

# New Jersey Institute of Technology

## Race and Ethnicity

**STS 352**

**Fall 2024**

**Prerequisites:** ENGL 102 with a grade of C or higher, and one History and Humanities GER 200 level course with a grade of C or higher.

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

**Instructor:** Dr. Laura 'Devorah' Dickerman

**Office:** Cullimore 423

**Contact:** [laura.dickerman@njit.edu](mailto:laura.dickerman@njit.edu)

**Office Hours:** Mondays and Thursdays 9:00am-9:45am and 12:30pm-2:15pm; and by appointment.

### **Course Meeting Time and Location:**

Wednesdays 6:00pm - 8:50pm

FMH 110

### **Texts**

Select readings.

You will also need to access The New York Times occasionally. This guide will help you create an account through Van Houten Library. <https://researchguides.njit.edu/nytimes>

### **Course Description**

Course will explore concepts of race and ethnicity. Topics and discussion will include education; mental health; access to healthcare; socioeconomic status; housing policy and discrimination; social media and news; immigration, refugees, and asylum seekers; child welfare system; incarceration and recidivism; LGBTQQA+; and anti-racist praxis tools and diversity, equity and inclusion. We will address how to incorporate technology, STEM education, and research.

### **Learning Outcomes**

Upon completing this course, students will be able to address the impact of race in individual and multidisciplinary environments. Students will be able to critically analyze disparities in topics addressed. Students will evaluate concepts about race and ethnicity as it relates to their majors. Emphasis is on the interaction between race and technology.

### **Policies**

#### **University Policy on Academic Integrity**

Professor and Course will adhere to the university's guidelines:

"Academic integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating (which includes plagiarism) 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 the instructor's 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](mailto:dos@njit.edu)."

## **Accessibility**

This class is intended to be fully available to students regardless of health or disability status (whether mental or physical). If you need reasonable accommodations to complete the course because of a disability, you can reach out to the course instructor or to the office of accessibility resources and services.

## **Course Environment**

This course should be a safe space: in the classroom, in one-on-one discussions with the instructor, and in the Canvas spaces for this course. This means no hate speech (slurs or derogatory or demeaning comments) and no bullying. You are expected to treat your classmates respectfully and with kindness, generosity, and empathy.

## **Technology**

You are required to bring a device with you to class that will allow you to access Canvas. This likely means a tablet, laptop or smartphone. There is no makeup credit if you do not bring such a device and are unable as a result to complete course activities that day.

## **Plagiarism**

Plagiarism, presenting someone else's words, thoughts, or ideas (in whole or in part) as your own, is cheating and will not be tolerated. The NJIT Honor Code will be upheld, and any violations will be brought to the immediate attention of the Dean of Students. NJIT enforces strict academic integrity policies, and any plagiarized material will result in a failing grade for the assignment and possibly for the course. Academic probation and possible suspension or expulsion from the university may also be pursued by NJIT administration in cases of plagiarism. Three very important things to remember:

- 1) Various plagiarism-detection tools are employed in this course.
- 2) There have been numerous cases of students attempting to submit papers written by students enrolled in earlier versions of this class. These students have received failing grades and academic probation – and the students supplying the papers have also been punished.
- 3) If you're struggling with the final project or concerned about these policies, I'm happy to work with you! Plagiarism is not worth the risk to your future.

## **Attendance**

If you miss a class, you are responsible for catching up (contact me to inquire about missed material). These are uniquely challenging times; please communicate with me if you encounter an issue that obstructs or limits your capacity to participate fully in our class with respect to technology, presence, or any other matter.

Each student will be granted two "free absences" during the semester.

Every unexcused absence after the second one will reduce your participation grade. More than four unexcused absences can result in automatic failure of the course; excessive unexcused lateness of 15 minutes or more throughout the course will be considered as one absence.

According to university policy, students who expect to miss classes or exams because of religious observance must submit to their instructors, by the end of the second week of classes, a written list of dates that will be missed. Similarly, athletes should submit a list of events. If you can't make a class—due to illness, an academic commitment, an interview, or a major extracurricular event—and you wish to have the absence excused, ask the Dean of Students to review the request.

## Topics Covered

Week	Topic	Reading Resource
<b>Week 1 09/04</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Syllabus</li> </ul> <b>Topic 1</b> What is Race and Ethnicity?	<ol style="list-style-type: none"> <li>1. Blakemore, E. (2019, February 22). Race and ethnicity: How are they different? In NationalGeographic.com. Retrieved from: <a href="https://www.nationalgeographic.com/culture/article/race-ethnicity?loggedin=true&amp;rnd=1686098451947">https://www.nationalgeographic.com/culture/article/race-ethnicity?loggedin=true&amp;rnd=1686098451947</a></li> <li>2. Logan, J., Reshamwala, S., &amp; Ross Smith, B. (2016, December 2019). #awkwardracequestions. In NYTimes.com. Retrieved from <a href="https://www.nytimes.com/2016/12/19/us/awkward-race-questions.html">https://www.nytimes.com/2016/12/19/us/awkward-race-questions.html</a></li> </ol>
<b>Week 2 09/11</b>	<b>Topic 2</b> Education	<ol style="list-style-type: none"> <li>1. Peña, C. (2020, September 2020). How social media is helping students of color speak out about racism on campus. In PBS.org. Retrieved from <a href="https://www.pbs.org/newshour/education/how-social-media-is-helping-students-of-color-speak-out-about-racism-on-campus">https://www.pbs.org/newshour/education/how-social-media-is-helping-students-of-color-speak-out-about-racism-on-campus</a></li> <li>2. Anderson, M.D. (2016, October 2016). How the Stress of Racism Affects Learning. In TheAtlantic.com. Retrieved from <a href="https://www.theatlantic.com/education/archive/2016/10/how-the-stress-of-racism-affects-learning/503567/">https://www.theatlantic.com/education/archive/2016/10/how-the-stress-of-racism-affects-learning/503567/</a></li> </ol>
<b>Week 3 09/18</b>	<b>Topic 3</b> Mental Health <hr/> <b>Topic 4</b> Access to Healthcare	<ol style="list-style-type: none"> <li>1. Beard, L. (2022, November 25). How some therapists are helping patients heal by tackling structural racism. In NPR.org. Retrieved from <a href="https://www.npr.org/sections/health-shots/2022/11/25/1137754258/heres-how-some-therapists-are-tackling-structural-racism-in-their-practice">https://www.npr.org/sections/health-shots/2022/11/25/1137754258/heres-how-some-therapists-are-tackling-structural-racism-in-their-practice</a></li> <li>1. Office of Health Equity (OHE). (2021, November 24 - Page last reviewed). Racism and Health. In CDC.gov. Retrieved from <a href="https://www.cdc.gov/minorityhealth/racism-disparities/index.html">https://www.cdc.gov/minorityhealth/racism-disparities/index.html</a></li> <li>2. Division of Nutrition, Physical Activity, and Obesity. (2022, July 25 - Page last reviewed). Racial and Ethnic Approaches to Community Health. In CDC.gov. Retrieved from <a href="https://www.cdc.gov/nccdphp/dnpao/state-local-programs/reach/">https://www.cdc.gov/nccdphp/dnpao/state-local-programs/reach/</a></li> </ol>
<b>Week 4 09/25</b>	<b>Topic 5</b> Socioeconomic Status	<ol style="list-style-type: none"> <li>1. American Psychological Association. (2017). Ethnic and racial minorities &amp; socioeconomic status. [Blog post]. Retrieved from <a href="https://www.apa.org/pi/ses/resources/publications/minorities">https://www.apa.org/pi/ses/resources/publications/minorities</a></li> </ol>
<b>Week 5 10/02</b>	<b>Topic 6</b>	<ol style="list-style-type: none"> <li>1. Gross, T. (2017, May 3). A 'Forgotten History' Of How The U.S. Government Segregated America. (<i>Reading and Audio</i>) In Heard on Fresh Air, NPR.org. Retrieved from</li> </ol>

	Housing Policy and Discrimination  <b>Assignment 1 Due</b>	<p><a href="https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america">https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america</a></p> <p>2. Housing's racial history <a href="https://podcasts.apple.com/us/podcast/housings-racial-history/id1464810062?i=1000490007907">Land Matters</a> <a href="https://podcasts.apple.com/us/podcast/housings-racial-history/id1464810062?i=1000490007907">https://podcasts.apple.com/us/podcast/housings-racial-history/id1464810062?i=1000490007907</a></p>
<b>Week 6</b> <b>10/09</b>	<b>Topic 7</b> Social Media and News	<p>1. Gassam Asare, J. (2021, January 8). Social Media Continues To Amplify White Supremacy And Suppress Anti-Racism. In Forbes.com. Retrieved from <a href="https://www.forbes.com/sites/janicegassam/2021/01/08/social-media-continues-to-amplify-white-supremacy-and-suppress-anti-racism/">https://www.forbes.com/sites/janicegassam/2021/01/08/social-media-continues-to-amplify-white-supremacy-and-suppress-anti-racism/</a></p> <p>2. Dixon, T., Weeks, K., &amp; Smith, M. (2019, May 23). Media Constructions of Culture, Race, and Ethnicity. <i>Oxford Research Encyclopedia of Communication</i>. Retrieved 28 Jun. 2023, from <a href="https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-502">https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-502</a>.</p>
<b>Week 7</b> <b>10/16</b>	<b>Topic 8</b> Immigration, Refugees, Asylum Seekers	<p>1. Frederick, J. (2023, June 6). New U.S. immigration rules send asylum requests soaring in Mexico. In NPR.org. Retrieved from <a href="https://www.npr.org/2023/06/06/1179808179/mexico-immigration-title4-2-asylum">https://www.npr.org/2023/06/06/1179808179/mexico-immigration-title4-2-asylum</a></p> <p>2. Donnella, L. (2023, May 7). Black immigrants reflect on navigating their identities in the American South. In NPR.org (<i>Weekend Edition Sunday</i>). Retrieved from <a href="https://www.npr.org/2023/05/07/1174631480/black-immigrants-reflect-on-navigating-their-identities-in-the-american-south">https://www.npr.org/2023/05/07/1174631480/black-immigrants-reflect-on-navigating-their-identities-in-the-american-south</a></p>
<b>Week 8</b> <b>10/23</b>	<b>Topic 9</b> Child Welfare System	<p>1. Ross, J. (2022, April 20). One in Ten Black Children in America Are Separated From Their Parents by the Child-Welfare System. A New Book Argues That's No Accident. In TIME.com. Retrieved from <a href="https://time.com/6168354/child-welfare-system-dorothy-roberts/">https://time.com/6168354/child-welfare-system-dorothy-roberts/</a></p> <p>2. Roberts, D. n.d.. Race and Class in the Child Welfare System. From PBS Frontline. Accessed 7 July 2023. Retrieved from <a href="http://www.pbs.org/wgbh/pages/frontline/shows/fostercare/caseworker/roberts.html">http://www.pbs.org/wgbh/pages/frontline/shows/fostercare/caseworker/roberts.html</a></p>
<b>Week 9</b> <b>10/30</b>	<b>Topic 10</b> Incarceration and Recidivism	<p>3. Delaney, R., Subramanian, R., Shames, A., &amp; Turner, N. (2021). American history, race, and prison. Vera Institute. <a href="https://www.vera.org/reimagining-prison-web-report/americanhistory-race-and-prison">https://www.vera.org/reimagining-prison-web-report/americanhistory-race-and-prison</a></p> <p>4. Johnson, C. (2022, April 19). Justice Department works to curb racial bias in deciding who's release from prison. From NPR.org (<i>Morning Edition</i>). Retrieved from <a href="https://www.npr.org/2022/04/19/1093538706/justice-department-works-to-curb-racial-bias-in-deciding-who-s-release-from-prison">https://www.npr.org/2022/04/19/1093538706/justice-department-works-to-curb-racial-bias-in-deciding-who-s-release-from-prison</a></p>

		<a href="https://tinyurl.com/works-to-curb-racial-bias-in-deciding-who-s-released-from-pris#:~:text=Tiny%20Desk-,Justice%20Department%20works%20to%20curb%20racial%20bias%20in%20deciding%20who's,become%20eligible%20for%20early%20release.">works-to-curb-racial-bias-in-deciding-who's-released-from-pris#:~:text=Tiny%20Desk-,Justice%20Department%20works%20to%20curb%20racial%20bias%20in%20deciding%20who's,become%20eligible%20for%20early%20release.</a>
<b>Week 10</b> <b>11/06</b>	<b>Assignment 2</b> <b>Due</b>	No readings
<b>Week 11</b> <b>11/13</b>	<b>Assignment 2</b> <b>Due</b>	No readings
<b>Week 12</b> <b>11/20</b>	<b>Assignment 2</b> <b>Due</b>	No readings
<b>Week 13</b> <b>11/27</b>	<b>No Class</b>	<b>No Class</b>  <i>Have a great time off!</i>
<b>Week 14</b> <b>12/04</b>	<b>Topic 11</b> LGBTQA+  <b>Topic 12</b> -Anti-Racist Praxis Tools -Diversity, equity, and inclusion (DEI)	<ol style="list-style-type: none"> <li>1. Prichep, D. (2017, November 25). For LGBTQ People Of Color, Discrimination Compounds. (<i>Reading and Audio</i>) In Heard on Weekend Edition Saturday, NPR.org. Retrieved from <a href="https://www.npr.org/2017/11/25/564887796/for-lgbtq-people-of-color-discrimination-compounds">https://www.npr.org/2017/11/25/564887796/for-lgbtq-people-of-color-discrimination-compounds</a></li> <li>2. Wang, H.L. (2023, April 27). Changing how U.S. forms ask about race and ethnicity is complicated. Here's why. In NPR.org. Retrieved from <a href="https://www.npr.org/2023/04/27/1170743721/omb-race-and-ethnicity-statistical-standards">https://www.npr.org/2023/04/27/1170743721/omb-race-and-ethnicity-statistical-standards</a></li> <li>3. NJIT based DEI and Programming: <ol style="list-style-type: none"> <li>a. <a href="https://cme.njit.edu/diversity-equity-and-inclusion-dei">https://cme.njit.edu/diversity-equity-and-inclusion-dei</a></li> <li>b. <a href="https://www.njit.edu/diversityprograms/programs">https://www.njit.edu/diversityprograms/programs</a></li> <li>c. <a href="https://www.njit.edu/diversityprograms/idclubs">https://www.njit.edu/diversityprograms/idclubs</a></li> <li>d. <a href="https://www.njit.edu/diversityprograms/resources">https://www.njit.edu/diversityprograms/resources</a></li> <li>e. <a href="https://www.njit.edu/diversityprograms/nondiscrimination">https://www.njit.edu/diversityprograms/nondiscrimination</a></li> </ol> </li> </ol>

<b>Week 15</b> <b>12/11</b>	<b>Final In-Class</b>	1. No readings
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## Course Assignments, Due Dates & Grading

<b>Date</b>	<b>Subject</b>	<b>Due Date</b>	<b>% of Final Grade</b>
<b>Assignment 1</b>	Analysis of Race and Ethnicity	Week 5	<b>25%</b>
<b>Assignment 2</b>	Talk to classmates	Week 10-12	<b>20%</b>
<b>Final</b>	Short Responses	Week 15	<b>30%</b>
<b>Reading Responses</b>		Ongoing	<b>10%</b>
<b>Class Attendance &amp; Participation</b>		Ongoing	<b>15%</b>

### **Coursework Assignment Overview**

Each of the major assignments is described below:

#### **Assignment One: Analysis of Race and Ethnicity paper (25 points)**

In this assignment, students will identify, examine, and address observations on Race and Ethnicity within their respective majors. Students will address how identified observations have impacted, created or contributed to potential problems or discrepancies within their major and/or careers. If no disparities are found as it relates to race and/or ethnicity, why not? Any other observable disparities? (i.e. gender, age, etc.).

No sources needed for this assignment but students will need to explain their observations and opinions. If sources are used, sources can include peer reviewed scholarly journals, trade journals, and popular magazines (New Yorker, The Economist, Harvard Business review, etc.). The paper should be a minimum of 3 pages (no maximum). Typed double spaced; 1-inch margins, 12 point font, Times New Roman, MLA or APA Format, Citation page if needed (citation page does not count as one of your pages).

**Due: Week Five**

## **Assignment Two: Oral Presentation (20 points)**

Students will talk about their *ideas* to the class. This assignment provides students the opportunity to hone their public speaking skills. This talk will focus on students speaking about their majors, findings in Assignment One, and present 3 ideas/recommendations to address these discrepancies.

The talk must be a minimum of 6 minutes, not to exceed 10 minutes. No powerpoints necessary. Q/A to follow.

### **Due: Weeks Ten-Twelve**

## **Final Exam: Short Responses (30 points)**

Exam will be based on 3 questions which will require short responses and encourage critical thinking. Five sentence minimum per response.

### **Due Week – Fifteen**

## **Reading Responses (10 points)**

Every week, you will submit a response to the assigned reading from that week.

Each response will be graded on the following criteria:

- Does it summarize the reading?
- Did you explain your opinion on something in the reading?
- Is it at least, at a minimum, 25 words long? (No Maximum)

### **Due: Ongoing**

## **Class Attendance & Participation (15 points)**

This class meets face-to-face from 6:00 PM-8:50 PM on Wednesdays in FMH 110. Some of these classes will include lectures; all classes include discussion and/or classwork that you are expected to actively participate in. Classwork and discussion credit cannot be made up if you miss class or arrive late.

### **Due: Ongoing**

## **Grading Scale**

<b>Grade</b>		<b>Grade</b>	
A	89.6-100	C	69.5-76.5
B+	87-89.5	D+	66.5-69.5
B	80-86.5	D	59.5-64.5

C+	77-79.5		F	59.4 or below
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## Assignment Submissions

All submitted writing must be double-spaced, Times New Roman, MLA or APA Format, 12 point font with standard formatting with regards to margins, paragraphs, etc.

I do not accept emailed assignments or shared Google Drive files. You will receive no credit at all for assignments submitted in either of these manners. You must submit a .doc, .docx, .pdf, or .txt file on Canvas to receive credit for an assignment.

Should you encounter technical problems, contact the NJIT helpdesk at 973-596-2900 (or simply extension 2900 from campus locations). In the event that it is impossible to submit through Canvas, you must submit a paper version of the assignment that includes an explanation of why online submission was not possible. If you cannot attend class, you may deliver paper submissions to the Humanities Department office in Cullimore Hall. Emailed work is not an acceptable substitute.

## Late Submissions

All assignments are due at 11:59 PM on the assigned date unless otherwise indicated.

This rule is not flexible. I encourage you to complete and submit the assignment earlier in the day to avoid encountering any problems with this deadline.

Late assignments will be docked 5% per calendar day. If the assignment is more than 9 days late, it will not be accepted. The final exam/assignment will not be accepted late; no exceptions.

No work whatsoever will be accepted after **12/11/2024** at 11:59 PM.

Receipt of final papers is verified through Canvas or instructor email. If you do not receive a return receipt within four hours of sending the final paper, it is your responsibility to follow up and ensure your paper has been received.

## Miscellaneous

All assignments should be completed individually unless permission is granted by the instructor ahead of time.

No grade changes will be made without a scheduled, in-person meeting. You can ask questions about your grade in any context you would like, but you need to also schedule an in-person meeting with me if you believe a grade deserves re-evaluation.

*This syllabus is subject to change throughout the semester.*

If you have follow-up comments after reviewing your grade, please contact me through the regular channels.

Please ask questions as frequently as possible, both in the classroom, outside of it, and online.

Attend office hours or make an appointment. There is no reason for you not to understand assignments or expectations, so please take an active role in obtaining the knowledge you want or need.