

SOCI 2070: Introduction to Race and Ethnicity, Fall 2025

BASIC INFORMATION

Instructor: Ronald Kwon

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Office: 288D Sycamore

Office hours: Tuesday/Thursday 2:30 - 4:00 pm or by appointment

Meeting Classroom: Wh 322 (Wooten Hall)

Meeting Time: Tuesday/Thursday 4:00-5:20

COURSE DESCRIPTION AND OBJECTIVES

Welcome to Race and Ethnicity (Sociology 2070)! This class focuses on the structural, global, and cultural components of race and ethnicity, with an emphasis on the U.S. Students will examine the social construction of race; the structural, institutional, and ideological components that underlie the construction of race and ethnicity; the impact of globalization and capitalism on race and racism; and the intersection of race with other systems of inequality. We will explore theoretical and empirical analyses of race and ethnicity through examining patterns of racial inequality such as residential segregation, racial wealth differences, and income inequality. At the end of the course, students should understand the following:

- 1) Race is not biological
- 2) Race is often built into the structural components of society
- 3) Race is dynamic and takes different forms in different historical contexts
- 4) Race in the U.S. is currently under-going dramatic shifts as a result of globalization
- 5) Race is complicated by overlapping systems of inequality

UNT CORE CURRICULUM

SOCI 2070 is part of the UNT Core Curriculum and satisfies the Social and Behavioral Sciences requirement. "Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions and events, examining their impact on the individual, society and culture."

SOCI 2070 meets the Core Objectives of critical thinking skills, communication skills, empirical and quantitative skills, and social responsibility.

"The University Core Curriculum is designed to ensure that all UNT students graduate with breadth of knowledge gained through their general education classes as well as depth of knowledge gained from courses in their major area of study. . . Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning."

<http://catalog.unt.edu/content.php?catoid=30&navoid=3325>

REQUIRED TEXTBOOKS

Between Fear and Hope: Globalization and Race in the United States, Andrew Barlow, New York: Rowan & Littlefield, 2003.

The book is relatively cost effective and short.

There are other required readings will be made available on the university's instructional web-based system or are downloadable articles using the library's website. They are available under the "Readings" folder and are usually a shorten version of the original article. Because of this, I encourage student to read the articles from Canvas. I expect students to read these before class. Occasionally, the readings will start or end in the middle of a chapter and/or have omitted sections. Please only read the sections that are complete. The readings are designed to preview, overlap, as well as reinforce lectures and the other readings. The amount of reading is manageable and necessary to perform well in the class.

COURSE GRADING BASIS

In class participation, pop quizzes and attendance (15%)

Students are expected to finish the readings before the start of class. I expect students to attend lectures, participate in in-class assignments, and use topics from reading materials to engage in in class discussions. These are given to students on random lectures and there are no makeups.

Research Paper (20%)

Students will conduct a research paper that utilizes concepts learned in class to examine race/ethnic relations in a film or documentary. Students may choose the film or documentary, but race/ethnic relations must be THE CENTRAL theme in the film or documentary. Students may not use documentaries that we view in class. A separate rubric for the research paper will be posted on canvas closer to the due date.

There are several opportunities for students to improve their research papers throughout the course. 1) Students can optionally upload a draft before it is due in mid-October, so I can get a sense of progress on the paper. I will provide feedback to students at this time. 2) On November 20, students will bring a preliminary draft to class and have it peer reviewed by other students. Students will provide feedback.

The final paper is due finals week on December 8 midnight. You will need to upload two times to get credit for the assignment. Once for this class and once for the college. Without the dual submission, you will get a zero on the assignment. The paper should be at least 4-5 pages in length, typed, and double-spaced. For the paper, you will use course content, readings from the course list, or the book—all of which is peer reviewed or cite peer reviewed sources—when relating concepts of race/ethnic relations to the film or documentary. You may not use outside sources, except in relation to data (more on this in the research prompt). You must also attach works cited page using ASA (the American Sociological Association) style of formatting. In general, direct quotes require page numbers/year of the reference while summarizing require the year of the reference. ASA guides can be found on https://www.asanet.org/wp-content/uploads/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf.

Exam 1 (30%):

Exam 1 will cover topics covered in lecture, the assigned readings, and films shown in class. The test will be composed of multiple-choice questions. We will have a review before. Please bring a scantron and a pencil.

Exam 2 (35%)

Exam 2 will consist of multiple-choice questions that very much resemble Exam 1. Topics for the exam 2 will predominantly focus on the latter part of the course. We will have a review before. Please bring a scantron and pencil for the exam.

The grading breakdown is as follows below:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

I will do my best to be straightforward and fair. **However, final grades are final and IS NOT OPEN FOR DEBATE. I will not consider last minute late assignment as a means to boost a student's grade.** I will calculate grades at the end of the course. If you have a pressing desire to know what your grade is after each assignment, you can easily calculate your grades by weighting the posted grades. For example:

if quizzes are worth 15% and you have an average grade of 100% on quizzes, you will get 15 points.

if Exam 1 is worth 30% and you received a 90%, you will get 27 points.

if the research paper is worth 20% and you received a 90%, you will get 18 points.

Combined this puts you at 60 points out of a possible 65 points or a 92.3% going into the Exam 2.

CLASSROOM GUIDELINES

Attendance: I cannot overemphasize the importance of regular class attendance. A substantial amount of exam questions is based on lecture materials, which may not be covered in the readings. This is still fair game for the exam. Moreover, class is (by far) the optimal time to ask questions to clarify. Please arrive to class on time. It is incredibly disruptive for other students and the instructor.

Electronic use: Please keep electronic use during the class period confined to class materials. It is distracting for me as well as other students when it is not. I will ask students to leave the classroom if I see that they are using their electronic classes for non-class reasons. All students are expected to take their own notes and students are not permitted to record lectures in any format.

Please turn off all cell phones or put them on silent. In the event of a distraction, I have the authority to change a student's seat or request a student to exit the classroom. One-day suspensions will be reported to appropriate departmental and collegiate personnel.

Make up exams and/or incompletes: I generally do not give make-up exams or give incomplete grades, except under the most extreme emergencies. If you encounter an emergency, you should contact me before the test is administered. Incompletes must be requested in writing at least one week before Finals Week, must be accompanied by documentation of the reason that the course cannot be completed before the end of the semester, and are only considered if at least 50% of course exams & assignments have been completed with a passing grade.

Classroom decorum: A great deal of this course involves class discussion. Please respect the "rules of good discussion". In particular, please consider the following: a) be good listeners to your fellow students (a democratic and open classroom necessitates a respectful environment); b) try to focus

your discussion on course material; c) discussion is usually more stimulating when many people are involved, thus I ask for your help in trying to get everyone to contribute.

Respect the UNT guidelines for academic integrity: <https://policy.unt.edu/policy/07-012>
I appreciate the majority of students are honest. To the few students who do not hold such ideals, I want to stress that cheating and plagiarism in any form will not be tolerated. **All research papers are uploaded through Turnitin. The program is very accurate at flagging plagiarized materials, AI generated content, or papers that have been turned in in other classes. If a student is flagged for this, this will result in an automatic zero on the research paper. You must cite your sources in the research paper in text and provide a reference page so I can follow where you are drawing your arguments from. You may not use outside sources, only course content from the reading and lectures in reference to connecting concepts to the film. The class materials are more than enough to write a strong research paper.** I expect each student to complete their own work. Failure to do so will result in a zero on the assignment in question. A second offense will result in a failure of the course.

Accommodations: Students with disabilities that may affect their ability to participate fully in the class or to complete all course requirements are encouraged to bring this to my attention promptly so that appropriate accommodations can be made. **Students must register with the Office of Disability Access (ODA) to verify their eligibility.** For additional information, please visit the ODA website at <https://studentaffairs.unt.edu/office-disability-access/index.html>.

Lectures and other classroom documents: Many of the classes key materials can be found under files. Lectures will be posted after class. They will be organized by week headings and contain under FILES>LECTURES. The syllabus will also be contained under FILES>SYLLABUS. The rubric for the research paper will be under FILES>RESEARCH PAPER. Materials for exam reviews will be under FILES>EXAM MATERIALS.

CALENDAR:

WEEK 1: INTRODUCTION; BASIC CONCEPTS

WEEK 2: THE ORIGINS OF RACE; THE SOCIAL CONSTRUCTION OF RACE

WEEK 3: PATTERNS OF ETHNIC RELATIONS; FROM JIM CROW TO COLOR-BLIND RACISM

WEEK 4: RACIAL ATTITUDES, MULTIDIMENSIONALITY IN ATTITUDES

WEEK 5: THEORIES OF IMMIGRATION & SELECTION EFFECTS; MINORITY THREAT NARRATIVES & THE SQUEEZING OF THE MIDDLE CLASS

WEEK 6: THE SPATIAL ASSIMILATION MODEL & RESIDENTIAL SEGREGATION; SPLIT LABOR MARKETS & NEW MIGRANTS

WEEK 7: EXAM 1 REVIEW, EXAM 1

WEEK 8: PAPER PROGRESS SUBMISSION; INTERMARRIAGE & DATING

WEEK 9: RACIAL WEALTH & INCOME GAPS, RACIAL IDENTITIES

WEEK 10: INTERSECTIONALITY, RACE AND THE MEDIA

WEEK 11: RACE AND SPORTS

WEEK 12: RACE FROM A COMPARATIVE PERSPECTIVE CANADA & SOUTH AFRICA

WEEK 13: RACE AND COLORISM, RACE AND EMERGING ADULTHOOD

WEEK 14: RACE AND PLASTIC SURGERY

WEEK 15: THANKSGIVING

WEEK 16: EXAM 2 and FINAL RESEARCH PAPERS

* *These are tentative dates and I reserve the right to alter assignment given sufficient notice.