San José State University
College of Social Sciences/Sociology & Interdisciplinary Social Sciences
SOCI 162, Race & Ethnic Relations, Section 1, Fall 2016

Course and Contact Information

Instructor: Jensen Jeung
Office Location: SPX 217, Desk 5
Telephone: 510-298-9540
Email (preferred): jensen.jeung@sjsu.edu
Office Hours: 9:45am – 10:15am, and by appointment only
Class Days/Time: TuTh, 10:30am – 11:45am
Classroom: Engineering Building, 301
Prerequisites: SOCI 001 and Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- no accepted), completion of, or co-registration in, 100W is strongly recommended
GE/SJSU Studies Category: S (Self, Society, & Equality in the U.S.)

Course Description
This course focuses on an analysis of racial and ethnic groups in American society, paying close attention to; contacts and conflicts; prejudice and discrimination; dominant and subordinate group status; and social structure of racial and ethnic inequality within society.

GE Learning Outcomes (GELO)¹

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

<table>
<thead>
<tr>
<th>GE Learning Outcome</th>
<th>Activities</th>
</tr>
</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>Weekly course readings, weekly in-class discussion participation, weekly small group discussions, weekly reflection papers, and two major exams</td>
</tr>
<tr>
<td>GELO 2: Describe historical, social, political, and</td>
<td>Weekly course readings, weekly in-class</td>
</tr>
</tbody>
</table>

¹ Thank you to Dr. DuCros for GE information formatting

Race & Ethnic Relations, SOCI 162, Fall 2016
economic processes producing diversity, equality, and structured inequalities in the U.S.; discussion participation, weekly small group discussions, weekly reflection papers, and two major exams

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>GELO 3:</td>
<td>Describe social actions which have led to greater equality and social justice in the U.S.; Completion of watch/respond documentary film analysis, small group work focusing on current events and connecting course material to credible media sources</td>
<td></td>
</tr>
<tr>
<td>GELO 4:</td>
<td>Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. Weekly course readings, weekly in-class discussion participation, weekly small group discussions, and final research paper</td>
<td></td>
</tr>
</tbody>
</table>

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

**Course Learning Outcomes**

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

**CLO 1:** Critically read and analyze primary source research about race and ethnicity  
**CLO 2:** Critically analyze race and ethnicity in news media  
**CLO 3:** Conduct, write-up, and discuss a final research paper that applies course concepts about race and ethnicity

The activities that contribute to achieving the CLOs include: Course readings (peer-reviewed journal articles, book chapters), documentary film analysis, content analysis paper and presentation, peer reviews, active discussion participation, reading questions, and quizzes.

**Required Textbook**


(NOTE1: You use previous editions at your own risk. The 7th edition of the textbook is required)  
(NOTE2: Additional required readings to be provided in class, as needed, at no additional cost)
Course Requirements and Assignments

Grading Policy:

<table>
<thead>
<tr>
<th></th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>Midterm (25%)</td>
<td></td>
</tr>
<tr>
<td>Final (25%)</td>
<td></td>
</tr>
<tr>
<td>In-class/Group work</td>
<td>20%</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

Grading Breakdown:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>89.5% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>79.5% - 89.4%</td>
</tr>
<tr>
<td>C</td>
<td>69.5% - 79.4%</td>
</tr>
<tr>
<td>D</td>
<td>59.5% - 69.4%</td>
</tr>
<tr>
<td>F</td>
<td>00.0% - 59.4%</td>
</tr>
</tbody>
</table>

Grading Standard:

**A (89.5%-100%)**
- Analytical discussion [not summary] of the major arguments made in the assigned research studies and all other course material on race, class using relevant sociological concepts, theories and evidence
- Superior comparison and contrast of assigned readings using concrete examples
- Superior integration of all material covered in class to complement assigned readings
- Ability to provide sociological critiques of specific readings

**B (79.5%-89.4%)**
- Excellent summary of assigned readings but lacking a complete analysis and integration
- Ability to make some comparisons and contrasts of assigned readings but lacking concrete examples used in research studies
- Appropriate use of material covered not found in readings

**C (69.5%-79.4%)**
- Acceptable understanding of material
- Minimum level of sociological arguments, concepts and theories
- Few direct sociological examples and evidence

**D (59.5%-69.4%)**
- Very limited comprehension
- Vague use of sociological analysis
- Lacking in basic understanding of specific readings
- Lacks ability to compare and contrast readings

**F (00.0%-59.4%)**
- Essay fails to demonstrate even very limited comprehension

---

2 Pluses and minuses determined at my discretion
Final Examination

Our final exam is scheduled for Thursday, 12/15/2016, 9:45am – 12:00pm

Grading Information

Exams

There will be two main exams throughout the semester. Each exam will cover material covered prior to the exam and are not comprehensive. Exams will consist of short answer and essay questions. You will need a brand new greenbook/bluebook for each exam!

In Class/Group Work

Reflection papers will be assigned after major topics have been discussed. Reflection paper guidelines will be provided. The purpose of these papers is to allow you to provide feedback on the topic. These are graded papers and will count toward your overall grade. Reflection papers may occur in-class or be in the form of take-home or homework assignments. We will also be working in small groups throughout the semester. Group work will consist of discussions, film analysis, and analysis of course materials.

Final Research Paper

You will be responsible for completing and submitting a final research paper. The research paper guidelines are provided at the end of this course syllabus for your reference. (See end of document)

NOTE: “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.”

Classroom Protocol

Late/Make-up Policy

If, in a serious circumstance a make-up option is granted, I will provide the student with a make-up assignment. I reserve the right to make a decision on a case-by-case basis. No make-up option will be considered if I am not notified prior to the assignment due date! Exceptions to this rule will be made only in cases of severe and documented hardship and only if you have contacted me immediately. Examples of documentation include court documents, doctor’s notes, receipts for car repairs, etc.

Attendance

Attendance for this course is not mandatory. At this level of your academic career, nobody should have to hold your hand. We are all adults. You ultimately decide whether you attend class. However, you will also be held to those decisions and their subsequent consequences. Exams will cover material from the text as well as
lectures. My lectures are not limited to the text. If you miss class, be sure to contact your class peers for lecture notes. You are also responsible for keeping up to date on any schedule changes. Attendance does not guarantee a good grade, but lack of attendance almost always guarantees a bad one.

**Student Conduct**

I must stress the importance of being respectful and responsible. Not only do I demand respect for myself, but I demand respect for you and your fellow classmates. Know that common courtesy is a standard, not an option. Late arrivals to class are strongly discouraged, don’t mentally check out of class, and classroom discussions should remain civil. Technology should be used for note taking purposes only. Cell phones should be silenced (preferably turned off) before entering the classroom. **DO NO CHEAT!**

**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 important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. 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 address the issue, it is recommended that the student contact the Department Chair as the next step.

**Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**Attendance and Participation**

Attendance per se shall not be used as a criterion for grading. However, 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. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at [http://www.sjsu.edu/senate/docs/S15-12.pdf](http://www.sjsu.edu/senate/docs/S15-12.pdf)

**Accommodation to Students’ Religious Holidays**

University Policy S14-7 states that 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.

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. Students should be aware of the current deadlines and penalties for dropping classes (Late
Drop Information). Information about the latest changes and news is available at the Advising Hub.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, 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 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.”
- It is suggested that the greensheet include the instructor’s process for granting permission,
  whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of
  those students or guests should be obtained as well.
- “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.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The
University Academic Integrity Policy F15-7 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. Visit the Student Conduct and Ethical Development website for more information.

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 requires that students with disabilities requesting
accommodations must register with the Accessible Education Center (AEC) to establish a record of their
disability.

Student Technology Resources

Computer labs and other resources for student use are available in:

- Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall
A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

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](http://peerconnections.sjsu.edu) for more information.

**SJSU Writing Center**

The SJSU Writing Center is 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](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**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 confidential 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 learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling).
### SOCI 162, Fall 2016, Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>2</td>
<td>8/30, 9/1</td>
<td>Read chapter 1&lt;br&gt;Reflection Paper&lt;br&gt;In Class/Group Work&lt;br&gt;Watch/Read &amp; Response Homework</td>
</tr>
<tr>
<td>3</td>
<td>9/6, 9/8</td>
<td>Read chapter 2&lt;br&gt;Reflection Paper&lt;br&gt;In Class/Group Work&lt;br&gt;Watch/Read &amp; Response Homework</td>
</tr>
<tr>
<td>4</td>
<td>9/13, 9/15</td>
<td>Read chapter 3&lt;br&gt;Reflection Paper&lt;br&gt;In Class/Group Work&lt;br&gt;<strong>Final Research Paper Workshop #1</strong></td>
</tr>
<tr>
<td>5</td>
<td>9/20, 9/22</td>
<td>Read chapter 4&lt;br&gt;Reflection Paper&lt;br&gt;In Class/Group Work&lt;br&gt;Watch/Read &amp; Response Homework</td>
</tr>
<tr>
<td>6</td>
<td>9/27, 9/29</td>
<td>Read chapter 5&lt;br&gt;Reflection Paper&lt;br&gt;In Class/Group Work&lt;br&gt;<strong>Final Research Paper Workshop #2</strong></td>
</tr>
<tr>
<td>7</td>
<td>10/4, 10/6</td>
<td>Read chapter 6&lt;br&gt;Reflection Paper&lt;br&gt;In Class/Group Work&lt;br&gt;Watch/Read &amp; Response Homework</td>
</tr>
<tr>
<td>8</td>
<td>10/11, 10/13</td>
<td>Read chapter 7&lt;br&gt;Reflection Paper&lt;br&gt;In Class/Group Work&lt;br&gt;Watch/Read &amp; Response Homework</td>
</tr>
<tr>
<td>9</td>
<td>10/18, 10/20</td>
<td>Midterm Exam Review&lt;br&gt;<strong>Midterm Exam</strong></td>
</tr>
<tr>
<td>10</td>
<td>10/25, 10/27</td>
<td>Read chapters 8 &amp; 9&lt;br&gt;Reflection Paper&lt;br&gt;In Class/Group Work&lt;br&gt;Watch/Read &amp; Response Homework</td>
</tr>
<tr>
<td>11</td>
<td>11/1, 11/3</td>
<td>Read chapter 10&lt;br&gt;Reflection Paper&lt;br&gt;In Class/Group Work&lt;br&gt;Watch/Read &amp; Response Homework</td>
</tr>
<tr>
<td>12</td>
<td>11/8, 11/10</td>
<td>Read chapter 11&lt;br&gt;Reflection Paper&lt;br&gt;Group work&lt;br&gt;Watch/Read &amp; Response Homework</td>
</tr>
</tbody>
</table>

---

3 Tentative schedule subject to change, fair notice will be made prior to any changes
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>11/15, 11/17</td>
<td><strong>Final Research Paper Topic Due</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Class/Group Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch/Read &amp; Response Homework</td>
</tr>
<tr>
<td>14</td>
<td>11/22, 11/24</td>
<td><strong>Final Research Paper Workshop#3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Thanksgiving Break</strong></td>
</tr>
<tr>
<td>15</td>
<td>11/29, 12/1</td>
<td>Read chapter 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Class/Group Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch/Read &amp; Response Homework</td>
</tr>
<tr>
<td>16</td>
<td>12/6, 12/8</td>
<td>Read chapter 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Class/Group Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch/Read &amp; Response Homework</td>
</tr>
<tr>
<td>17</td>
<td>12/12</td>
<td>Final Exam Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Final Draft of Research Paper Due</strong></td>
</tr>
<tr>
<td>Final Exam</td>
<td>Thursday (12/15)</td>
<td>9:45am – 12:00pm</td>
</tr>
</tbody>
</table>
Final Research Paper Guidelines

Task:

Write a 10 to 12 page paper exploring one of the topics relevant to Race & Ethnic Relations in the US.

Format:

- 1-inch margins all around
- Unjustified margins
- 12-point font
- Double-spaced
- Include a Title Page (Title, Name, Course Number, Date)
- APA or MLA format (either one is fine, but stay consistent throughout your paper)
- Include a Reference Page (APA or MLA format, but stay consistent)

Assignment:

Write a paper exploring a topic relevant to the course. A specific connection to the discipline of sociology is required! **Pick a topic and have it approved by me prior to writing.** Send me an email about which topic you would like to write about. I suggest perusing the textbook for a topic that sparks your interest. After you have found a topic, email me and I will approve your topic. Please do not start your paper without first having it approved and papers that are turned in without approval will incur significant point deductions. I just need to make sure the topic you choose is relevant and that you will be able to find enough sources. If you have a question about a source, let me know and I will tell you if it will count.

Guidelines:

- Have paper topic approved by week 12 (email me your topic for approval)
- 10 to 12 pages long (not including your title page or reference page)
- Use at least 3 outside sources (not including your textbook, but definitely include your textbook)
- Make sure you topic is specifically linked to Sociology
- Formulate a thesis statement and discuss your topic
- Define/Describe your topic
- What does society think about your topic?
- What are some issues important to your topic? Has your topic received any public attention?
- What are some arguments for your topic? What are some arguments against your topic?
- Why did you choose your topic? Why is it important to you?
- **Due Monday, 12/12/16 before the start of class**