

SOCY 355: RACE & ETHNIC RELATIONS

University of South Carolina

Spring 2022

CATALOG COURSE DESCRIPTION:

Theoretical and empirical approaches related to race/ethnicity and the current state of race relations in America, with some attention to global issues.

Course Description:

Race is one of the most critical, debated and defining issues in the United States today. In this course, we will read and discuss important videos, readings and lectures that provide insight on how race, ethnicity and racism shape and define our lives. The main focus of this course is on systemic and structural racism, nativism, intersecting forms of oppression among other topics listed below.

Course Objectives:

At the end of this course, students should be able to discuss the following topics:

1. *What is race and ethnicity.* One of my main goals for this course is to help students understand the foundations of race. Society's understanding and conceptualization of race is socially constructed and often changes over time. It is important to me that students walk away from this course being able to see race as a social construction rather than a fact of life.
2. *The difference between ethnicity and race.* Often times race and ethnicity tend to be used interchangeably within popular culture. However, these two terms are actually different. In this course, we will dive into how race and ethnicity differ and why it is important we think of these things as two separate terms.
3. *Understanding racism.* Alongside these other objectives, I believe that it is vital for students to understand what racism is and how racism has a huge impact on all of us. In order to convey this to students, we will discuss how race not only impacts people on an individual level but also on an institutional level. We will explore how racism shapes the world we live in and life can look very different for different people depending on their race.
4. *Historical changes in race and ethnicity.* As the famous saying goes, "Those who cannot remember the past are condemned to repeat it." As you will see in this course, race and ethnicity has a long history in the United States that I believe is important to understand if you are to truly understand why race and ethnicity is still a major topic today. Students will learn about the history of race and ethnicity pre-1960s, as well as about the Civil Rights movement and Jim Crow.

CAROLINA CORE OUTCOMES

GSS - Students will be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.

COVID-19 Policies:

As I am sure all of you are aware, the global COVID-19 pandemic has greatly altered many of our lives. This includes the classroom setting and how class is to be conducted. While I am happy we are able to be together in person this semester, I will be establishing some expectations and requirements regard to COVID-19 that will make the safest classroom possible during this time.

1. **Masks.** University policy requires that everyone wear proper (over your nose, not mesh, with no holes, etc.) masks while in campus buildings. This is not a rule I established but a rule that was established by university administration and it applies to everyone in all classes across campus. I will not argue with you about this and if you wish to argue you will be told to leave the classroom. Simply put, this is university policy and just as you are required to follow any other university policy, you are also required to follow this one.
2. **Attendance.** As you will see below, I am not requiring attendance this semester. This is partly due to the pandemic and its constantly changing nature. I do not want anyone to feel obligated to come to class if they are feeling sick or have been exposed to someone else who is sick. To help make this less of a problem, **everything from class will be posted on Blackboard.** This includes all assignments, projects, and lectures. Please, do not come to class if you feel sick. If you catch COVID-19 and you must quarantine, please let me know so we can coordinate getting assignments in later. I would rather you concentrate on your health than worrying about turning in this classes' assignments on time. However, it is possible I won't know unless you tell me, so let me know so we can work something out. If you do not tell me, I will have to assume that you just missed the assignment for which you will receive a zero. Communication this semester will be essential so work with me so I can best work with you. All identities of students that contract COVID-19 or come into contact with it will remain private.
3. **Seating.** Under normal circumstances I would allow students to sit anywhere they would like. However, these are not normal circumstances. With that said, for this course you will select a seat on the first day and stay in that seat for the rest of the semester. I have a few reasons for this. One, I will learn your names much faster. Two, in the event someone does catch COVID-19 it will make it much easier for me to help contact tracers determine who might have been exposed and who needs to be tested.
4. **The 30% rule.** If 30% or more of the class is quarantining or diagnosed with COVID-19, class will move online until that percentage decreases. I do not expect this to be longer than two weeks and I will keep you all informed as the situation evolves. I will work to get us back to in person as quickly and safely as possible.

5. **Vaccines and Testing.** I cannot require you to get the vaccine for a number of reasons but if you are able, I recommend it not only for your safety but also the safety of others. Additionally, I cannot require testing (beyond university required testing) but if you think you have been exposed to COVID-19, go get tested! If you feel sick, go get tested! If your roommate, friend, coworker, whoever, feels sick and you have been around them, go get tested! You get the idea.

For vaccine information, look here:

https://sc.edu/safety/coronavirus/testing_and_services/vaccine/index.php

For testing information, look here:

https://sc.edu/safety/coronavirus/testing_and_services/testing/index.php

Exposed to or diagnosed with COVID-19, look here:

https://cm.maxient.com/reportingform.php?UnivofSCAcadSupport&layout_id=9

Required Reading:

This course will **not** have a required textbook. Instead, we will be reading a variety of articles, book chapters and essays in order to encompass a variety of experiences and ideas. All readings will be electronically available via Blackboard or through the Thomas Cooper library.

Course Requirements:

1. Attendance (0 points)

I will not be requiring attendance for this course. It is my view that it is your responsibility to show up to class and be on time. However, I will be taking attendance at the start of each class for two main reasons. One, it will help me learn your names which in my opinion means a better, more personal learning experience for you and two, I want to know who is coming to class regularly to help with contact tracing for COVID-19. While attendance will not be calculated for your final grade, it will be difficult to pass if you do not keep up with materials (lectures, assignments, etc.) either in person or online.

2. Reading Quizzes (60 points over 12 quizzes; 5 points per quiz)

Over the course of the semester, you will complete 12 reading quizzes. These quizzes will be multiple choice/true false. These quizzes will ensure that you did the reading for the week as well as assess your understanding of the readings. The idea behind these quizzes is to help you better understand the material while also signaling to me what the class collectively might be struggling with. These quizzes **can** be taken while you are reading the material. However, you may **not** take these quizzes with other students. In other words, I want to know what you know, not what your classmate knows, what your roommate knows or what you all collectively know as a group. My hope is that these quizzes serve as “easy” points for the class but also as a tool to guide your reading and understanding of the material. I will post these reading quizzes at least one week before they are due so you will have a full week to complete them. They will be due on their respective due date at the time class begins (10:05 am).

3. Bi-Weekly (roughly) Reflection Papers (60 points over 6 reflections; 10 points per reflection)

Over the course of this semester, you are going to be learning about different aspects of race and ethnicity. I think it is important that we dissect what we are talking about and reflect on what we are learning as the semester progresses. For these reflections I will give you a prompt related to what we have discussed over the past two weeks in class, from the readings or other materials we have engaged with. I will expect you to respond to the prompt within 2 to 3 pages. This will help me see what the class is collectively struggling with, excelling at, or confused by and give me an opportunity to provide you with feedback to help you get the best learning experience possible. I will have a specific rubric post on Blackboard for you to review which details the requirements for these assignments. These assignments will require:

- Direct discussion of class materials. This includes lectures, readings, videos, etc. You do not have to explicitly cite the materials, but your writing should be clear enough that I know what you are referring to.
- These must be 2 to 3 **full** pages. If you don't write at least 2 full pages, it will be impossible for you to get full points on the assignment regardless of what you wrote.
- Please check for spelling and grammar. While I know we all make mistakes and errors occur I expect that you read your work at least once before submitting it to me. If your work includes more than 3 spelling and grammar errors, I will take off points.
- Answer the prompt **completely**! If you only answer some parts of the prompt, I will not give full points.

4. Final Creative Project Proposal and Outline (30 points)

For your final assessment for this course, you will be asked to put together a "creative" portfolio. More information about that is in the section below.

However, in order to help you put your best foot forward I will be requiring that you write a final creative project outline and proposal as your midterm assignment. This assignment will give me an idea of what you plan to discuss in your project as well as help you plan out the project well before it is due. My hope is that this will get you exploring the literature on your topic as well as allow me to give you feedback that might be useful to you in developing your final project. I will have detailed instructions on what to include in this assignment on Blackboard and I will discuss it with you in class roughly two to three weeks before the assignment is due. We will also have a workshop day before the assignment is due so you can work on it as well as ask me any last-minute questions. This assignment must be at least 4 pages (at least 3 for the proposal and 1 for the outline).

5. Final Creative Project (50 points)

As noted above, your final assessment for this course will be a final creative project. I am calling this a "creative" portfolio. As the title suggests, you are free to use your creativity. You can include poems, short stories, songs, memes, charts, videos, artwork,

etc. But, all of these need to be **original** pieces of work. In other words, you need to write the song, make the video, draw the picture, etc.

For this assignment, you will need to include 5 pieces of original work that share the story of a social problem that is impacting a specific racial or ethnic group. For example, how might the issues in medical care in the US impact African Americans? How might income inequality impact Latinx populations? Or how might the COVID-19 pandemic impact people of Asian descent? It is your job to show me through photos, videos, songs, memes, etc. how your selected racial or ethnic group is experiencing a particular social problem of your choosing. We will talk more about this as the semester progresses, but I encourage you to think about what topics you find interesting so that you can be collecting information on your project throughout the semester instead of at the very end.

Formatting of Written Work:

All written assignments need to be submitted using Microsoft Word or as a PDF only. Please do not submit Pages documents. Otherwise, I won't be able to read them. Please make sure you proofread to catch any potential grammatical or spelling errors. Also, I care more about the quality of your work than the quantity of pages or words. Just because you write the maximum amount does not mean you automatically receive a high grade. All written work should follow this format:

- Double Spaced
- Font: Arial or Times New Roman (12 point size)
- Title of the assignment at the top, center of the first page. Directly below should be your first and last name.
- Citing sources within the text when needed and having references in ASA format at the end in a references section.
- Accurate spelling and grammar.

Evaluation and Grading Scale:

Course Evaluation	Point Value
Reading Quizzes	60
Reflection Assignments	60
Outline and Proposal Assignment	30
Final Project	50
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All grades will be posted on Blackboard. You are encouraged to check scores for your assignments to track your progress through the course. A final letter grade will be assigned based on the following:

- A (90% -100%)
- B+ (86% - 89%)
- B (80% - 85%)
- C+ (76% - 79%)
- C (70% - 75%)
- D+ (66% - 69%)
- D (60% - 65%)
- F (59% or below)

Grading rubrics listing specific grading criteria will be available for you on Blackboard. You will also receive comments from me to help you improve your work where applicable. I do not change grades under any circumstances.

Course Communication:

I will be seeing you in class twice a week most weeks of the semester. If you need to contact me regarding the course outside of class, please email me at my UofSC email address listed at the top of this document. I try to reply to emails within 24 hours on weekdays. If you email me after 5pm on Friday I will not reply until that following Monday unless it is a holiday. For assignments, I will have them returned to you with feedback no later than one week after they are submitted.

If you are having trouble with this course or the course material, I encourage you to contact me so we can discuss those issues.

I will announce important information at the beginning of class if I have anything to discuss. I will also email out these announcements via Blackboard so that those who might have not attended in person will be notified of any important course information.

Make Up Work/Late Work:

Generally, I do not offer make up work or late work options. I believe it is your responsibility to manage your time appropriately and have work submitted on time. You will be well notified of due dates for assignments; therefore, you should have more than enough time to complete them.

Now, of course there are exceptions to this under extreme circumstances. You are eligible for makeup work if you have an extreme situation occur that is outside of your personal control. For example, I would consider catching the flu or a death in the family as extreme situations for which you would be eligible for make up work.

If you are sick and need extensions, I will need to see a doctor's note. Additionally, I need to see that note the week you see the doctor. Given the circumstances of the world these days, I don't necessarily expect to hear from you the day you go to the doctor, but I need to know as soon as possible so that I can best help you make up the work in a timeframe that works for both you and I. If you notify me of an illness beyond a week of diagnosis, I will not allow makeup work. Other circumstances will be evaluated on a case-by-case basis.

If you should need makeup work due to an emergency, I will not share the conditions of that emergency with anyone in our class.

Disability Services:

The Student Disability Resource Center (SDRC) empowers students to manage challenges and limitations imposed by disabilities. Students with disabilities are encouraged to contact me to discuss the logistics of any accommodations needed to fulfill course requirements (within the first week of the semester). In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1523 Greene Street, LeConte Room 112A, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations.

Title IX:

Reporting Requirements for employees:

Other than the privileged and confidential resources described below, all University employees must report incidents of sexual harassment to the Title IX Coordinator or any deputy Title IX coordinator.

Privileged Employees: These employees are not required to report disclosures of sexual harassment to the Title IX Coordinator. However, they still must comply with mandatory reporting under South Carolina state law.

Student Health Services-Counseling and Psychiatry Services 803-777-5223

Sexual Assault and Violence Intervention & Prevention (SAVIP) 803-777-8248

Student Health Services (Center for Health and Well-Being) (Includes Primary Care, Women's Health, Sports Medicine & Physical Therapy, Allergy Immunization & Travel Clinic, Pharmacy, Lab, Radiology and Student and Faculty/Staff Wellness and Prevention Services. 803-777-3175

Sexual Assault and Violence Intervention & Prevention (SAVIP) office and Student Health Services, including staff and student workers, can talk to a complainant without revealing any personally identifying information about an incident to the university.

Under Title IX & University Policy, the following types of conduct are prohibited:

Title IX:

1. An employee of the University of South Carolina conditioning the provision of an aide, benefit, or service of the University of South Carolina on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University of South Carolina's education program or activity; or
3. Sexual assault; dating violence; domestic violence and stalking.

University Policy:

4. Additionally, university policy also prohibits unfair or unequal treatment of an individual or group of individuals based on sex, gender, gender identity, transgender status, or sexual orientation, which is sufficiently severe, pervasive, or persistent to interfere with or limit the ability of an individual or group to participate in or benefit from programs, services and activities provided by the university.

Student Success Center:

In partnership with UofSC faculty, the Student Success Center (SSC) offers a number of programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. There are a variety of resources available to you. Please visit sc.edu/success for more information.

Writing Center:

- This course has many writing assignments. The University Writing Center (<https://artsandsciences.sc.edu/write/university-writing-center>) is open to help any USC student needing assistance with a writing project at any stage of development.

Counseling Services:

- The University offers counseling and crisis services as well as outreach services, self-help, and frequently asked questions: https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php

Academic Integrity:

You are expected to practice the highest possible standards of academic integrity. If I find instances of cheating or other forms of academic dishonesty in this course, I will at a minimum give you a zero for the assignment and will result in additional disciplinary measures. This includes improper citation of sources, using the work of someone else, using work from previous classes, and any other form of academic misrepresentation.

Plagiarism:

To put it simply, I will not tolerate plagiarism. Using the words and works of someone else as if they were your own is a serious form of academic dishonesty. If you use the idea, words, key words, sentences, or syntax of someone else you must give that person proper credit. If you do not do this, disciplinary action will be taken.

Class Conduct and Values:

I expect that you act professionally at all times. The university classroom is a place designed for the free exchange of ideas and it is absolutely required that you respect me and your classmates, even if you disagree. We will show respect by being polite, patient, and thoughtful. I expect appropriate language and that you avoid verbal attacks against those that might think differently than you. Given the topic of this class, we

might talk about issues that could raise discussion and potential disagreement. I encourage you to be mindful that everyone has a perspective and no one perspective is right. Be willing to learn from each other and be respectful of the experiences and thoughts of others.

E-Mail:

Below I have listed some important rules for when you reach out to me via email should you need to.

- Be respectful and polite.
- Use proper grammar, spelling, punctuation, and capitalization. No text language as this is a professional setting.
- No profanity.
- In the subject line, please put the course number (SOCY 355) and some indication of what your email is about.
- Only email me again if I have not responded to you within 24 hours on a weekday or up to 72 hours if you emailed me on a weekend day.
- Use proper salutations. Starting an email with "Hey" is not appropriate for a professional setting.
- No CAPITALIZATION

Diversity and Inclusion:

The university is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect.

Copyright/Fair Use Statement:

I will cite and/or reference any materials that I use in this course that I do not create. You, as students, are expected to not distribute any of these materials, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

Technology Requirements:

To participate in this course, you will likely need:

- Access to a working tablet/laptop/computer that has operating system with updates installed. Occasionally you might need headphones or speakers to hear audio. Transcripts will also be available.
- Reliable Internet access and a UofSC email account
- A current Internet browser that is compatible with Blackboard (Google Chrome is recommended for Blackboard).
- Microsoft Word as your word processing program

- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.
- If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you for free and allows you to install Word, Excel, PowerPoint, Outlook, OneNotes, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, follow the instructions at https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/information_for_students/index.php.

Technical Support:

If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800, submit an online request on the DoIT Service Portal (<https://scprod.service-now.com/sp>), or visit the Carolina Tech Zone (https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/index.php). If you are located in the Columbia, SC area, the Thomas Cooper Library at USC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

Course Schedule:

I reserve the right to change the syllabus if needed. Syllabus is subject to change.

Key:

Reading quiz due: Green

Reflection assignment due: Pink

Midterm proposal or final project due: Yellow

Week 1. Welcome to the Course	
Tuesday, January 11 th	Welcome to the Course! Discussing the Syllabus
Thursday, January 13 th	<u>What is Race and Ethnicity?</u> <ul style="list-style-type: none"> - “How it Feels to be Colored Me” by Zora Neale Hurston - Islamophobia killed my brother. Let’s end the hate.” Ted Talk by Suzanne Barakat
Week 2. History of Race and Ethnicity	
Monday, January 17 th	No Classes for MLK Day
Tuesday, January 18 th	<u>Race and Ethnicity in America: Enslavement and Genocide</u>

	<ul style="list-style-type: none"> - PBS Article "Indian Removal" - Last day to change/drop a course without a grade of "W"
Thursday, January 20 th	<u>Race and Ethnicity in America: Jim Crow and Civil Rights</u> <ul style="list-style-type: none"> - Martin Luther King Jr.'s "I Have a Dream" Speech - "Civil Rights and the 1950s" Crash Course Video - Reading Quiz 1 due by start of class
Week 3. History of Race and Ethnicity Pt. 2/Race and Biology	
Tuesday, January 25 th	<u>Race and Ethnicity in American: Post Civil Rights</u> <ul style="list-style-type: none"> - This is America Music Video by Childish Gambino
Thursday, January 27 th	<u>Why Race is not Biology</u> <ul style="list-style-type: none"> - "Race as Biology is fiction, racism as a social problem is real" by Audrey Smedley and Brian D. Smedley - Reading Quiz 2 due by start of class
Week 4. Race and Biology Pt. 2/Critical Race Theory	
Tuesday, February 1 st	<u>Biological Arguments and Stereotypes</u> <ul style="list-style-type: none"> - Watch "Why race is not based in genetics" video
Thursday, February 3 rd	<u>Critical Race Theory</u> <ul style="list-style-type: none"> - Watch "What is Critical Race Theory" video - Reading Quiz 3 due by start of class
Friday, February 4 th	Reflection 1 Due by 11:59pm
Week 5. Intersectionality and Privilege	
Tuesday, February 8 th	What is Intersectionality? <ul style="list-style-type: none"> - Watch "What is intersectionality?" video
Thursday, February 10 th	What is Privilege and White Supremacy? <ul style="list-style-type: none"> - Watch "Rethinking Privilege" Ted Talk - Reading Quiz 4 due by the start of class
Week 6. Systemic Racism and Colorblind Racism	

Tuesday, February 15 th	<u>What is Systemic Racism?</u> <ul style="list-style-type: none"> - “What Makes Systemic Racism Systemic?” by Eduardo Bonilla Silva
Thursday, February 17 th	<u>What is Color-Blind Racism?</u> <ul style="list-style-type: none"> - “The Structure of Racism in Color-Blind, ‘Post-Racial’ America” by Eduardo Bonilla Silva - Reading Quiz 5 due by the start of class
Friday, February 18 th	Reflection 2 Due by 11:59pm
Week 7. Color-Blind Racism Pt. 2 & Project Workshop	
Tuesday, February 22 nd	<u>Color-Blind Racism of Today</u> <ul style="list-style-type: none"> - Watch “The problem with racial color blindness” Ted Talk
Thursday, February 24 th	<u>Project Workshop Day!</u> <ul style="list-style-type: none"> - Reading Quiz 6 due by start of class
Week 8. Immigration and Nativism	
Tuesday, March 1 st	<u>History and Patterns of Immigration</u> <ul style="list-style-type: none"> - “From Undesirable to Marriageable: Hyper-Selectivity and the Racial Mobility of Asian Americans” by Jennifer Lee
Thursday, March 3 rd	<u>Nativism, Patriotism and Nationalism</u> <ul style="list-style-type: none"> - Semester Midpoint 😊 - “U.S Citizens’ Current Attitudes Toward Immigrants and Immigration: A Study from the General Social Survey” by Daniel K. Pryce - Reading Quiz 7 due by start of class
Friday, March 4 th	Reflection 3 due by 11:59pm
Week 9. Spring Break	
Sunday, March 6 th to Sunday, March 13 th	Have fun and stay safe!
Week 10. Systems of Racial Stratification: Income & Education	
Tuesday, March 15 th	<u>Race, Wealth, and Income</u> <ul style="list-style-type: none"> - SC Wealth Gap Report - Midterm Proposal and Outline Due by 10:05am
Thursday, March 17 th	<u>Race and Education System</u> <ul style="list-style-type: none"> - Reading Quiz 8 due by start of class

	<ul style="list-style-type: none"> - “Discrimination in the credential society: an audit study of race and college selectivity in the labor market” by Michael Gaddis
Week 11. Systems of Racial Stratification: Mass Incarceration	
Tuesday, March 22 nd	<u>The War on Drugs</u> <ul style="list-style-type: none"> - “A Wealth of Inequalities: Mass incarceration, employment, and racial disparities in US household wealth, 1996 to 2011” by Sykes and Maroto.
Thursday, March 24 th	<u>From One Set of Chains to Another</u> <ul style="list-style-type: none"> - Michelle Alexander Ted Talk - Reading Quiz 9 due by start of class
Friday, March 25 th	Reflection 4 Due by 11:59pm
Week 12. Systems of Racial Stratification: Racial Violence	
Monday, March 28 th	Last day to drop a course or withdraw without a grade of “WF”
Tuesday, March 29 th	<u>Police Violence</u> <ul style="list-style-type: none"> - Sewell, Alyasah Ali, et al. (2020) “Illness spillover of lethal police violence: the significance of gendered marginalization.” <i>Ethnic and Racial Studies</i>, 1-26.
Thursday, March 31 st	<u>Hate Crimes</u> <ul style="list-style-type: none"> - Reading Quiz 10 due by start of class - “Face mask symbolism in anti-Asian hate crimes” by Jingqiu Ren and Joe Feagin
Week 13. Systems of Racial Stratification: The Work Place	
Tuesday, April 5 th	<u>Race in the Workplace</u> <ul style="list-style-type: none"> - Ramakrishnan, K. and Lee, J. “Op-Ed: Despite what you might have heard, Asian American CEOs are the exception, not the norm.” The Los Angeles Times. October 19, 2017. https://www.latimes.com/opinion/op-ed/la-oe-ramakrishnan-lee-asian-americanexecutives-20171019-story.html - Ray, V. (2019). “Why so Many Organizations Stay White.” Harvard Business Review.

	https://hbr.org/2019/11/why-so-many-organizations-stay-white
Thursday, April 7 th	<u>Ethnicity in the Workplace</u> - Reading Quiz 11 due by start of class
Friday, April 8 th	Reflection 5 Due by 11:59pm
Week 14. Systems of Racial Stratification: Medicine and Health	
Tuesday, April 12 th	<u>History of Race and Medicine</u> - "The Cost of Color: Skin Color, Discrimination, and Health among African-Americans" by Ellis P. Monk Jr.
Thursday, April 14 th	<u>Current Health Disparities and Race</u> - Reading Quiz 12 due by start of class - "Health Without Papers: Immigrants, Citizenship, and Health in the 21 st Century" by Brian Tuohy.
Week 15. Final Project Workshops	
Tuesday, April 19 th	Project Workshop
Thursday, April 21 st	Project Workshop
Friday, April 22 nd	Reflection 6 Due by 11:59pm
Week 16. Final Project	
Monday, April 25 th	Last Day of Classes
Tuesday, April 26 th	Reading Day
Tuesday, May 3 rd	Final Project Due by 9:00am