San José State University  
Sociology and Interdisciplinary Social Sciences Department  
Sociology 162: Race and Ethnicity

Course and Contact Information

Instructor: Dr. Megan McNamara
Office Location: SPX 127
Telephone: (831) 345-5510
Email: TBD (for now, please use mcnamara.abed@gmail.com)
Office Hours: Thursdays: 2:15pm – 2:45pm
Class Days/Time: Tuesdays and Thursdays: 3:00pm – 4:15 pm, and generously by phone, Skype, and appointment
Classroom: Engineering 301
Prerequisites: Passage of WST, Upper Division standing, and completion of CORE GE
GE/SJSU Studies Category: Area S: Self, Society, and Equality in the U.S.

Course Format

This course will be conducted in several formats, including lecture, large and small group discussion, and consideration of a variety of materials related to race and ethnicity in the United States. You will be expected to participate actively in the course throughout the semester. Active participation means answering questions, carrying equal weight in our group discussions, being present in class, and remaining alert and engaged during class sessions.

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as updated copies of the syllabus, handouts, notes, assignment prompts, announcements, and grade book can be found on the Canvas course website. You are responsible for regularly checking Canvas and your SJSU email for 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

Sociology 162 is an 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.

Course Goals

Race and ethnicity constitute one of the most intransigent types of social identity. How we define ourselves – and are defined through our relationships with others – informs our expectations of our own lives, our ability to navigate through systems of power and dominance, and our approach to interactions with our friends, family, co-workers, children, and employers. Race and ethnicity, like gender, are also one of the least flexible social categories to which we belong; that is to say, they are social constructions that are nonetheless strikingly real in their consequences. And yet, despite the impossibility of living lives outside of socially constructed categories of race and ethnicity, we are often not consciously aware of the degree to which either affects our experience of the social world. In this class, we will seek to make race and ethnicity visible through in-depth readings and online discussions of socialization, privilege and oppression, raced
institutions, race- and ethnicity-based inequalities, and possibilities for social change. This course will place special emphasis on a case study in the contemporary politics of race in America: the mass incarceration of people of color.

**GE Learning Outcomes (GELO)**

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

<table>
<thead>
<tr>
<th>GE Learning Outcome</th>
<th>Relevant Activities and Assignments</th>
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<tbody>
<tr>
<td><strong>GELO 1</strong>: 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>Readings from <em>Race in America</em>, <em>Race and Ethnicity in Society</em>, <em>The New Jim Crow</em>, and <em>Evicted</em>; viewing of relevant documentary films, course discussions and lectures; small group activities; completion of final paper</td>
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<td><strong>GELO 2</strong>: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.</td>
<td>Readings from <em>Race in America</em>, <em>Race and Ethnicity in Society</em>, <em>The New Jim Crow</em>, and <em>Evicted</em>; viewing of relevant documentary films, course discussions and lectures; small group activities</td>
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<td><strong>GELO 3</strong>: Describe social actions that have led to greater equality and social justice in the U.S.</td>
<td>Readings from <em>Race in America</em>, <em>Race and Ethnicity in Society</em>, <em>The New Jim Crow</em>, and <em>Evicted</em>; viewing of relevant documentary films, course discussions and lectures; small group activities</td>
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<tr>
<td><strong>GELO 4</strong>: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.</td>
<td>Readings from <em>Race in America</em>, <em>Race and Ethnicity in Society</em>, <em>The New Jim Crow</em>, and <em>Evicted</em>; viewing of relevant documentary films, course discussions and lectures; small group activities</td>
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**Course Learning Outcomes (CLO)**

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

| CLO 1: Explain the basic distinctions between race and ethnicity (and why they’re not as straightforward as they seem to be at first glance); discuss the effects of race- and ethnicity-based inequality in social institutions such as government, health care, the workplace, the family, and the penal system. | Readings from *Race in America*, *Race and Ethnicity in Society*, *The New Jim Crow*, and *Evicted*; viewing of relevant documentary films, course discussions and lectures; small group activities |
| CLO 2: Explain the role of the culture industries in our socialization into systems of racial and ethnic inequality. | Readings from *Race in America*, *Race and Ethnicity in Society*, *The New Jim Crow*, and *Evicted*; viewing of relevant documentary films, course discussions and lectures; small group activities. |
| CLO 3: Explain why the idea that we live in a “post-racial” society is a fallacy. | Lectures and small group discussions |
| CLO 4: Articulate a personal concrete plan of action for contributing to societal struggles for racial and ethnic justice. | In-class reflection processes; lectures and discussions |

**Required Texts/Readings**

The four books listed below are required materials for this course. If you wish, you may opt to listen to the Alexander and Desmond texts on Audible (audio prices are comparable to the print editions). On days when you have readings due from Higginbotham and Anderson, please bring that book with you to class.
Other technology requirements

It is your responsibility to ensure that you have regular access to the Internet and that you check Canvas and your email regularly.

Course Requirements and Assignments

Students are expected to spend 3 hours per unit per week preparing for classes, participating in course activities, completing assignments, etc. Since this is a 3-unit class, you should expect to spend about 9 hours per week on your coursework. Details about student workload can be found in University Policy S12-13 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Missing course sessions and failing to turn in required work will result in a lower or non-passing grade. Your course grade will be based on the following measurements:

Participation (30%, or 300 points): Your participation will be measured by your verbal and facial activity in classroom discussions. For obvious reasons, you have to be present in class in order to participate! There are no make-up points available for non-excused missed participation. You are expected to participate in both small and large group discussions. It is your responsibility to volunteer regularly when I solicit voluntary participation in order to demonstrate your willingness to contribute to our discussions in a meaningful way. Please note that I take attendance daily.

Quizzes (30% or 300 points): Rather than a midterm and final, I will evaluate your understanding of the readings through a series of six (6) shorter quizzes that will take place throughout the semester. Each quiz is worth 60 points. There are 15 questions per quiz, and they are based on readings, films, and class discussions. You will have one quiz approximately every fifth class session. They will take place during the last 15-20 minutes of the class period. Quiz dates are listed on the syllabus. There are no make-up quizzes except in cases of serious, unavoidable emergency. If you miss a quiz due to a non-emergent absence, you will not be able to make it up. At the end of the semester, I will drop your lowest quiz grade, leaving you with the total points from your five highest scoring quizzes (out of 300 possible points). If you missed a quiz due to an unexcused class absence, I will drop that 0 from your total. Please bring a scantron to each quiz.

Final Paper (40% or 400 points): Your final paper (8-10 pages) will be due during your scheduled final exam session for this course: Tuesday, December 20 at 5pm. You will submit your paper on Canvas. I will post the prompt for the final paper by November 1. You will have a preliminary outline and introductory paragraph due on Thursday, December 1.

Grading Information for Final Paper

Generally, I’m looking for quality over quantity, which means the following:

1. Write like you mean it! Please pour your brain and your heart into everything you submit. It’s more interesting to read and you’ll enjoy doing it.
2. Please note that I’m an extremely tough grader when it comes to writing mechanics. Be accountable for your strengths and weaknesses. Not all brains work the same way and there’s nothing wrong with being someone who struggles with spelling, punctuation, or grammar. But if you know that you are such a person, use spell check and grammar check and then proofread. If you know that you need extra help with writing, please seek out the appropriate resources well before the paper is due.
3. I will provide you with a very detailed prompt, including length ranges and organizational types. If you follow this prompt and the quality of your thinking and analysis is solid, you can expect to receive a good
grade on the paper; conversely, if you do not follow the prompt, or fall significantly short of length requirements, you will likely receive a lower grade that you would like.

4. If you would like extra help with writing, I strongly encourage you to visit the SJSU Writing Center, located at Clark Hall 126. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://peerconnections.sjsu.edu for more information.

**Determination of Grades**

Final course grades for the class will be calculated in accordance with the following schema:

- **A+: 980-1000**
- **A: 935-979**
- **A-: 900-934**
- **B+: 875-899**
- **B: 835-874**
- **B-: 800-834**
- **C+: 775-799**
- **C: 735-774**
- **C-: 700-734**
- **D+: 675-699**
- **D: 650-674**
- **D-: 600-649**
- **F: 0-599**

Late work is not accepted except in cases of serious, unavoidable emergency. The only extra credit offered for this course is detailed below (see “Free Gift” under “Notes on Communication and Miscellaneous Housekeeping”).

**SJSU Studies Areas R, S, and V**

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**

- Please note that some of our discussions may provoke feelings of discomfort, which can and often do arise when people confront issues of privilege and power. Some of this discomfort is very valuable because it can show us where our blind spots lie. Please be attentive to communicating your opinions respectfully, and extend the same courtesy as you respond to your classmates’ thoughts and experiences. Understand, too, that they will be sharing details about the lives and vulnerabilities of people other than themselves. While confidentiality can never be fully guaranteed, I ask that you respect the sanctity of the class community by treating everyone’s in-class contributions as confidential.

- Please come to class prepared and on time. “Prepared” means that you have **done your reading** and you’re ready to engage in course activities and to discuss the readings. Feel free to bring coffee, snacks, etc. – whatever you need to be comfortable for the class session.

- Regular attendance and promptness will **significantly** boost your grade. Although we will sometimes be discussing the ideas from the readings in class, some of the lecture material that I will present will NOT be in the readings. Coming to class and taking good notes for yourself is the only way for you to reliably learn the course material.

- If you do miss a class, please do not ask me what you have missed. Instead, contact one of your class buddies to get caught up on any class announcements, handouts, and a summary of class content. You should have this information (and, if appropriate, act on it) before you return to class.

- You are expected to arrive on time and stay alert for the entire duration of the class session.

- Cell phones are not permitted at any time. If you need to use a computer to take notes, please clear it through me first with a face-to-face conversation.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"
Special Note on Academic Integrity

I treat all violations of academic integrity with the utmost seriousness, and in accordance with the university policy cited in the section above. If you have any questions about academic integrity as it pertains to the assignments in this class, please come talk to me. Breaches of academic integrity are grounds for failing the course.

Recording Class Lectures

Making voice recordings can be a great way to review material if you are a person who benefits from hearing things several times. Please know that you are always welcome to record my lectures. However, you must stop recording immediately when we break into small group discussions, and you may not use your recordings for anything other than studying for this course.

NOTES ON COMMUNICATION AND MISCELLANEOUS HOUSEKEEPING

1. Do come hang out at office hours, even if you’re not struggling. I would love to explore whatever you’re interested in having a conversation about!

2. There will not be any discussions on Canvas, but I will use it as an online grade book. You can check up on your cumulative quiz grade anytime by logging in. You will also find extra readings, the most recent copy of the syllabus, and any assignment prompts online.

3. I communicate semi-regularly, by email or by announcement via our Canvas website. You can expect to receive one email every other week from me on average. All of them will contain some sort of information that I think will be helpful to you (due date reminders, tips, encouragement, etc.). Feel to be in email communication about anything, at any time, but please allow 24 hours for a response (and weekends don’t count - I may get back to you in 24 hours, but I don’t promise to). If you don’t hear back from me, resend your email (I get a ton of emails and once in a while, I miss something). Please note that I don’t check email at all between 6pm and 6am. I prefer that you email me directly rather than emailing me through Canvas.

4. Free gift: if you send me a detailed and interesting email introducing yourself and explaining what you’re up to in life, you will get 25 free points. This offer turns into a pumpkin at the end of Week 3 (September 9 at midnight). This is 2.5% of your grade and super easy to do, so please take advantage of it.

5. Self-acknowledgement is both allowed and encouraged! If you go out on a limb and try something that’s scary to you and you’re willing to be acknowledged for it, tell me. I will give you a high five and shout, “Yay, you!”

6. Please keep all of your quizzes and work. In a perfect world, things wouldn’t get lost and grade books would always be perfectly accurate…but if this were a perfect world, social scientists would have a lot of spare time on their hands.

7. Students with disabilities who may need accommodations: please email me or make an appointment to see me by September 1. In order to protect your privacy, please do not discuss the details of your accommodation with me in a public setting.

IMPORTANT NOTE: If you are struggling with any aspect of this class, please come talk to me. I know that some of the material is difficult, and I also understand that things happen in life that can make it hard to succeed in school. One of my main purposes here is to be a source of support for you, but I can’t help you if I don’t know what is going on. If you are having trouble, reach out to me as soon as possible. I am here to help!
Please note that the syllabus is subject to change. You will be made aware of any changes. The latest copy of the syllabus can always be found on Canvas.

KEY: 
- **RIM** = *Race in America* (Desmond and Emirbayer)
- **RES** = *Race and Ethnicity in Society* (Higginbotham and Andersen)
- **NJC** = *The New Jim Crow* (Alexander)

### Course Schedule

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1B</td>
<td>TH 8/25</td>
<td><strong>Introduction to the Course</strong>&lt;br&gt;No assigned reading prior to first class session</td>
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| 2A   | Tu 8/30 | **Sociological Approaches (to Race and Beyond)**<br>*RIM* pp. 2-25  
*RES* pp. 12-25 (Graves and Ferber) |
| 2B   | TH 9/1  | **Whiteness and Privilege**<br>*RIM* pp. 25-45  
Watch Tim Wise on white privilege: [https://www.youtube.com/watch?v=uPiGMP-B3I](https://www.youtube.com/watch?v=uPiGMP-B3I) |
| 3A   | Tu 9/6  | **The Mechanics of Prejudice and Discrimination**<br>*RES* pp. 125-131 (Tatum); pp. 67-78 (Moore and Bell)  
In class: “A Class Divided” |
| 3B   | TH 9/8  | **The Invention of Race**<br>*RIM*: pp. 50-78  
**QUIZ #1** |
| 4A   | Tu 9/13 | **Contemporary American Discourses on Race**<br>*RIM*: pp. 79-87  
*RES*: pp. 39-43 (Jones); pp. 89-93 (Gallagher); pp. 325-336 (Lee and Bean) |
| 4B   | TH 9/15 | **Politics 1**<br>*RIM*: pp. 88-126 |
| 5A   | Tu 9/20 | **Politics 2**<br>Watch “Unprecedented: the 2000 Presidential Election” (available on Youtube)  
Please bring a laptop or tablet to class if you have one |
| 5B   | TH 9/22 | **Economics and Wealth**<br>*RIM*: pp. 128-151  
*RES*: pp. 214-220 (Feagin and McKinney) |
| 6A   | Tu 9/27 | **Economics and Work**<br>*RIM*: pp. 152-166  
*RES*: pp. 181-201 (Wilson, Royster, and Flippen)  
**QUIZ #2** |
| 6B   | TH 9/29 | **Economics and Work**<br>*Evicted*, Part 1 (Chapters 1-8)  
In class: “True Colors” |
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| 7A   | Tu 10/4| **Economics and Work: Focus on Low Wage Work**  
*Evicted*, Part 2 (Chapters 9-16)                                                                 |
| 7B   | TH 10/6| **Housing: Historical Roots of Housing Inequities**  
*Evicted*, Part 3 (Chapters 17-24) AND Epilogue  
In class: “Race: The Power of an Illusion (Pt. 2)” |
| 8A   | Tu 10/11| **Housing in the 20th Century**  
*RIM* pp. 168-201 |
| 8B   | TH 10/13| **Crime and Punishment: History of the War on Drugs**  
*NJC*: Introduction and Chapter 1  
QUIZ #3 |
| 9A   | Tu 10/18| **Crime and Punishment: Race and the Prison Industrial Complex**  
*RIM*: pp. 202-242 |
| 9B   | TH 10/20| **Mass Incarceration, Part 1**  
*NJC*: Chapters 2 and 3 |
| 10A  | Tu 10/25| **Mass Incarceration, Part 2**  
*NJC*: Chapters 4 and 5 |
| 10B  | TH 10/27| **Education**  
Watch “Learning Matters: First to Worst” (available on Youtube)  
*RES*: pp. 250-265 (Lewis et al.) |
| 11A  | Tu 11/1| **Education**  
*RIM*: pp. 244-278  
QUIZ #4  
***Final Paper Prompt posted on Canvas*** |
| 11B  | TH 11/3| **Aesthetics**  
*RIM*: pp. 280-314 |
| 12A  | Tu 11/8| **Representations, Cultural Appropriation, Cultural Products**  
*RES*: pp. 94-101 (Fryberg and Watts); pp. 107-116 (Dirks and Mueller) |
| 12B  | TH 11/10| **Immigration and Citizenship**  
*RES*: pp. 44-66 (Glenn; Snipp; Wu) and pp. 102-106 (Akram and Johnson) |
| 13A  | Tu 11/15| **Intersections of Race, Class, and Gender**  
*RES*: pp. 155-173 (Collins, Espiritu, Wingfield) |
| 13B  | TH 11/17| **Political Correctness, Identity Politics and the Social Construction of “Safe” Space**  
*RIM*: pp. 316-334  
*RES*: pp. 132-146 (Wise and Sue et al.) |
| 14A  | Tu 11/22| **Associations**  
*RIM*: pp. 336-352  
QUIZ #5 |
| 14B  | TH 11/24| **THANKSGIVING – NO CLASS** |
| 15A  | Tu 11/29| **Intimate Life: Family Then and Now**  
*RIM*: pp. 354-377 |
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<tr>
<td>15B</td>
<td>TH 12/1</td>
<td>Intimate Life and Identity Formation</td>
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<td><em>RIM: pp. 377-390</em>*</td>
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<td>*RES: pp. 208-220 (Steinbugler; Feagin and McKinney)</td>
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<td><em><strong>Final Paper Intro and Outline Due in class (as a hard copy please)</strong></em></td>
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<tr>
<td>16A</td>
<td>Tu 12/6</td>
<td>Toward a Racial Democracy</td>
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<td><em>RIM: pp. 392-422</em>*</td>
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<tr>
<td>16B</td>
<td>TH 12/8</td>
<td>Course Wrap-Up</td>
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<td>*RES: pp. 337-350 (Southern Poverty Law Center; Pellow and Brulle; Crenshaw)</td>
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<td><strong>QUIZ #6</strong></td>
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<tr>
<td>Final</td>
<td>Tuesday, December 20</td>
<td><em><strong>Final Paper due on Canvas by 5pm</strong></em></td>
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Sociology 162: Race and Ethnic Relations (Fall 2016)