

# Racial and Ethnic Relations in the United States, Syllabus

SOC3380 - Fall 2021

## Course Information

- **Course times and location:** No required schedule meetings; all instruction occurs in Carmen each week.
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

## Instructor

- **Name:** Erick Axxe
- **Email:** axxe.1@osu.edu
- **Office location:** The Zoom information can be found on the [Syllabus page in Carmen](#).
- **Student-office hours:** [TDB]
- **Preferred means of communication:**
  - My preferred method of communication for questions is through the [Course Q & A on Carmen](#). For inquiries that are specific to you, please send me an **email (see above)**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](#) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Description

This course examines race and ethnicity in the United States (not America, that's the entire continent) through a sociological lens. Sociology offers a unique perspective for these topics because we study race and ethnicity as *socially constructed and maintained*. Race and ethnicity stratify society and are cornerstones of individual identity, shaping our daily interactions. This course explores the origins of racial and ethnic relations, their historical trends, and how those relations play out in modern society. Through our readings, discussions, and other work, we aim to answer the questions; Why do race and ethnicity remain salient in the United States? How are racial and ethnic categories defined and how have their definitions changed? What can we do to improve racial and ethnic relations in our own communities?

This course is entirely asynchronous – there are no set times for meeting. During the semester, students are expected to contribute to a weekly discussion board, complete weekly



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Department of Sociology

quizzes, and complete one end-of-term project. Though the course is entirely asynchronous, I will record course lectures at set times so that students have the opportunity to participate in the lectures. Lecture participation is **voluntary**.

Our online classroom offers us the opportunity to explore non-traditional learning techniques. I take advantage of this opportunity by utilizing a variety of media in the classroom and exploring various ways for us to interact with one another. I hope this breaks up the monotony of completing an entire course online, but if for any reason you have trouble interacting with some media please let me know as soon as possible.

## Learning Outcomes

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

1. Distinguish race, ethnicity, and nation, and understand how various definitions of these concepts structure society (science, medicine, economy, government, etc.).
2. Explain contemporary racial and ethnic dynamics through social theory and historical evidence.
3. Recognize their own standpoint within the United States' racial and ethnic system.
4. Productively participate in their communities to improve racial and ethnic relations.

## General Education Expected Learning Outcomes

As part of the Social Science category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

### **INDIVIDUALS AND GROUPS**

5. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
6. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
7. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

This course fulfills these learning outcomes by introducing students to several analytical lenses and a variety of empirical data on the above topics.



# How This Online Course Works

**Mode of delivery:** This course is 100% online. There are **no** required sessions when you must be logged in to Carmen at a scheduled time. I do record my lectures live, however, so that students can participate in a live-lecture if they prefer.

**Pace of online activities:** This course is divided into **weekly modules** that are released at least one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average. I do my best to cap the number of hours expected of you to work in my class at 9 hours per week. To do so, I assume you require 4 minutes per page to read (textbook or article). If you find my time estimates are off, please reach out and let me know.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities for attendance: at least once per week**  
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Zoom meetings and student-office hours: required twice during the semester**  
Other than two required meetings at the beginning and end of the semester, all live, scheduled events for the course, including my office hours, are optional. I will post recordings of synchronous sessions for those who cannot attend.
- **Participating in discussion forums: one or more times per week**  
As part of your participation, each week you can expect to post at least once as part of our substantive class discussion on the week's topics.

**For advice on taking courses online, see these resources:**

- <https://blog.foster.uw.edu/online-class-tips/>
- <https://www.northeastern.edu/graduate/blog/time-management-tips-online-students/>
- <https://www.timeshighereducation.com/student/advice/tips-studying-online-and-home-university-students>

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

- All course materials will be available through Carmen.
- You will need access to technology that can interact with Carmen and read PDFs.

## Recommended/Optional Materials and/or Technologies

- *Style: The Basics of Clarity and Grace* by Joseph M. Williams
  - [An old version is available free online as a PDF.](#) Newer versions are available through Ohio State's library.

## Other Useful Resources

*Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.*

- **Local housing shelters and women's shelters:** [Research](#) indicates that a number of low-income college students face homelessness or transient/insecure housing accommodations. Having a number or address to suggest could be helpful. [Affordable Colleges Online's website](#) provides statistics about college homelessness as well as ways to locate local services.
- **Buckeye Food Alliance:** [The Buckeye Food Alliance](#) is a non-profit, on-campus food pantry for OSU students. They are located in Lincoln Tower, Suite 150 and open selected hours in the week and by appointment.
- **Career Closet:** The [Career Closet](#) is open to students in need of professional attire and clothing. All items are free and dressing rooms are available for students to size clothing.
- **Zotero:** [Zotero](#) is a free citation management software.
- **OneNote:** I recommend all students use a note-taking software. There are many, but I can recommend [OneNote](#) as a good option.
- **Blue light filtering glasses:** Taking courses online requires you to look at screens for unhealthy amounts of time. I bought a pair of blue light filtering glasses years ago and I cannot recommend them more.
- **Grammarly:** [Grammarly](#) is a free software that automatically checks and suggests fixes to grammatical errors.



# Grading and Faculty Response

## How Your Grade is Calculated

Assignment Category	Percent of Grade
Weekly quizzes	45%
Weekly discussion board participation	20%
Final project	25%
Meetings with Instructor	10%

## Descriptions of Major Course Assignments

### Weekly Quizzes

**Description:** At the end of each week, you will be required to complete a short quiz to test your comprehension of the material. Your lowest quiz grade will be dropped. Quizzes will always be due on *Saturdays at 11:59 pm*.

**Academic integrity and collaboration:** You must complete quizzes yourself, without collaborating with your peers. You may use your notes and the resources made available through the course to answer the quizzes.

### Weekly Discussion Board Posts

**Description:** Each week, you will be asked to respond to a discussion post on Carmen. The topics will vary, from reflecting on a task assigned during the course, to providing the instructor background knowledge you have of the week's topic. You will **not** be required to reply to your peers' posts, but discussion is encouraged. Posts are graded based on participation. Discussion posts will always be due on *Saturdays at 11:59 pm*.

**Academic integrity and collaboration:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow ASA style to cite the ideas and words of your research sources.



## Final Project

**Description:** At the end of the course, you will be required to submit a final project that supports the learning outcome, “Students will be able to productively participate in their communities to improve racial and ethnic relations.” I want this project to reflect your abilities and to serve you outside of our class. For this reason, students will be able to choose the format of their final project. They may either choose to complete a course module (like you will experience in our course) or a diversity, equity, and inclusion evaluation proposal. I am willing to allow you to choose another project type, but you must first receive my approval. I will distribute instructions later in the semester. *Final projects are due December 10<sup>th</sup>, 2020 at 5 p.m. (Eastern).*

**Academic integrity and collaboration:** Your written assignments should be your own original work. In formal assignments, you should follow ASA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you have explored in previous courses, please discuss the situation with me.

## Meetings with Instructor

**Description:** Twice during the semester, at the beginning and near the end, you will be required to meet with me. Each meeting will be worth 5% of your total grade. Meetings are graded based on participation.

## Extra credit

**Description:** *Sociology in Pop Culture*. Please share with the class in the [Discussion Board on Carmen](#) a piece of content that exemplifies one (or more) concept(s) we learn about in this course. It could be a news article, a segment of movie, a Tik-Tok video, a pop song, a video game, an episode of a podcast, and more. You should share the link of this content on Carmen (if possible) and write a short paragraph to explain what sociological concepts can be used to understand this content and any other thoughts you have about it. Every share can earn 0.5 extra point to your final grade, and each student can earn up to 2 points in this activity.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Due to the collaborative nature of discussion posts, I am unable to grade posts submitted after the final weekly deadline for this assignment type.

Unexcused, late assignments will receive a maximum of 85% of the original grade. Assignments will not be accepted a week after the original deadline.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through our course's **discussion board Q & A**. If your question has not been addressed in the discussion board or if your question is specific to your particular situation, please email my Ohio State email address (axxe.1@osu.edu). I will reply to emails within **48 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check the discussion boards once per week. Depending on the information I request from the post, I will either incorporate your responses into that week's lecture or read through them to check for comprehension of the material. Discussion posts are graded as complete or incomplete.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

# Tentative Course Schedule (Refer to the Carmen for up-to-date due dates.)

Week	Topics
<b>1 (8/25 – 8/27)</b>	<ul style="list-style-type: none"> <li>• Intro to the Course</li> <li>• Defining Race and Ethnicity</li> </ul>
<b>2 (8/30 – 9/3)</b>	<ul style="list-style-type: none"> <li>• History of Race and Ethnicity in the United States: Citizenship, migration, and assimilation</li> </ul>
<b>3 (9/7 – 9/10)</b>	<ul style="list-style-type: none"> <li>• Race, Ethnicity, and Demography: Current trends and the construction of categories</li> </ul>
<b>4 - 5 (9/13 – 9/24)</b>	<ul style="list-style-type: none"> <li>• Racial and Ethnic Identities: Fixed vs. fluid, boundaries &amp; group membership, and ambiguity</li> </ul>
<b>6 (9/27 – 10/1)</b>	<ul style="list-style-type: none"> <li>• Bias and Discrimination Social status, employment, stress &amp; health, and color-blind &amp; structural racism</li> </ul>
<b>7 &amp; 8 (10/4 – 10/15)</b>	<ul style="list-style-type: none"> <li>• Racial Systems Racial Formation Theory, housing &amp; segregation, education and criminal justice</li> </ul>
<b>9 &amp; 10 (10/18 – 10/29)</b>	<ul style="list-style-type: none"> <li>• Intersectionality Race, ethnicity, nation, class, and gender</li> </ul>
<b>11 &amp; 12 (11/1 – 11/12)</b>	<ul style="list-style-type: none"> <li>• Race, Ethnicity, and Modern Society Contemporary racial systems, Science, the internet, and government policies</li> </ul>
<b>13 (11/15 – 11/19)</b>	<ul style="list-style-type: none"> <li>• Topic TBD based on students' interests</li> </ul>
<b>14 (11/22 – 11/26)</b>	<ul style="list-style-type: none"> <li>• Thanksgiving (nothing due)</li> </ul>
<b>15 – 16 (11/29 – 12/8)</b>	<ul style="list-style-type: none"> <li>• Final Projects, Meetings &amp; Peer Review Final Projects due <u>December 10<sup>th</sup> at 5 pm</u></li> </ul>





# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Absences:** If during the semester you are unable to meet assignment deadlines, students are required to inform me as soon as possible. For the most part, weekly assignments will be made available Sunday nights and are due the following Saturday night. I rarely check my emails on Saturday, so students should make every effort to contact me for extensions before the day assignments are due.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

## Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university

or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](https://go.osu.edu/student-tech-access). Please let me know if technology is unavailable to you.

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)



# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, **please let me know immediately** so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

## Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

## Covid Related Procedures

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical

conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue

