until the last minute in case you have any questions, are confused about something, experience technical difficulties, or any other obstacles to submission. If you will be completing work in a different time zone, keep in mind that the class is running on Central Standard Time.

## Course Requirements

### Syllabus & Plagiarism Quiz

Read the syllabus, read <https://www.niu.edu/academic-integrity/students/plagiarism/tips-on-avoiding.shtml>, and go through the citation PowerPoint. You must complete this quiz by the end of the first day on Monday, but unlike your exams this is the **only** assessment this semester that you can take **as many attempts as necessary** to get a satisfactory grade, so feel free to keep taking it until you get that 100%. This quiz is required to make sure that you have the tools to avoid deductions for plagiarism or misunderstanding central expectations in the class, as well as to give you a chance to earn some credit right away. The questions are multiple choice, true/false, and fill-in-the-blank. You may earn up to **20 points** for this 10-question quiz. The Syllabus Quiz is **due by 11:59pm on Monday 12/16**.

## Introductory & Concluding Discussions

I think it's important to try to get to know my students each semester and for students to get to know each other as well. From my experience, teaching online doesn't naturally offer the opportunities to get acquainted like a face-to-face classroom, so I'm asking for you to share about yourself in this Introductory Discussion. It is worth up to **15 points** and is **due by 11:59pm on Monday 12/16**. Additionally, I would like all students to participate in one final discussion about the class at the end of the course. This Concluding Discussion is also worth up to **15 points** and is **due by 11:59pm on the last day of class, Sunday 1/5**. These two discussions are worth up to **30 points total**.

## Group Discussions (9 of 10)

Discussions on BB are an excellent learning aid where students can learn a great deal from conversations with each other. The discussion entries are expected to be high quality and it is essential you take them seriously. These discussions are unique assignments in which you apply what you learned in the chapters, readings, and videos, and then engage with a small group of your peers in your assigned group thread. Specific instructions for these discussions are provided separately on BB. In addition to **your initial posts**, which are always due the day after engaging with the respective required material, you need add a thoughtful **response (example, elaboration, etc.) to at least two other students by the next day**. Students must cite the textbooks and other course materials but no other sources are required. The deadline for discussions is **11:59pm** on respective due dates. That is when **all responses are due**. The due dates for these assignments are noted in the Course Calendar at the end of the syllabus. There will be 10 total group discussion assignments, but you are only required to do 9. These 9 discussion assignments are worth **20 points each**, for a **total of 180 points**. **If you use AI to generate posts, copy and paste from the internet or our readings without proper citation, or if you are uncivil to someone in the class, you will earn a zero for the assignment**. Depending on the severity of the plagiarism or hostility, you may be subject to further disciplinary action with the University.

## Chapter Essays (3)

During these three weeks, you will also be writing one chapter essay per week. Your essay will be over a given prompt from one of the assigned chapters each week. Chapter essays should be one to two pages in length, double-spaced, standard Times New Roman or Calibri 12-point font. You should focus less on the length of the paper and more on thoroughly addressing the provided essay question. You must at minimum use the related required reading(s) to address the essay question; you are not required to use outside sources, but you are allowed use outside materials to supplement your answer when applicable/desired. In answering the essay question, you must define any course concepts that you introduce and follow proper ASA or APA citation rules regarding in-text and bibliographical citations. You will write one chapter essay each week, but may pick which chapter-related essay question you would like to write about. Each given essay question will relate directly to one of the topics covered each week. Chapter essays will be worth **35 points each** for a **total of 105 points**.

## Exams (2)

We will have two exams this "semester." These will include a combination of multiple choice, true/false, and fill-in-the-blank questions. **Each exam will be worth 70 points** and may cover any information from assigned content and lectures up until the point of the exam. Exam 2 will not be cumulative. Exams can be found in their respective weeks' folders under "Coursework." Exams will open on the Thursday of the week they are due and will close that **Sunday at 11:59pm**. You will have 75 minutes to complete each exam and must do so in one sitting. **You will not be able to save and come back to an exam, so be sure to plan accordingly in terms of time and technology**.

## Submitting Work

All work will be submitted on BB. Chapter essays will be submitted via TurnItIn and can be located in each week's folder under the "Coursework" tab. Exams will be taken directly on BB and will also be found under the appropriate week's folder in "Coursework." Discussion assignments will be completed under the "Discussion Board" tab. Due dates for each assignment are laid out in the course calendar and will also be provided in a content folder that details the workload each week.

# Grading

## Grading scale

A >90%    B 80-89%    C 70-79%    D 60-69%    F <60%

Syllabus & Plagiarism Quiz: <b>20</b>	<b>4%</b>
Intro & Conclusion Discussions: <b>30</b>	<b>6%</b>
Group Discussions: <b>180</b>	<b>35.6%</b>
(Each discussion= ~4% of your grade)	
Chapter Essays: <b>135</b>	<b>26.7%</b>
(Each essay= ~7% of your grade)	
Exams: <b>140</b>	<b>27.7%</b>
(Each exam= ~13.9% of your grade)	

Total: **505 points**

## Feedback and Grading Timeline

BB exams will be graded automatically upon completion. Your grade will be available to you under “My Grades” on the left panel. I will do my best to grade other assignments within 2-3 days of completion.

## Late or Missed Assignments

Because this is an accelerated course, it is imperative that you follow the deadlines as they have been laid out for our brief time together. **Each week’s assignments may be accepted late for half credit so long as they are submitted by the Sunday of the respective week.** I will not accept late assignments after the corresponding Sunday due date unless we have made arrangements **ahead of time**. If you are seeking an extension on an assignment, you may be required to provide appropriate documentation for the original missed due date. To acknowledge those who may be traveling or observing the major religious holidays that occur over the winter session, I will allow all work that is due during the second week to be turned in with flexibility and without penalty as long as all assignments are submitted by Sunday 12/29.

## Course and University Policies

1. If you have a condition (i.e. learning disability, etc.) or circumstance (i.e. ill child, etc.) that may result in difficulty completing assignments, I encourage you to work with ACCESS to ensure any accommodations you are entitled to can be granted. If you’re comfortable disclosing any needs you might have with me, feel free to do so.
2. Students must **attend our online class and be prepared** to learn. Preparation includes timely completion of readings and assignments, such as engagement with discussion boards.
3. **Late assignments may be accepted with documentation**, but always communicate with me as soon as possible if you will not be able to meet a deadline.
4. If a technological error occurs and you ask ITS to reset an exam, you need to communicate with me. **Any exam reset done without my permission** will be penalized with a **20% deduction**.
5. Students will demonstrate **ethical behavior** and use appropriate language in discussions, which includes maintaining a respectful tone when responding to others’ work and opinions. Students must respect each other; online bullying, bigotry, or disrespect of any kind is NOT tolerated and will result in disciplinary action.
6. **Plagiarism or use of artificial intelligence (AI) tools or applications (such as Chat-GPT and others) on an assignment may result in a zero for that assignment** and, depending on severity, your name may be submitted to the University (see the policy about Academic Integrity below).
7. **All assignments will be submitted electronically through BB, not via email.**
8. All assignments should be written at the expected college level and well-edited. Points will be deducted for poor quality. **All writing should be professional in nature including emails to me.**
9. There is **no “extra” credit** in our course. If you work hard throughout the semester, this won’t be an issue. (There are “low-stake” assignments, like the introductory discussion and plagiarism quiz).

## Academic Integrity/Plagiarism

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. Academic Misconduct includes plagiarism and cheating of any kind on an assignment—including AI. Plagiarism is the use of another person's words or ideas without crediting that person. Use of AI generated text is comparable to plagiarism in terms of academic dishonesty under University policy and cannot be accepted. [Grammarly is AI](#). If you are using an editing/proofreading app like Grammarly and it makes significant changes to your original writing and you use those suggestions without editing back into your own words, that is misuse of AI. Editing software can be used properly to refine sentence structure, assist with punctuation, and more, but you always need to ultimately be submitting your own original words for final assignments. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#). **First time violations may result in a zero on the assignment and will require a meeting between the Instructor and student. Two violations will result in the failure of the course. Additionally, I will forward the name of any student who plagiarizes to the Provost's Office for further review.** If you are unclear about when and how to cite in your work, please ask me or the **Writing Center in the SSC at (618) 650-2045**.

## Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the [Faculty Resources for Regular and Substantive Interaction webpage](#).

## Online Class Behavior

- **Reflect** to avoid emotionally reactive emails and discussion responses. Reread what you have written to be sure it is professional. Communicate like a professional in the workplace.
- **Communicate** effectively.
  - Edit all written assignments and emails to ensure clarity and professionalism.
  - Be sure to define or explain acronyms, jargon, or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name after posts and do not use AI to write for you.** Take responsibility for your (original) discussion input in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course. In our asynchronous online class, discussion assignments are one of the only ways we can establish a quality peer-learning and social environment.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and maintain positive peer relationships.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread. Go beyond opinions/experience and be sure to remain academic.

## Technology Capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

## Technology Requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

## Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siu.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Mary Zabriskie, Interim Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or [mzabris@siue.edu](mailto:mzabris@siue.edu). There is also an online form for reporting bias incidents at [https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout\\_id=10](https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10).

## Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

## Technology Privacy Information

According to [OSCQR Standard #14](#), the course should include links to privacy policies for technology tools to let students know what data may be collected and if their data is secure. [If you are using Blackboard, keep the privacy statement below. Add links to privacy statements for any other technology tools you are using in the course.]

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

## Additional Support - Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

[Academic Advising](#)

[Financial Aid](#)

[Academic Success Sessions](#)

[Lovejoy Library Resources](#)

[Campus Events](#)

[The Center for Student Diversity & Inclusion](#)

[Career Development Center \(CDC\)](#)

[The Writing Center](#)

[Counseling Services](#)

[Tutoring Resource Center](#)

## Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at [siue.edu/access](http://siue.edu/access) or in

person in the Student Success Center, Room 1203. You can also reach the office by emailing them at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726).

If you find that you need additional support, please reach out to me and let me know.

### Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting [cougarcare.siu.edu](http://cougarcare.siu.edu) or by calling [618-650-2842](tel:618-650-2842).

### Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at [618-650-5500](tel:618-650-5500) or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

### Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

## Course Calendar/Schedule

Date	Content/Readings	Assignments Due
<b>Week 1 (Dec 16- Dec 22)</b>		
<b>Topic: Intro to the Course; Race in the 21<sup>st</sup> Century; Associations; Family Life</b>		
Mon. 12/16	Welcome to Race & Ethnic Relations!  Watch: <ul style="list-style-type: none"> <li>• Syllabus video</li> <li>• <a href="#">Crash Course Sociology Preview</a></li> <li>• <a href="#">Race &amp; Ethnicity: Crash Course Sociology #34</a></li> </ul> Read <ul style="list-style-type: none"> <li>• Race in America (RA) Ch 1 "Race in the Twenty-First Century"</li> </ul>	<b>Introductory Discussion post</b> due by 11:59pm  <b>Syllabus &amp; Plagiarism Quiz</b> due by 11:59pm
Tues. 12/17	Read: <ul style="list-style-type: none"> <li>• RA Ch 2 "The Invention of Race" (stop at "Manifest Destiny" on pg. 61, begin again at "Immigration from Asia and Europe" on pg. 67, stop at "Racial Discourses of Modernity" on pg. 72)</li> <li>• Rethinking the Color Line (RCL) 1 "How Our Skins Got Their Color"*</li> <li>• RCL 4 "Racial Formations"*</li> </ul> Listen: <ul style="list-style-type: none"> <li>• <a href="#">Innate: How Science Invented the Myth of Race</a></li> </ul>	<b>First post for Discussion 1 (RA Ch 1)</b> due by 11:59pm



	*Optional	
Wed. 12/18	Read: <ul style="list-style-type: none"> <li>RA Ch 9 "Associations" (stop at "American Promise" on pg. 323)</li> <li><a href="#">Right-Wing Hate Groups Are Recruiting Video Gamers</a></li> </ul>	<b>Responses for Discussion 1 (RA Ch 1)</b> due by 11:59pm  <b>First post for Discussion 2 (RA Ch 2; RCL Ch 1 &amp; Ch 4)</b> due by 11:59pm
Thurs. 12/19	Read: <ul style="list-style-type: none"> <li>RA Ch 10 "Intimate Life" (stop at "Divorce" on pg. 340, begin again at "The Self and Identity Formation" on pg. 346)</li> <li>Rockquemore &amp; Henderson 2015 (BB)*</li> <li>Fong 2014 (BB)*</li> </ul> Watch: <ul style="list-style-type: none"> <li><a href="#">We Talk to Interracial Couples 50 Years After Loving v. Virginia (HBO)</a></li> </ul> *Optional	<b>Responses for Discussion 2 (RA Ch 2; RCL Ch 1 &amp; Ch 4)</b> due by 11:59pm  <b>First post for Discussion 3 (RA Ch 9)</b> due by 11:59pm
Fri. 12/20		<b>Responses for Discussion 3 (RA Ch 9)</b> due by 11:59pm  <b>First post for Discussion 4 (RA Ch 10; BB articles)</b> due by 11:59pm
Sat. 12/21		<b>Responses for Discussion 4 (RA Ch 10; BB articles)</b> due by 11:59pm
Sun. 12/22		<b>Essay 1</b> due by 11:59pm  <b>Last chance to turn in Week 1 assignments for half credit</b>
<b>Week 2 (Dec 23- Dec 29)</b>		
<b>Topic: Representation, Media &amp; Pop Culture; Politics; Crime &amp; Punishment</b>		
Mon. 12/23	Read: <ul style="list-style-type: none"> <li>RA Ch 8 "Aesthetics" (stop at "The Promise and Pitfalls of Hip-Hop" on pg. 273, begin again at "Cultural Appropriation" on pg. 283)</li> <li>RCL 35 "What's in a Name?..."</li> <li>RCL 38 "South Asian Characterizations in American Popular Media"</li> <li>RCL 39 "Arabs and Muslims in the Media After 9/11"</li> <li>RCL 36 "Racism and Popular Culture"*</li> <li>RCL 37 "The Media as a System of Racialization..."*</li> </ul> *Optional  Watch: <ul style="list-style-type: none"> <li><a href="#">"The Woman Behind Aunt Jemima"</a></li> </ul>	
Tues. 12/24	Read: <ul style="list-style-type: none"> <li>RA Ch 3 "Politics" (stop at "Elections and Implicit Racial Appeals" on pg. 111)</li> </ul>	<b>First post for Discussion 5 (RA Ch 8; RCL Chs 35, 38, &amp; 39)</b> due by 11:59pm

Wed. 12/25	<p>Read:</p> <ul style="list-style-type: none"> <li>RA Ch 6 "Crime and Punishment" (stop at "Crime" on pg. 203, begin again at "Punishment" on pg. 211)</li> <li>RCL 31</li> <li>RCL 29*</li> <li>RCL 30*</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li><a href="#">13<sup>th</sup> Documentary</a></li> </ul> <p>*Optional</p>	<p><b>Responses for Discussion 5 (RA Ch 8; RCL Chs 35, 38, &amp; 39)</b> due by 11:59pm</p> <p><b>First post for Discussion 6 (RA Ch 3)</b> due by 11:59pm</p>
Thurs. 12/26		<p><b>Responses for Discussion 6 (RA Ch 3)</b> due by 11:59pm</p> <p><b>First post for Discussion 7 (RA Ch 6; RCL Ch 31)</b> due by 11:59pm</p>
Fri. 12/27		<b>Response post for Discussion 7 (RA Ch 6; RCL Ch 31)</b> due by 11:59pm
Sat. 12/28		
Sun. 12/29		<p><b>Essay 2</b> due by 11:59pm</p> <p><b>Exam 1</b> due by 11:59pm</p> <p><b>Last chance to turn in Week 2 assignments</b></p>
<p><b>Week 3 (Dec 30- Jan 5)</b>  <b>Topic: Socioeconomic Status: Wealth/Income, Housing, &amp; Education; Toward Racial Democracy</b></p>		
Mon. 12/30	<p>Read:</p> <ul style="list-style-type: none"> <li>RA Ch 4 "Economics" (stop at "Welfare" on pg. 141, begin again at "When Affirmative Action Wasn't White" on pg. 145)</li> </ul>	
Tues. 12/31	<p>Read:</p> <ul style="list-style-type: none"> <li>RA Ch 5 "Housing" (stop at "Urban Unrest" on pg. 162, begin again at "Racial Segregation" on pg. 165, stop at "The City" on pg. 172)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li><a href="#">Crisis in Levittown, PA</a></li> </ul>	<b>First post for Discussion 8 (RA Ch 4)</b> due by 11:59pm
Wed. 1/1	<p>Read:</p> <ul style="list-style-type: none"> <li>RA Ch 7 "Education" (stop at "Combating Educational Inequality..." pg. 254)</li> <li>Bonilla-Silva &amp; Peoples 2022 (BB)*</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li><a href="#">Mendez v. Westminster: Desegregating California's Schools</a></li> </ul> <p>*Optional</p>	<p><b>Responses for Discussion 8 (RA Ch 4)</b> due by 11:59pm</p> <p><b>First post for Discussion 9 (RA Ch 5)</b> due by 11:59pm</p>
Thurs. 1/2	<p>Read:</p> <p>RA Ch 11 "Toward Racial Democracy" (stop at "We Who Believe in Freedom" on pg. 389)</p>	<p><b>Responses for Discussion 9 (RA Ch 5)</b> due by 11:59pm</p> <p><b>First post for Discussion 10 (RA Ch 7)</b> due by 11:59pm</p>

Fri. 1/3		<b>Responses for Discussion 10 (RA Ch 7)</b> due by 11:59pm
Sat. 1/4		<b>Concluding Discussion post</b> due by 11:59pm
Sun. 1/5		<b>Essay 3</b> due by 11:59pm  <b>Exam 2</b> due by 11:59pm  <b>Last chance to turn in Week 3 assignments for half credit</b>

## Subject to Change Notice

Some course material, assignments, and deadlines are subject change. I was very recently added to this course, and there are some things we will be figuring out as we go. Think of this syllabus as a living document, that is subject to change when necessary as obstacles arise. Please recognize: it is your responsibility to stay in touch with me and communicate well, and I promise to do the same. Review BB and check your email inbox regularly; adjust as needed if assignments or due dates change.