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<tr>
<th>Instructor:</th>
<th>Faustina DuCros, Ph.D.</th>
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<tbody>
<tr>
<td>Office Location:</td>
<td>DMH 212</td>
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<tr>
<td>Telephone:</td>
<td>(408) 924-5325</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:faustina.ducros@sjsu.edu">faustina.ducros@sjsu.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Wednesday and Thursday: 2-3 and by appointment</td>
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<tr>
<td>Class Days/Time:</td>
<td>Tues/Thursday 12-1:15 pm</td>
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<tr>
<td>Classroom:</td>
<td>HGH 122</td>
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<tr>
<td>Prerequisites:</td>
<td>Passage of WST, Upper Division standing, and completion of CORE GE</td>
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<tr>
<td>GE/SJSU Studies Category:</td>
<td>Area S: Self, Society &amp; Equality in the U.S.</td>
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**Course Description and Goals**

*The catalog description of Sociology 162 is as follows:* Analysis of racial and ethnic groups in American society; contacts and conflicts; prejudice and discrimination; dominant and subordinate group status; social structure of racial and ethnic inequality within society. Comparison of global race and ethnic relations.

**Goals:** This course will examine key theories, debates, and empirical examples of social patterns related to race and ethnicity. We will analyze definitions of race and ethnicity, both inside and outside of the United States; forms of prejudice and discrimination; various sites of racial and ethnic inequality and privilege (such as economic, educational, immigration status, and labor); and the various ways that race and ethnicity are constructed and influence intergroup dynamics. The course will examine the racial and ethnic experiences of a range of individuals and communities. The themes described here are only a sampling of those relevant to this broad field, but they will be a starting point for your exploration of the subject. Throughout the course we will develop and exercise the skills necessary for critical examination of the field of race and ethnicity. In addition, your participation in the course will help you develop your skills in effective research, writing, and public communication.

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Describe how identities (e.g., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality
2. Describe historical, social, political, and economic processes producing diversity,
equality, and structured inequalities in the U.S.;
3. Describe social actions which have led to greater equality and social justice in the U.S.;
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

The learning outcomes will be attained through readings, documentary analysis, active class discussion participation, reading journals, in-depth interview research paper and presentation, peer reviews, and exams.

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department.

Course Format, Requirements, and Assignments
The format of the class will be a combination of discussion-oriented sessions, some lecture material, and documentary film analysis. I reserve the right to adjust the syllabus as needed, but I will always give you fair notice via Canvas.

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Your success in the class will be based on the following elements:

Participation
10% In-class Participation, Reading Journals
All of the readings on the syllabus are required (unless otherwise noted) and you are expected to complete them before the class meeting for which they are assigned.

You will be expected to engage in active participation in weekly class discussions about the readings and issues pertaining to your own research project, in-class writing assignments, and reading journals.

You will submit reading journals to help you think analytically about the readings and/or other course materials. The journals will also contribute to your ability to frame your research project. The due dates for journals will be noted on Canvas (usually the day the readings are due, unless an alternative due date is noted on the schedule). These are turned in during class only. No late reading journals will be accepted. They will be graded on a credit/no credit basis.

5% Discussion leadership for selected class readings
You are expected to play an active role in the class by sharing with your peers and the instructor the responsibility for directing the weekly discussions one time during the quarter.
10% Research Presentation
You will report on your research at the end of the semester by creating an in-class multimedia presentation (such as PowerPoint or Prezi).

The University expects students to attend all meetings of their classes (University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf). If you have many unexcused absences (including extreme tardiness or leaving early) you will have fewer opportunities to participate and your participation grade will suffer. You must contact me before class if you have a legitimate reason for being absent (e.g., documented illness, family emergency, etc.). If you simply choose not to participate, it will negatively affect your overall grade.

With that said, if you are concerned about participating in class—please do not worry! Come see me and we can work on strategies to improve your participation.

Research Paper
5% Preparation of a Research Prospectus
5% Interview Transcripts or Annotated Bibliography
5% Peer Review (must have at least a 6-page draft)
20% Completion of 6 to 8-page research paper

This semester you will complete a research paper on an issue related to race and ethnicity building on some of the themes covered in this class as well as exploring new ones. You will have a choice of conducting a qualitative interview study or content analysis research paper. You will need to develop a prospectus outlining your proposed project. You will turn in transcriptions (for interview study) or an annotated bibliography of your sources (content analysis paper). The final paper will be due on our final exam date.

We will have a peer review session with a rough draft of your paper during Week 14. (More detailed instructions for the paper will be provided.)

Exams
20% In-class midterm exam, short answer and/or essay
20% In-class final exam, short answer and essay

Grading:
Excellent: 97-100 A+ 93-96 A 90-92 A-
Above Average: 87-89 B+ 83-86 B 80-82 B-
Average: 77-79 C+ 73-76 C 70-72 C-
Below Average: 67-69 D+ 63-66 D 60-62 D-
Unsatisfactory: 0-59 F

Please keep all graded work until final grades have been issued. Any disagreements with the grade of any assignment must be submitted to me within 3 days in writing specifying how an error was made in the assignment of points. Grade re-evaluations are not done over e-mail or in the classroom, and take into account previous unnoticed strengths and weaknesses.
Late Work
Late work will have an impact on the grade you receive. Each day the assignment is late will result in a full letter grade reduction. I will only accept late assignments up to 3 calendar days past the due date (Reading Journals are not eligible).

Classroom Protocol
Respectful participation is expected of all students. This includes being on time and staying for the whole class period and preparing the readings and bringing materials needed to actively participate. Most importantly, this means showing fellow members of our learning community a level of professional courtesy that facilitates an open environment where the potentially difficult and sensitive ideas that are a part of this course can be explored fully. This does not mean that members of the class community cannot disagree with one another, but you must be thoughtful and respectful about the way you challenge someone’s argument without attempting to invalidate the individual’s experiences, statuses, or memberships.

This also means that students will be attentive to everyone in the class when they have the floor. This includes staying awake (!) and not using computers, phones, and other devices in ways that are disruptive—the only accepted uses for electronics are for taking notes, or for having course readings available in class.

University Policies

Academic Integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at [http://www.sjsu.edu/senate/docs/S07-2.pdf](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at [http://www.sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of their disability.

Accommodation to Students' Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at [http://www.sjsu.edu/senate/docs/S14-7.pdf](http://www.sjsu.edu/senate/docs/S14-7.pdf).
Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s, your fellow students’, and any guests’ permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Faculty Web Page and MySJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc., can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through Canvas via MySJSU and your email to learn of any updates.

Required Texts/Readings
Books
Available at SJSU Bookstore (used, rental, new, eBook), Library Course Reserves, other stores of your choosing:


Other Readings
Available online through Canvas or the Library.

Library Liaison
Kathryn Blackmer Reyes, Kathryn.BlackmerReyes@sjsu.edu, 408-808-2097
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Introductions</td>
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<tr>
<td>1</td>
<td>8/28</td>
<td><em>Race and Ethnicity: History, Basic Concepts, Theories, and Definitions</em>&lt;br&gt;ASA Statement on Race&lt;br&gt;(<a href="http://www2.asanet.org/media/asa_race_statement.pdf">http://www2.asanet.org/media/asa_race_statement.pdf</a>)</td>
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<tr>
<td>4</td>
<td>9/18</td>
<td><em>Sites of Inequality</em>&lt;br&gt;Cornell and Hartmann, Chapter 6, “Construction Sites: Contextual Factors in the Making of Identities,” pp. 169—209.</td>
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| 8    | 10/14 | **Comparative Race and Ethnicity: Experiencing Race and Ethnicity, Constructing Identities, and Group Relations**<br>Cornell and Hartmann, Chapter 5, “Case Studies in Identity Construction—Case 1,” pp. 107-114.  
<p>| 9    | 10/21 | - <em>In-class midterm</em> |</p>
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| 11   | 11/4  | **Symbolic Ethnicity**  
**Interview Transcription or Annotated Bibliography Due**                                                                                                                                                                                                                                                                                                                                                       |
| 11   | 11/6  | Session on Writing Papers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 12   | 11/11 | Veteran’s Day Holiday—NO CLASS                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 12   | 11/13 | **Symbolic Ethnicity and Multiracial Identities**  
| 13   | 11/18 | **Latino Identities**  
| 13   | 11/25 | -Peer Review Draft Due through Canvas on Friday, 11/21/14 by 9am  
-Completed Peer Reviews on Canvas by Sunday, 11/23/14 by 9pm  
Peer Review Session. Bring rough draft of paper with peer comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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<tr>
<td>14</td>
<td>11/27</td>
<td>Thanksgiving Holiday—NO CLASS</td>
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Chapter 3, “I’m Watching Your Group”: Regulating Students Unequally.”  
Chapter 5, “They Just Judge Us by Our Cover”: Students’ Everyday Experiences with Race.”  
*-In-class Research Presentations* |
| 15   | 12/4  | *In-class Research Presentations*      |
| 16   | 12/9  | *In-class Research Presentations*      |
| Final Exam | 12/18 | Thursday, CL 243 @ 9:45AM -12PM.  
*In-class Final*  
*Final Papers due at the beginning of class* |