Instructor: Dr. DuCros
Office Location: DMH 212
Telephone: (408) 924-5325
Email: faustina.ducros@sjsu.edu
Office Hours: Tuesday and Thursday 12:00-1:00 PM and by appointment
Class Days/Time: Section 01: Tuesday/Thursday 10:30-11:45 AM
Section 02: Tuesday/Thursday 3:00-4:15 PM
Classroom: Section 01: HGH 122
Section 02: DMH 231
Prerequisites: Passage of WST, Upper Division standing, and completion of CORE GE
GE/SJSU Studies Category: Area S: Self, Society & Equality in the U.S.

Course Format
This course will be conducted like a seminar-style class, where class discussions will require your active participation as we closely examine the course readings, mini-lecture material, and documentary films. To enhance participation, some in-class activities will require the use of free clicker technology. Quizzes will be administered through Canvas.

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, announcements, and quizzes, etc., can be found on the Canvas learning management system course website. You are responsible for regularly checking the Canvas messaging system via MySJSU and your email to learn of any updates. Please make sure that your email settings in Canvas are adjusted to receive class messages at your current email immediately after they are posted.

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: We will study key theories, debates, and empirical examples of social patterns related to race and ethnicity, including analyzing definitions of race and ethnicity; forms of prejudice and
discrimination; various sites of racial and ethnic inequality and privilege (such as the economy, housing, the justice system, educational institutions, immigration status, media, and everyday life); and the various ways that race and ethnicity are constructed and influence intra- and intergroup dynamics. The course will examine the racial and ethnic experiences of a range of individuals and communities, with a focus on how race, ethnicity, and various forms of policing communities of color are represented in news media. 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.

Learning Outcomes
GE Learning Outcomes (GELO)

<table>
<thead>
<tr>
<th>GE Learning Outcome</th>
<th>Activities &amp; Assignments</th>
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</thead>
<tbody>
<tr>
<td>GELO 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;</td>
<td>Course readings (e.g., McIntosh, Khanna, Marvasti and McKinney, Crow Dog and Erdoes, Van Dijk), documentary film analysis (e.g., &quot;Cracking the Codes,&quot; &quot;White People,&quot; &quot;Reel Injun&quot;), active class discussion participation, discussion leadership, clicker reading questions, content analysis paper and presentation, and quizzes.</td>
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<tr>
<td>GELO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;</td>
<td>Course readings (e.g., Van Dijk, Portes and Zhou, Shapiro, Golash-Boza et al., Alexander), documentary film analysis (&quot;e.g., Race the Power of an Illusion,&quot; &quot;Cracking the Codes,&quot; &quot;Bryan Stevenson TED Talk,&quot; &quot;Reel Injun&quot;), active class discussion participation, discussion leadership, clicker reading questions, content analysis paper and presentation, and quizzes.</td>
</tr>
<tr>
<td>GELO 3: Describe social actions which have led to greater equality and social justice in the U.S.;</td>
<td>Course readings (e.g., Jenkins and Padgett, Van Dijk, Bullard, Yuen, McIntosh), documentary film analysis (&quot;Vincent Who?&quot;, &quot;Cracking the Codes,&quot; &quot;Unnatural Causes: Place Matters,&quot; Bryan Stevenson TED Talk, &quot;The State of Arizona&quot;), active class discussion participation, discussion leadership, clicker reading questions, content analysis paper and presentation, and quizzes.</td>
</tr>
<tr>
<td>GELO 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.</td>
<td>Course readings (e.g., McIntosh, Yuen, Jenkins and Padgett, Van Dijk), documentary film analysis (e.g., &quot;Cracking the Codes,&quot; &quot;White People,&quot; &quot;Unnatural Causes: Place Matters&quot;), active class discussion participation, discussion leadership, clicker reading questions, content analysis paper and presentation, peer reviews, and quizzes.</td>
</tr>
</tbody>
</table>
Course Learning Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Activities &amp; Assignments</th>
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<tbody>
<tr>
<td>Upon successful completion of this course, students will be able to:</td>
<td>We will accomplish the goals through the following:</td>
</tr>
<tr>
<td>CLO 1: Critically read and analyze primary source research about race and ethnicity</td>
<td>Course readings (peer-reviewed journal articles, book chapters), documentary film analysis, library workshop, writing lecturettes, media posting assignment, content analysis paper and presentation, peer reviews, active small group and whole class discussion participation, discussion leadership, clicker reading questions, and quizzes.</td>
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<tr>
<td>CLO 2: Critically analyze race and ethnicity in news media</td>
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<tr>
<td>CLO 3: Conduct, write-up, discuss, and present research project that applies course concepts about race and ethnicity</td>
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Required Texts/Readings/Materials

Readings
Available online through Canvas.

Other equipment/material requirements
Clicker Technology:
In this course, we will be using FREE clicker technology to collect student responses to questions posted in class. Points will be awarded based on participation and performance.

You have two options available to participate in clicker sessions. Clicker technology is FREE. Please **DO NOT BUY** any clicker technologies.

1. **REEF Polling App**: Allows you to use your smart phone, tablet, or even laptop in class as a clicker to participate in class activities.
2. **Clicker Remote**: You can request to borrow a Clicker remote from eCampus ([eCampus@sjsu.edu](mailto:eCampus@sjsu.edu)) for free. Remotes are to be returned to eCampus at the end of the semester.

Students are responsible for registering their devices in order to participate and earn points. Further instructions will be provided by eCampus. In order to participate in clicker activities and earn points you must set up the technology.

Questions or issues about this technology should be sent to [eCampus@sjsu.edu](mailto:eCampus@sjsu.edu).

Library Liaison
Kathryn Blackmer Reyes, [Kathryn.BlackmerReyes@sjsu.edu](mailto:Kathryn.BlackmerReyes@sjsu.edu), 408-808-2097

Course Requirements and Assignments
The class will be a combination of discussion-oriented sessions, mini-lecture material, and documentary film analysis. I reserve the right to adjust the syllabus as needed, but I will always give you advanced notice via class announcements and/or 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.

If you choose not to turn in the assignments or if you miss several classes, you run the risk of not being able to pass the course with your desired grade. Your success in the class will be based on completing the following elements:

**Participation (20%)**

15%  Class Participation

Students are expected to be engaged learners during class. This includes coming prepared, asking and answering questions, and taking notes.

The quality of in-class discussions rests in part with your commitment to come to class prepared, and to share your ideas with the class! If you don’t read and participate, the discussions will not be engaging. With that said, please do not worry if you are concerned about participating in discussions. Come see me and we can work on strategies to improve your participation.

Research shows that reading and annotating hard copy texts is the most effective method for increasing learning. All of the readings on the syllabus are required. You are expected to complete and annotate the readings by the class meeting for which they are assigned so that you can actively participate in discussions. We will often refer directly to the readings, so you must bring the class readings with you each day.

Research also shows that handwritten note taking in class is the most effective method (vs. typing and reviewing posted notes). The instructor will not post lecture notes or PowerPoint slides. Pictures of PowerPoint slides are NOT allowed. I encourage you to exchange notes and study with classmates to increase your coverage if need be. If you need assistance taking notes please see me or contact the Accessible Education Center (http://www.sjsu.edu/aec/).

Participation also involves contributing to small group work; completing in-class, take-home, or discussion board writing assignments; and peer-reviewing student presentations (5% of final grade).

We will be using REEF Polling (clicker) as a student response system in class. REEF Polling helps me to understand what you know and gives everyone a chance to participate in class. Your clicker participation will include in-class polling and reading questions that will require a
clicker remote, smart phone, tablet, or computer equipped with clicker software. Clicker points will be awarded based on general participation and performance on randomly assigned “pop” questions about the readings. Participation with REEF Polling will account for 10% of your final grade. I will drop at least 2 days of participation scores to account for times you do not participate.

You are responsible for bringing a functioning clicker device to every class meeting. You should arrange to make sure your device is charged and/or have a back up method of participating with clicker technology (e.g., charger/batteries, laptop, tablet) so that you can earn applicable points for that day.

NOTE: In-class participation credit cannot be made up.

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 and writing a two-page (double-spaced) reading journal one time during the semester. You will sign up for discussion leader days on Canvas and the reading journal is due on Canvas before the class meeting the day you serve as leader. You may not make up this assignment if you are absent and miss your assigned leadership day unless you arrange to switch with another student who is scheduled for a future date and alert me the day before your scheduled assignment. If you have an emergency and will miss the assignment, you must contact me before class and you must have a legitimate reason for being absent (e.g., documented illness, family emergency, etc.). Vacations, weddings, or other non-emergencies are not grounds for exception.

More on participation: The University states, “Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example students may be required to interact with others in the class. Attendance is the responsibility of the student. (University policy F15-12 at http://www.sjsu.edu/senate/docs/F15-12.pdf).

If you miss many classes (including extreme tardiness or leaving early), you will have fewer opportunities to participate, you will miss important material, and your grade will suffer. In-class participation points cannot be made up. If you choose not to participate, it will negatively affect your overall grade.

Research Project (60%)
15% Data Analysis Assignment
5% Peer Review
10% Creative Research Presentation
30% Completion of 6-7 page report of findings

This semester you will complete a news media content analysis research project on an issue related to race and ethnicity and policing communities of color. You will turn in a data analysis assignment of your content analysis sources, a peer review draft (must be present in class to participate), and a completed research report. (More detailed instructions for the project will be provided.)

You will report on your research at the end of the semester by creating an in-class presentation (such as PowerPoint or Prezi). You must upload your presentation by 5pm the day before your presentation. If you miss your presentation slot, you may not be able to earn credit for the assignment.

Quizzes/Mini-Exams (20%)
20% 3 Multiple choice/fill in blank/short answer quizzes
Timed quizzes will be administered through Canvas throughout the semester. One quiz with the lowest score will be dropped.

Grading Policy
A-range: 98-100 A+ 93-97.9 A 90-92.9 A-
B-range: 88-89.9 B+ 83-87.9 B 80-82.9 B-
C-range: 78-79.9 C+ 73-77.9 C 70-72.9 C-
D-range: 68-69.9 D+ 63-67.9 D 60-62.9 D-
Failing: 0-59.9 F

- Please keep all graded work until final grades have been issued. Any appeals of the grade of any assignment must be submitted to me in writing within 3 days 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.
- Grades are not rounded up.
- Please make an appointment to discuss grades—I cannot discuss grades over email.
- If you need a grade verification filled out, please contact me via email to arrange a time to complete it—I will not be able to sign it on the spot during class meetings.

Late Work
It is your responsibility to ensure that the correct assignment file is uploaded to Canvas/turned in on time. Late work will have a significant impact on your grade. Each day the assignment is late will result in a 5% grade reduction. The grade deduction applies to late assignments up to 7
calendar days (including weekends) past the due date. After that time, the highest grade you can receive for submitted late work is 60% and no comments (by pre-arrangement only). If you have an emergency and will miss an assignment, you must contact me before class and you must have a legitimate reason for being absent and turning assignment in late (e.g., documented illness, family emergency, etc.). Vacations, weddings, or other non-emergencies are not grounds for exception.

Quizzes must be taken by the due date and cannot be made up unless there is a documented emergency, as noted above.

Points for in-class participation, assignments, and exercises cannot be made up.

**Extra Credit**
There will be at least one opportunity for extra credit this semester. It is worth one point added to the participation grade (maximum two points overall). Extra credit assignments involve attending an event on campus and writing up a 2-page (double-spaced) reflection within 1 week of the event. Extra credit opportunities will be posted on Canvas.

**Regarding SJSU Studies Areas R, S, and V**
Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students. See [University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf).

**Classroom Protocol**
Respectful participation is expected of everyone. This includes

- Being on time and staying for the whole class period
- Preparing the readings, and bringing materials needed to actively participate
- Being *attentive* to everyone in the class when they have the floor
- Staying awake
- Only using computers, phones, and other devices to take notes, participate with the clicker, or display course readings. Using these items for other purposes is disruptive.
- 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 always have to agree with one another. But you must be thoughtful and respectful about the way you challenge someone’s
argument, by grounding the discussion in readings and without attempting to invalidate the individual’s experiences, statuses, or memberships.

If you are sleeping, talking to classmates, texting, using Twitter/Facebook/email, etc. during class, I reserve the right to ask you to stop, and this activity may negatively affect your participation grade.

University Policies
General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn about important campus information, see University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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 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/.
This includes properly citing other people’s work (including the internet), not re-using your own papers or assignments from other courses, not submitting the same work to more than one class simultaneously, or other similar practices. If you have a topic overlap with another course you must see me to arrange for an appropriate solution.

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 speak with me as soon as possible. Presidential Directive 97-03 at 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 to establish a record of their disability. Accommodations generally cannot be made retroactively.
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.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. 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, states you may not record the course unless you obtain the instructor’s permission.

- 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.

Writing Assistance and Tutoring
Since you will have writing assignments that make up a significant portion of your grade, it is advisable to visit the SJSU Writing Center located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of
writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

The ACCESS Success Center also has writing tutors and other services available for College of Social Science students and is located in Clark Hall, Room 240 (socsci.access@sjsu.edu).

Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Counseling and Psychological Services
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or get more information, call 408-924-5910 or visit the Counseling and Psychological Services website at http://www.sjsu.edu/counseling.
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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>1/28</td>
<td>Introductions/Overview</td>
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| 2    | 2/2   | **The Sociological Significance of Race**<br>Read American Sociological Association Statement on Race<br>Film: Clip from "Race: The Power of an Illusion Episode 1"
| 3    | 2/9   | **No Class Meeting/Out of Class Assignment: Mass Media Canvas Posting By 2/9/16 and Make Sure Clicker is Set Up**
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“Race and Fashion,” by Janis Prince Innis.  
Film: José Antonio Vargas’ “White People” |
Film: “Cracking the Codes” Sections on Bias and Privilege  
*PRELIMINARY DATA ANALYSIS DUE 3/3/16*  |
| 7    | 3/10 | Race and Economic Inequality  
Interview with Melvin Oliver  
(http://www.pbs.org/race/000_About/002_04-background-03-05.htm)  
Film: “Race: The Power of an Illusion. The House We Live In”  |
| 8    | 3/15 | Environmental Inequality  
Film: “Unnatural Causes: Place Matters”  |
| 8    | 3/17 | Stereotypes, Prejudice, Discrimination, Profiling, and Criminalization in Various Contexts: Workplace, Education, Immigration, the Justice System, and Media  
Film: “Cracking the Codes” Sections on Institutional and Structural Racism |
Film: “Vincent Who?”  
Revisiting the Neely article, “Looking at Media Bias in Three Major City Newspapers: Results of Author’s Research.” |
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Film: Clips from Bryan Stevenson “We Need to Talk about an Injustice” TED Talk by Bryan Stevenson  
**QUIZ # 2 DUE ON CANVAS 3/26/16** |
| 10   | 3/29 & 3/31 | **SPRING BREAK** |
“‘Crimmigration,’ With Tanya Golash-Boza, Ryan King, and Yolanda Vázquez.” By Suzy McElrath, Rahsaan Mahadeo, and Stephen Suh. [Link](http://thesocietypages.org/roundtables/crimmigration/)  
Film: “The State of Arizona” |
Film: “The Confucius School in Hacienda Heights” |
| 12   | 4/12   | **IN-CLASS PEER REVIEW SESSION: DRAFT PAPER DUE ALONG WITH FULL DATA ANALYSIS** |
| 12   | 4/14   | **Racialized Representations and Popular Media**  
*Context for Native American Experiences:*  
Film: “Reel Injun” |
| 13   | 4/19   | Film: “Reel Injun” (Continued)  
Film: *Master of None*, Episode 4: “Indians on TV” |
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<tr>
<td>15</td>
<td>5/5</td>
<td><strong>-In-class Research Presentations/Peer Reviews</strong>&lt;br&gt;&lt;br&gt;<strong>QUIZ # 3 DUE ON CANVAS BY 5/8</strong></td>
</tr>
<tr>
<td>16</td>
<td>5/10</td>
<td><strong>-In-class Research Presentations/Peer Reviews</strong></td>
</tr>
<tr>
<td>16</td>
<td>5/12</td>
<td><strong>-In-class Research Presentations/Peer Reviews</strong></td>
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<tr>
<td>Final Exam</td>
<td>Section 01: Wednesday 5/18 @ 9:45AM - 12:00PM, HGH 122&lt;br&gt;Section 02: Monday 5/23 @ 2:45PM - 5:00PM, DMH 231</td>
<td><strong>In-class Research Presentations/Peer Reviews</strong>&lt;br&gt;&lt;br&gt;<em>Turn in Hard Copy of Presentations&lt;br&gt;Final Discussion</em></td>
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