

SOCY 170: Ethnicity and Race

Instructor: Derrick Jones Ph.D.

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Location: Online

Office Hours: Zoom by appointment

“For the problem of the Twentieth Century is the problem of the color-line.”

-W. E. B. Du Bois

“The sociological imagination enables us to grasp history and biography and the relations between the two in society. That is its task and its promise.”

-C. Wright Mills

“For the master’s tools will never dismantle the master’s house. They may allow us to temporarily beat him at his own game, but they will never enable us to bring about genuine change... Racism and homophobia are real conditions of all our lives in this place and time. I urge each one of us here to reach down into that deep place of knowledge inside herself and touch that terror and loathing of any difference that lives here. See whose face it wears. Then the personal as the political can begin to illuminate all our choices.”

-Audre Lorde

Course Description: This course is an introductory study of ethnic and racialized groups and as a result, the identities created— their meanings and functions—as they relate to living in an increasingly culturally diverse and yet socially stratified U.S. society. Students will explore the relationship between ethnic and racial identities and other forms of social status and stratification from different theoretical and personal perspectives.

Course Objectives: This course will examine race, ethnicity, class, gender and sexuality as intersecting, historically situated, and dynamically produced categories of social identity and organization. We will explore how these categories influence ideas about difference, solidarity, community, heritage, social mobility, power, privilege and status that shape the everyday lives and life trajectories of persons. We will examine and problematize the complexity of externally imposed and internalized social identities and how they impact oppression and resistance from an interdisciplinary and intersectional perspective on social stratification.

Course Textbook: *The Matrix of Race: Social Construction, Intersectionality, and Inequality*. Second Edition. Available at the Bay Tree Bookstore

* **Required Supplemental Readings:** PDF copies on Canvas

Classroom Format: This class will only meet online and will be facilitated through the Canvas Learning Management System. This class is asynchronous and you are not required to attend class at specific times as you would in a traditional in-person class. Instead of an in-person instruction, you will access course materials on the course homepage modules on Canvas.

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Attendance Policy: Attendance will not be taken during this course; however, students are required to meet all assignment deadlines and spend time on the course site watching lecture videos. Each lecture is approximately one hour.

Communication: I will do my best to respond as quickly as I can but please allow at least 24 hours for a response. **Please only use your university email or Zoom ID for correspondence, otherwise, I will not respond. You can also message via Canvas.**

Course Outline: The pace of the class may require changes to the course calendar at the discretion of the instructor to accommodate student learning.

Week	Weekly Topic	Course Activities	Course Assignments	Course Readings
1	<p><i>RACE AND THE SOCIAL CONSTRUCTION OF DIFFERENCE</i></p> <p><i>THE SHAPING OF A NATION: THE SOCIAL CONSTRUCTION OF RACE IN AMERICA</i></p>	<p>Lecture 1</p> <p>Lecture 2</p>	<p>Critical Analysis Paper #1 Due</p> <p>Critical Analysis Paper # 1 Discussion Due</p> <p>Week 1 Discussion Post and Response Due</p>	<p>Textbook - Ch. 1</p> <p>Supplemental Reading: <i>Race as Biology Is Fiction, Racism as a Social Problem Is Real</i></p> <p>Textbook - Ch. 2</p> <p>Supplemental Reading: <i>We Are a Part of the Land and the Land Is Us: Settler Colonialism, Genocide & Healing in California</i></p>
2	<p><i>THE SOCIAL CONSTRUCTION AND REGULATION OF FAMILIES</i></p> <p><i>WORK AND WEALTH INEQUITY</i></p>	<p>Lecture 3</p> <p>Lecture 4</p>	<p>Critical Analysis Paper #2 Due</p> <p>Critical Analysis Paper # 2 Discussion Due</p> <p>Week 2 Discussion Post and Response Due</p>	<p>Textbook - Ch. 3</p> <p>Supplemental Reading: <i>It's All in the Family - Intersections of Gender, Race, and Nation</i></p> <p>Textbook - Ch. 4</p> <p>Supplemental Reading: <i>Federal Wealth Policy and the Perpetuation of White Supremacy</i></p>

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2 Continued	<i>HEALTH, MEDICINE, AND HEALTHCARE</i>	Lecture 5		Textbook - Ch. 5 Supplemental Reading: <i>Historical Context Matters: Health Research, Health Care, and Bodies of Color in the United States</i>
3	<i>EDUCATION</i>	Lecture 6	Critical Analysis Paper # 3 Due	Textbook - Ch. 6 Supplemental Reading: <i>Deculturalization and the Struggle for Equality (Chapter of your choice)</i>
	<i>CRIME AND DEVIANCE</i>	Lecture 7	Critical Analysis Paper # 3 Discussion Due	Textbook - Ch. 7 Supplemental Reading: <i>'Whiteness,' criminality, and the double standards of deviance/social control</i>
	<i>THE MILITARY, WAR, AND TERRORISM</i>	Lecture 8	Week 3 Discussion Post and Response Due	Textbook - Ch. 10 Supplemental Reading: <i>The Development of US Regimes of Disappearance: The War on Terror, Mass Incarceration, and Immigrant Deportation</i>

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Grades will be assigned based on your total percentage points in the course:

A = 93-100%
A- = 90-92%
B+ = 88-89%
B = 83-87%
B- = 80-82%
C+ = 78-79%
C = 73-77%
C- = 70-72%
D+ = 68-69%
D = 63-67%
D- = 60-62%
F = 59% and Below

Classroom Online Conduct: I am committed to fostering a learning environment that is respectful, yet, challenging and productive.

1. Listen closely to what others have to say.
2. Allow others to share their opinions and observations, even if you disagree with them.
3. We can respectfully ask others to critically examine their assumptions using empirical and experiential evidence.
4. Do not demean or diminish the experiences that other people are willing to share. We can ask individuals to contextualize their experience within a larger social pattern.
5. Be committed to grow and learn about your own social self and world.

*Finally, there are times when we may discuss sensitive topics during class, or topics of controversy for which people may have extremely divergent yet passionate viewpoints. Open discussion and debate are encouraged, but maintaining an atmosphere of mutual respect towards all that are in the class is of the utmost importance

Late work Policy: In order to receive an extension on an assignment, you will need to contact me immediately and submit a doctor's note or other documentation of the emergency. **I do not offer make-up work or extra credit assignments (you must complete the original assignment). Assignments submitted after the due date will be marked down 10% each day.**

Because this course is asynchronous and is structured to be flexible when students can complete readings/assignments and to accommodate student learning, it is important that work is submitted on time.

Assignments will be locked after due date and is a feature of utilizing Canvas. Late work, if approved, must be submitted via university email and will be graded ASAP.

Academic Integrity: https://sociology.ucsc.edu/undergraduate/academic_integrity.html

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Accommodations: UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your “Accommodation Authorization Letter” from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, **as soon as possible** in the quarter of instruction, preferably within 1 week. I also am open to and want to encourage you to discuss with me ways we can ensure your full participation in this course. If you have not already done so, I encourage you to learn more about the many services offered by the DRC. You can visit their website (<http://drc.ucsc.edu/index.html>), make an appointment, and meet in-person with a DRC staff member. The phone number is 831-459-2089 or email drc@ucsc.edu.

Title IX Office and Reporting: Please be aware that under the UC Policy on Sexual Violence and Sexual Harassment, faculty and student employees (including Teaching Assistants, Readers, Tutors, etc.) are “responsible employees” and are required to notify the Title IX Officer of any reports of incidents of sexual harassment and sexual violence (sexual assault, domestic and dating violence, stalking, etc.) involving students. Academic freedom exceptions exist for disclosures made within a class discussion or assignment related to course content; under those conditions only, a report to the Title IX Officer is not required.

The Campus Advocacy Resources and Education (CARE) Office (831) 502-2273, care@ucsc.edu can provide confidential support, resources, and assist with academic accommodations. To make a Title IX report, please contact Tracey Tsugawa, Title IX Officer, (831) 459-2462, ttsugawa@ucsc.edu.

Inclusivity Statement: We understand that our members represent a rich variety of backgrounds and perspectives. The sociology department is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- 1) be open to the views of others
- 2) honor the uniqueness of their colleagues
- 3) appreciate the opportunity that we have to learn from each other in this community
- 4) value each other’s opinions and communicate in a respectful manner
- 5) keep confidential discussions that the community has of a personal nature
- 6) use this opportunity to discuss how we can create spaces responsible to each other

Syllabus Revisions: I reserve the right to update or revise syllabus during the quarter. If any changes are made, you will be made aware of them and given a new copy of the updated version in a timely manner (on the Canvas course site).