

Fall 2020

STS 352-451: Race and Ethnicity

Heather Lewis

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RACE & ETHNICITY

STS 352
FALL 2020 SYLLABUS

Dr. Heather Van Uxem Lewis

Science, Technology, & Society – Department of Humanities
New Jersey Institute of Technology

COURSE INSTRUCTION

Race & Ethnicity (STS 352) is delivered asynchronously which means the course does not meet during any specific day or time. All of the content and instruction is available on the NJIT Canvas class site. To access this class, please login to your NJIT Canvas portal and locate this class on the Canvas Dashboard.

CONTACT & OFFICE HOURS

Email: heather.v.lewis@njit.edu

Or, directly through Canvas using the Inbox email function

- * I read and respond to emails Monday – Friday between:
4:00 pm – 5:00 pm ET
- * Grades and assignment feedback are returned before the next assignment is due.

WebEx Office Hours: Thursdays 11:00 am – 12:00 pm ET ([Time Zone Converter](#))
& By Appointment

****Please see the weekly schedule for holidays and changes.****

In Race & Ethnicity, we will be thinking about the ways that race and ethnicity, along with intersecting identities, structure our social worlds and personal lives. We will consider the means through which concepts of race and ethnicity are produced and reproduced, while critically examining ways power is organized and distributed through these categories. We will investigate areas such as education, employment, housing, technology, medicine, and human rights from both personal and structural perspectives. Throughout the course, we will consider the value and unintended consequences of using identity categories as analytical frameworks and organizing platforms.

This course satisfies the three credit 300 GER in History and Humanities.

LEARNING OUTCOMES

By the end of the course, students will be able to:

- *Identify* and *correlate* issues related to race and ethnicity to both local and global developments in governments and communities.
- *Identify* and *describe* various developments and controversies related to race, ethnicity, and human rights and *explain* how some of these developments impact individuals and populations for better and/or worse.
- *Describe* and *begin to explain* how deeply held concepts around race and ethnicity are embedded in a social context: meaning that each student will learn that “social factors” such as class, race, and gender not only impact our cultural understandings of the body, disease, and health, but that these features of social experience also frequently impinge upon how medical developments unfold as well as how medicine is practiced (in its dimensions as both art and science).
- *Communicate* effectively in various formats with the ability to *describe* and critically *evaluate* the merits of a certain argument in related to a current relevant theme, even if the vexing issues involved are (in some sense) irresolvable.
- *Demonstrate* information literacy consistent with being an upper-level undergraduate: including (1) locating, retrieving and evaluating information relevant to the writing of a college-level argumentative essay; (2) organizing, synthesizing and communicating that information in clear, persuasive prose; and (3) producing a finished essay that employs principles consistent with the ethical and legal uses of information.

PREREQUISITES

HUM 102 with a grade of C or higher, and a course fulfilling the History and Humanities General Education Requirement with a grade of C or higher.

COURSE WEBPAGE

This class runs exclusively in the **NJIT Canvas LMS**. Please log in frequently, if not daily. It contains the syllabus, assignments, readings, and other features that will enhance your learning experience this semester. You can access Canvas [here](#) your UCID.

REQUIRED READINGS ****You must have a copy of this book in your preferred format.**

 Reynolds, J. & Kendi, I. X. (2020). [Stamped: Racism, Antiracism, and You](#) [A REMIX of the National Book Award-winning *Stamped from the Beginning*]. New York: Little, Brown and Company. Buy it on [Kindle, Amazon, or Audible Here](#).

 If you do not have one already, please get or access a [Netflix](#) account.

 In addition to this book and a Netflix account, the other required resources are uploaded and available on the course [Canvas](#) page. Students should follow the semester schedule below to determine what to complete for each assignment.

****Syllabus content is subject to change. Read all announcements to keep up to date.****

ASSIGNMENTS & GRADING

The primary goal of this course is to promote critical thinking about race and ethnicity through various lenses. All students will be evaluated on their written communication and contribution to the online community over the course of the semester. This requires that you do the reading and writing assignments dutifully. In the students will participate in frequent online discussion forums, submit a film review citing texts from the course, unit exams, and write an academic essay with two drafts involving a significant number of course readings.

<u>Assignments</u>		<u>Grading Scale for Assignments</u>
Participation & Engagement	20%	A = 89.5 to 100
Film Analysis Project	20%	B+ = 86.5 to 89.4
Experience Music Project	20%	B = 79.5 to 86.4
Structural Inequity Group Project	20%	C+ = 76.5 to 79.4
Race, Ethnicity & Tech Project	20%	C = 69.5 to 76.4
Course Grade	100%	D = 59.5 to 69.4
		F = 59.4 to 0

Due Dates for Major Assignments [Time Zone Converter](#)

Discussion Boards

Initial Post	due	Every Wednesday by 11:59 pm EST
Peer Responses	due	Every Sunday by 11:59 pm EST

Film Analysis Project

Film Selection	due	Sunday, September 13, 2020 – 11:59 pm EST
Connections	due	Sunday, September 20, 2020 – 11:59 pm EST
Final Project	due	Sunday, September 27, 2020 – 11:59 pm EST

Experience Music Project

Music Selection	due	Sunday, October 4, 2020 – 11:59 pm EST
Connections	due	Sunday, October 11, 2020 – 11:59 pm EST
Final Project	due	Sunday, October 18, 2020 – 11:59 pm EST

Structural Inequities Group Project

Research	due	Sunday, October 25, 2020 – 11:59 pm EST
Collaboration	due	Sunday, November 1, 2020 – 11:59 pm EST
Collaboration	due	Sunday, November 8, 2020 – 11:59 pm EST
Final Project	due	Sunday, November 15, 2020 – 11:59 pm EST

Race, Ethnicity, & Tech Project

Tech Selection	due	Sunday, November 22, 2020 – 11:59 pm EST
Research & Outline	due	Sunday, November 29, 2020 – 11:59 pm EST
Connections	due	Sunday, December 6, 2020 – 11:59 pm EST
Final Project	due	Sunday, December 13, 2020 – 11:59 pm EST

Resubmissions

All work leading up to the final step of a project can be handed in multiple times as long as the work is being handed in before or on the due date listed on the particular step of the assignment. You have the option of improving your grades and performance with listening to feedback and updating your work.

PARTICIPATION & ENGAGEMENT

20% OVERALL GRADE

The participation and engagement grade is related to the quality and consistency of your participation in:

- Required weekly discussions
- Handing all work in on or before the deadline
- Maintaining a healthy online environment
- Following NJIT behavioral codes and the classroom community
- Engagement with peers in group work and discussions
- Respect the online class community by actively contributing to online forums and activities with intention, thought, and knowledge.
- Critical engagement with the concepts presented and the resources provided in the course
- Attending office hours if you have a question or concern
- Other performance related issues

Your effort and time, improvement and other factors are taken into consideration for this grade.

Critical engagement means you are going beyond superficial answers, making real-world connections, and recognizing personal experience all to enhance your ability to understand the course materials. Prof. Lewis reserves the right to award extra credit to students who make substantial contributions to the in-class learning environment.

FILM ANALYSIS PROJECT

20% OVERALL GRADE

The Film Analysis project is completed over several weeks using an approved film of your and some of the concepts learned from this course. There are three parts to this assignment that add up to the final grade. Final projects can come in the format of your choice as long as the basic requirements as listed in the assignment guide are met.

EXPERIENCE MUSIC PROJECT

20 % OVERALL GRADE

Music is personal and carries meaning that can resonate with just you or millions of people. Much like the Film Analysis project, the Experience Music Project uses a song of your own selection music and the materials from this course. There are three parts to this assignment that add up to the final grade. Final projects can come in the format of your choice as long as the basic requirements as listed in the assignment guide are met.

STRUCTURAL INEQUITIES GROUP PROJECT

20% OVERALL GRADE

This is the only project in this course that is based on a group effort. There are both individual and group assignments that make up the final total grade for this project. That means that each component is worth a percentage of the project grade. There are 4 steps in this project that are graded individually and comprise the overall grade for this project. There are both group and individual grades for each step. Final projects can come in the format of your choice as long as the basic requirements as listed in the assignment guide are met.

RACE, ETHNICITY, & TECH PROJECT

20% OVERALL GRADE

In this final project due at the end of the semester, you will choose a technology to explore on your own through your own research, connecting the concepts and histories you learned in this class. Like the other projects in this course, you have 4 smaller steps that make up the total grade. Final projects can come in the format of your choice as long as the basic requirements as listed in the assignment guide are met.

COVID-19

All students are required to submit proof of a negative COVID-19 Test Result 21 days prior to attending in-person classes and moving into the residence halls. Please scan and email to healthservices@njit.edu or drop off at the Office of the Dean of Students located in the Campus Center room 255. The required test is a Polymerase Chain Reaction (PCR) test. The PCR test utilizes the nasal or throat swab method or the Saliva test; another approved FDA test is the antigen test. These tests will detect if you are actively infected with the COVID-19 virus.

Learning more about testing:

[Center for Disease Control \(CDC\)](https://www.cdc.gov/)

[Food and Drug Administration \(FDA\)](https://www.fda.gov/)

RESPECT FOR PERSONS & THE LEARNING ENVIRONMENT

In the interest of an open exchange of ideas and collegiality, everyone participating in the class should strive to respect their classmates as persons. The professor will make every effort to facilitate a respectful environment for online learning, but students should keep in mind their own responsibilities in an online environment.

****The professor reserves the right to remove comments or posts to the class Canvas site for any behaviors that do not meet the expectations of a proper, professional learning environment.****

ACADEMIC INTEGRITY & PLAGIARISM

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: <http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating,

plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu

Again, all students are expected to abide by the norms outlined in these websites, this syllabus as well as the Canvas course page for this class, and students will be penalized for failure to do so. Please contact me, Prof. Lewis, if you have any concerns about academic integrity, academic reading, writing and citation, plagiarism or their meanings in actual practice.

You are required to submit their original written work to the assignment portal. Written assignments will be processed through Turnitin automatically when you submit your assignments in Canvas. This is done in order to detect plagiarism and irregularities in sourcing and citation of the written word and claims.

STUDENT ACCOMMODATIONS & PRIVACY

If a student needs accommodation in the classroom for illness, disability, death in family, religious reasons, etc., University Policy dictates that the student must inform the [Dean of Students Office](#). Instructors can only accommodate a student at the direction of the Dean's Office.

Students with disabilities should also contact NJIT's [Student Disability Services \(SDS\)](#) for any necessary accommodations related to their disability [here](#). SDS will communicate your specific needs to the professor, ensuring that your disability-related accommodations for the class and assignments are met without your having to divulge any private health information to the professor or anyone else in the class.

Students who have concerns that might impact their learning experience beyond the issues stated above may identify the nature of that concern with the professor so that he may advise you appropriately. The professor will hold all individual communication with students in confidence.

WRITING CENTER

For the Fall Semester 2020, all Writing Center appointments will be held online.

- Audiovisual sessions will be held via Google Docs and Google Hangouts.
- The new scheduling system, NAVIGATE, can be reached via NJIT Pipeline
- Face-to-face sessions will resume in CKB G17 at a later date, when it is deemed safe to do so.
- Please contact Dr. Catherine Siemann with any questions: siemann@njit.edu

Anyone can write well; you just need to find the right approach for you. Come in early in your assignment, when we can help you get off to a good start.

LIBRARY & SPECIAL LIBRARY RESOURCES

Robert Van Houten Library

<https://library.njit.edu>

973-596-3206

CENTER FOR COUNSELING & PSYCHOLOGICAL SERVICE (CCAPS)

For assistance, call (973) 596-3414

Netiquette to Live By (Internet + Etiquette = Netiquette)

1. Before posting your question to a discussion board, check if anyone has asked it already and received a reply. Just as you wouldn't repeat a topic of discussion right after it happened in real life, don't do that in discussion boards either.
2. Stay on topic – Don't post irrelevant links, comments, thoughts, or pictures.
3. Don't type in ALL CAPS! If you do, it will look like you're screaming.
4. Don't write anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
5. Always remember to say "Please" and "Thank you" when soliciting help from your classmates.
6. Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. Acknowledge that others are entitled to have their own perspective on the issue.
7. If you reply to a question from a classmate, make sure your answer is accurate! If you're not 100% sure when the paper is due, DO NOT GUESS! Otherwise, you could really mess things up for your classmates and they will not appreciate it.
8. If you ask a question and many people respond, summarize all answers and post that summary to benefit your whole class.
9. Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
10. Don't badmouth others or call them stupid. You may disagree with their ideas, but don't mock the person.
11. If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.
12. Before asking a question, check the class FAQs or search the internet to see if the answer is obvious or easy to find.
13. Check the most recent comments before you reply to an older comment, since the issue might have already been resolved or opinions may have changed.
14. Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go – it happens to the best of us.
15. Run a spelling and grammar check before posting anything to the discussion board. It only takes a minute and can make the difference between sounding like a fool and sounding knowledgeable.

RULE OF THUMB: If you wouldn't do or say something in real life, don't do it online either.

COURSE DETAILS

[DATES AND READINGS ARE SUBJECT TO CHANGE]

DATE	TOPICS	RESOURCES IN ADDITION TO THOSE ON CANVAS
SEP 1 ST	COURSE ORIENTATION & INTRODUCTION	Syllabus
SEP 7 TH	DEFINITIONS & MEANINGS	<p>Stamped: Racism, Antiracism, and You Introduction, pp. ix – xvi</p> <p>Section 1: 1415 – 1728 The Story of the World’s First Racist, pp. 1 – 10 Puritan Power, pp. 11 – 20 A Different Adam, pp. 21 – 28</p>
SEP 14 ND	POWER	<p>Stamped: Racism, Antiracism, and You Section 1: 1415 – 1728 A Racist Wunderkind, pp. 29 – 36</p> <p>Section 2: 1743 – 1826 Proof in the Poetry, pp. 41 – 48 Time Out, pp. 49 – 52 Time In, pp. 53 – 54</p> <p>The California Reel. (2003). Race: Power of An Illusion – Part 3 [video file]. From The California Reel and PBS.org.</p>
SUNDAY SEP 13TH	FILM SELECTION & SUMMARY	FILM ANALYSIS PROJECT
SEP 21 ST	MEDIA & SOCIAL MEDIA	<p>Stamped: Racism, Antiracism, and You Section 2: 1743 – 1826 Jefferson’s Note, pp. 55 – 64 Uplift Suasion, pp. 65 – 68 Time Out, pp. 69 – 78</p> <p>The Editorial Board. (2019, March 29). Facebook Faces a Reckoning for Redlining. In <i>NYTimes.com</i>. Retrieved from https://nyti.ms/2CJmFL2</p>
SUNDAY SEP 20TH	CONNECTIONS: FILM TO CONTENT	FILM ANALYSIS PROJECT
SEP 28 TH	BIOLOGY & THE BODY	<p>Stamped: Racism, Antiracism, and You Section 3: 1826 – 1879 Mass Communication for Mass Emancipation, pp. 83 – 90 Uncle Tom, pp. 91 – 98 Complicated Abe, pp. 99 – 106 Garrison’s Last Stand, pp. 107 – 112</p>

SUNDAY SEP 27TH	FINAL FILM PROJECT	FILM ANALYSIS PROJECT
OCT 5 TH	CULTURE, MUSIC, & MOVEMENT	Stamped: Racism, Antiracism, and You Section 4: 1868 – 1963 Battle of the Black Brains, pp. 117 – 128 Jack Johnson vs. Tarzan, pp. 129 – 134 Birth of a Nation (and a Nuisance), pp. 135 – 138
SUNDAY OCT 4TH	MUSIC SELECTION & DETAILS	EXPERIENCE MUSIC PROJECT
OCT 12 TH	EXCEPTIONALISM, COLOR, & CLASS	Stamped: Racism, Antiracism, and You Section 4: 1868 – 1963 The Mission Is in the Name, pp. 139 – 146 Can't Sing and Dance and Write It Away, pp. 147 – 154 Home Is Where the Hatred Is, pp. 155 – 165
SUNDAY OCT 11TH	CONNECTION: MUSIC TO CONTENT	EXPERIENCE MUSIC PROJECT
OCT 19 TH	NEWARK, NJ & URBAN UNITED STATES	Stamped: Racism, Antiracism, and You Section 5: 1963 – TODAY When Death Comes, pp. 169 – 178 Black Power, pp. 179 – 190 Murder Was the Case, pp. 191 – 202 What War on Drugs?, pp. 203 – 210
SUNDAY OCT 18TH	FINAL EXPERIENCE MUSIC PROJECT	EXPERIENCE MUSIC PROJECT
OCT 26 TH	SPACE, RECREATION, & HOUSING	Stamped: Racism, Antiracism, and You Section 5: 1963 – TODAY The Soundtrack of Sorrow and Subversion, pp. 211 – 218 A Million Strong, pp. 219 – 226 A Bill Too Many, pp. 227 – 234 A Miracle and Still a Maybe, pp. 235 – 243 Afterword Afterword, pp. 245 – 248 Please sign-in your way and download this free DC Comic. https://www.readdc.com/Represent-2020-1/digital-comic/T2139800015001?ref=c2VhcmNoL2luZGV4L2Rlc2t0b3Avc2xpZGVyTGZldC9pdGVtU2xpZGVy Plumer, B, & Papovich, N. (2020, August 24). How Decades of Racist Housing Policy Left Neighborhoods Sweltering [Photographs by Brian Palmer]. In NYTimes.com. Retrieved from https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html?searchResultPosition=3

SUNDAY OCT 25TH	RESEARCH, DATA & CONNECTIONS	STRUCTURAL INEQUITIES GROUP PROJECT
NOV 2 ND	REFUGEES & IMMIGRATION	UN- Universal Declaration of Human Rights. Retrieved from https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf Voices from the Field. (2019, June 19). Refugees Around the World: Stories of Survival. In <i>Medicine sans Frontieres</i> (Doctors without Borders). Retrieved from https://www.msf.org/refugees-around-world-stories-survival-world-refugee-day
SUNDAY NOV 1ST	COLLABORATION & CONNECTIONS	STRUCTURAL INEQUITIES GROUP PROJECT
NOV 9 TH	MEDICAL ACCESS & TREATMENT	Godoy, M. & Wood, D. (2020, May 30). What to Coronavirus Racial Disparities Look Like State By State. In NPR.org. Retrieved from https://www.npr.org/sections/health-shots/2020/05/30/865413079/what-do-coronavirus-racial-disparities-look-like-state-by-state Timothy, R. K. (2019, May 12). 9 ways racism impacts maternal health. In, PBS.org News Hour. Retrieved from https://www.pbs.org/newshour/science/9-ways-racism-impacts-maternal-health Wailoo, K. (2001). Introduction [pp. 1-24]. In, <i>Dying in the City of the Blues</i> . Chapel Hill: University of North Carolina Press.
SUNDAY NOV 8TH	COLLABORATIONS & CONNECTIONS	STRUCTURAL INEQUITIES GROUP PROJECT
NOV 16 TH	MEDICAL RESEARCH & SCIENCE	Terry, M. (2020, June 12). Pushing for More Ethnic and Racial Diversity in Clinical Trials. In, BioSpace online. Retrieved from https://www.biospace.com/article/pushing-for-more-ethnic-and-racial-diversity-in-clinical-trials/ Rothman, L. (2017, April 21). The Disturbing History of African-Americans and Medical Research Goes Beyond Henrietta Lacks. In, Time Magazine online. Retrieved from https://time.com/4746297/henrietta-lacks-movie-history-research-oprah/
SUNDAY NOV 15TH	FINAL GROUP PROJECT	STRUCTURAL INEQUITIES GROUP PROJECT
NOV 23 RD	FAILURE	Kendi, I. X. (2020, September). Is This the Beginning of the End of American Racism? In, <i>The Atlantic Monthly</i> online. Retrieved from https://www.theatlantic.com/magazine/archive/2020/09/the-end-of-denial/614194/?utm_source=share&utm_campaign=share
SUNDAY NOV 22ND	TECH SELECTION & INTEREST	RACE, ETHNICITY, & TECH PROJECT

NOV 30 TH	ACTIVISM & VOICE	<p>Lewis, J. (2020, July 30). Together, You Can Redeem The Soul of Our Nation [Op-Ed]. <i>New York Times</i>. Retrieved from https://nyti.ms/2P6qaku</p> <p>Crenshaw, K. & Richie, A. (2015, July). Say Her Name: Resisting Police Brutality Against Black Women. <i>African American Policy Forum</i> and <i>Center for Intersectionality and Policy Studies</i>. Retrieved from www.intersectionality-center.org</p>
SUNDAY NOV 29 TH	RESEARCH & OUTLINE	RACE, ETHNICITY, & TECH PROJECT
SUNDAY DEC 6 TH	CONNECTIONS TO CONTENT	RACE, ETHNICITY, & TECH PROJECT
SUNDAY DEC 13 TH	FINAL PROJECT	RACE, ETHNICITY, & TECH PROJECT

