Description
Sociology of Race, Racism, and Power (SOC 237, LAC, gtP) examines intergroup relations and the dynamics of power relating to race, ethnicity, and other intersecting dimensions of social life that have produced tension, conflict, and inequality historically and in the present. The course explores the persistent impact of race and ethnicity on individuals, groups, institutions, and American society as a whole. This class will explore the ways in which race and ethnicity were created and continue to be recreated in US society as well as the ways in which these social constructions create and recreate inequality. You will examine the history and contemporary reality of race and racism as you learn to critically analyze inequality.

Student Learning Objectives
• Define and apply sociological concepts regarding race, ethnicity, and majority/minority group relations.
• Examine, discuss, and critique racial and ethnic inequality from a sociological perspective.
• Apply the sociological imagination and theoretical perspectives to current social issues regarding race, ethnicity, and majority/minority group relations.
• Recognize and reflect on their own understanding of race and ethnicity.
• Enhance critical-thinking and writing skills.

Course Materials
You are required to obtain two books for this course. The first is *The Matrix of Race* by Coates, Ferber, and Brunsma.

For the second book you must choose one of the following:

*Things That Make White People Uncomfortable* by Michael Bennet and David Zirin
*Translation Nation: Defining a New American Identity in the Spanish-Speaking United States* by Hector Tobar
*White Like Me: Reflections from a Privileged Son* by Tim Wise
*The Inconvenient Indian: A Curious Account of Native People in North America* by Thomas King
*The Line Becomes a River: Dispatches from the Border* by Francisco Cantu
*Burqas, Baseball, and Apple Pie: Being Muslim in America* by Ranya Tabari Idliby
*From #BlackLivesMatter to Black Liberation* by Keeanga-Yamahtta Taylor
*Black Lotus: A Woman’s Search for Racial Identity* by Sil Lai Abrams
Harvest of Empire: A History of Latinos in America by Juan Gonzalez  
We Are All Suspects Now: Untold Stories of Immigrant Communities after 9/11 by Tram Nguyen  
Honky by Dalton Conley  
Asian American Dreams: The Emergence of an American People by Helen Zia  
Between the World & Me by Ta-Nehisi Coates  
Angry White Men: American Masculinity at the End of an Era by Michael Kimmel

All other readings and materials for the course will be available to you on Canvas.

**Course Assignments and Grading**

Your grade will be based on the following. See the assignment sheet for each item on Canvas for more information.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Reading responses (10 pts per day)</td>
<td>120 pts</td>
</tr>
<tr>
<td>Exam #1</td>
<td>50 pts</td>
</tr>
<tr>
<td>Exam #2</td>
<td>50 pts</td>
</tr>
<tr>
<td>Movie Reflection #1</td>
<td>30 pts</td>
</tr>
<tr>
<td>Movie Reflection #2</td>
<td>30 pts</td>
</tr>
<tr>
<td>Movie Reflection #3</td>
<td>30 pts</td>
</tr>
<tr>
<td>Book Review</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>410 pts</strong></td>
</tr>
</tbody>
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Final grades will be determined based on your score out of a possible 400 points (with a possible 10 points of extra credit):
- A = 90% or higher (360 points or more)  
- B = 80 - 89% (320 - 359 points)  
- C = 70 - 79% (280 - 319 points)  
- D = 60 - 69% (240 - 279 points)  
- F = 59% or lower (239 points or less)

**Missed deadlines**

Reading responses will not be accepted late. All other assignments will be deducted 10% for every day that are late.

**Academic Integrity: Cheating, Plagiarism, and Consequences**

It is expected that members of this class will observe strict policies of academic honesty and will be respectful of each other. Any instances in which cheating, including plagiarism and unauthorized use of copyrighted materials, computer accounts, or someone else’s work is suspected, will be referred to Student Services and will be investigated. Papers will be uploaded and screened through Canvas to ensure academic honesty.

If cheating of any kind is determined, you may fail the course and/or receive a 0 on the assignment or exam. Some examples of academic dishonesty include:

- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise. **Cite everything you use from any source!!**
Fabrication: Intentional and unauthorized falsification or invention of any information or citation in any academic exercise.
Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another student to cheat or plagiarize.
Additionally: forged documents, forged signatures, and submission of the same documents to different courses are all serious violations. For more information, see: http://www.unco.edu/dos/academicIntegrity/AcademicMisconduct.html.

Student Code of Conduct
All students are expected to adhere to the University’s Student Code of Conduct, designed to promote a safe and respectful learning environment. For more information about your rights and responsibilities as a UNC student see: http://www.unco.edu/dos/academicIntegrity/AcademicMisconduct.html.

In this class, we will be exploring topics that are often hotly debated and controversial. Our discussion forums should be a respectful place for each of us to be able to openly share our insights and comments within the sociological framework. I expect each of us to respect each other’s viewpoints and listen to one another.

Disability Resources
It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at http://www.unco.edu/disability-support-services/.

This syllabus is a contract between you—the students, and me—your professor. The requirements and expectations stated here are non-negotiable and by taking this class you are agreeing to them.
Course Plan
Note: Any changes will be announced in class and posted via Blackboard Announcement.
C: Indicates course material available on Canvas
B: Indicates course material the required course books

Week 1
Tuesday, May 14
C: “There is No Such Thing as Race” by Robert Wald Sussman
C: "The History of the Idea of Race... and Why It Matters" by Audrey Smedley
C: “Sociology of Racism” by Matthew Clair and Jeffrey Denis
Due – Reading Response #1

Friday, May 17
B: Chapter 1 – Race and the Social Construction of Difference
C: “How Immigration Changes Concepts of Race” by Wendy Roth
Due – Reading Response #2
Due – Movie Reflection #1

Week 2
Tuesday, May 21
B: Chapter 2 – The Shaping of a Nation: The Social Construction of Race in America
Due – Reading Response #3

Friday, May 24
B: Chapter 3 – The Social Construction and Regulation of Families
C: “The Possessive Investment in Whiteness” by Lipsitz
Due – Reading Response #4
Due – Movie Reflection #2

Week 3
Tuesday, May 28
B: Chapter 4 – Work and Wealth Inequality
C: “The Case for Reparations” by Coates
C: “The Problem We All Live With” on This American Life
Due – Reading Response #5

Friday, May 31
B: Chapter 5 – Health, Medicine, and Health Care
C: “How Racism Makes Us Sick” by David R. Williams
C: “Social Sources of Racial Disparities in Health” by David R. Williams and Pamela Jackson
Due – Reading Response #6
Due – Exam #1

Week 4
Tuesday, June 4
B: Chapter 6 – Education
C: “Affirmative Action Past and Present” by Wise
C: “School Segregation” on Last Week Tonight
Due – Reading Response #7

Friday, June 7
Week 5

Tuesday, June 11
B: Chapter 8 – Power, Politics, and Identities
C: “Internalized Racism” by Lipsky
C: “FOB’ and ‘Whitewashed’: Identity and Internalized Racism among Second Generation Asian Americans” by Pyke and Dang
Due – Reading Response #9

Friday, July 14
B: Chapter 9 – Sports and the American Dream
C: “I’m Not Going to Become No Rapper” by Way et. Al.
Due – Reading Response #10

Week 6

Tuesday, June 18
B: Chapter 10 – The Military, War, and Terrorism
C: Chapter from We Are All Suspects Now by Tram Nguyen
C: “Race Relations Within the US Military” by Burk and Espinoza
C: “One in four troops sees white nationalism in the ranks” by Leo Shane III
Due – Reading Response #11
Due – Book Review

Friday, June 21
B: Conclusion
C: “Failing to See” by Harlon Dalton
C: “New Racism” by Eduardo Bonilla-Silva
C: “Antiracist Strategies and Solutions” by Feagin
Due – Reading Response #12
Due – Exam #2