San Jose State University
Department of Sociology and Int. Soc. Sciences
Spring 2018
SOCI 162: “Race and Ethnic Relations,” Section 01

General Class Information:

Instructor: Dr. William T. Armaline.
Office Location: DMH 216
Telephone: (office) 408-924-2935
Email: william.armaline@sjsu.edu
Office Hours: Monday/Wednesday 2:00-4:00 p.m.
Class Days/Time: Mondays 6:00-8:45 p.m.
Classroom: DMH 231

Prerequisites:
Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Course Description:
“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.” (SJSU course catalog).

Note: This is a GE Area S course.

The spring 2018 offering of this course will have a specific focus on critical race theory, structural/systemic racism theory, their respective limitations, and their contemporary applications. Specifically, we will employ these theoretical traditions to analyze contemporary racial politics: anti-racism and anti-fascism, the alt-right and authoritarianism, racial violence, police violence and criminal justice, and so forth.

Students should expect to explore the following: the history of race as a concept, the history of race in the creation and construction of the U.S. as a superpower, critical race theory and “color blind ideology,” the eras and components of
systemic racism, the construction of “whiteness” and “white supremacy,” the intersection of systemic racism and other systems (such as capitalism), a critical analysis of current anti-racist movements.

**Course Goals and Student Learning Objectives:**

**SJSU Studies (AREA S) GE Learning Outcomes (GELO)**

One of the main goals of this Area S course is that:

“Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures.”

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

- (GELO1) Describe how identities (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.
- (GELO2) Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.
- (GELO3) Describe social actions that have led to greater equality and social justice in the U.S. (i.e., religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).
- (GELO4) Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

**Course Learning Objectives (CLOs)**

Upon successful completion of this course students should be able to:

- (CLO1) Differentiate the various eras and components of systemic racism in the U.S.
- (CLO2) Demonstrate an understanding of the history of race as a concept and the role of systemic racism in the construction of the U.S. as a global superpower.
- (CLO3) Apply the key concepts of critical race theory and systemic racism theories to an analysis of contemporary systemic racism and its implications/effects in the U.S.
- (CLO4) Apply the key concepts of critical race theory and systemic racism theories to an analysis of contemporary anti-racist movements.

**Required Texts:**

ISBN: 978-0415704014

**Other Required Readings and Materials:**
All assigned readings beyond the required texts above will be provided by the instructor via email (PDF files). Should you have any problems obtaining reading materials throughout the course, please email the instructor for assistance.

**Library Liaison:**
For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Sociology Subject Librarian: Kathryn Blackmer Reyes, Kathryn.BlackmerReyes@SJSU.edu.

**Classroom Protocol:**
1. This course depends on participation and interaction. Students are expected to be on time to class out of respect for your colleagues and instructor.
2. All classroom participants are expected to foster an environment that encourages participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, and so forth).
3. Students are expected to complete all readings and assignments by the dates indicated on the syllabus.
4. Students are responsible for any and all notes and materials missed in their absence.
5. Cell phone, PDA, and Laptop/Internet use will not be tolerated during class time unless they are part of class activities or necessary to field an emergency.

**Adding and Dropping:**
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, and so forth. [http://www.sjsu.edu/gape/](http://www.sjsu.edu/gape/)

Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Assignments and Grading Policy:**
**Readings**
Students are expected to complete readings by the class session indicated on the course schedule. Students should come to class prepared to *discuss* the assigned readings such that class time is not wasted, and we can engage the material together. Though readings are not a graded assignment per se, the final exam will certainly focus on students’ ability to recall, understand, and integrate readings in their responses.
In Class Essays (GELOs 1-4; CELOs 1-4)

Purpose: On assigned days (see course schedule), students will be required to write (approximately 20 mins.) responses to a given prompt or question assigned by the instructor that day. Students, having properly prepared for class (completing assigned readings and films), will demonstrate their ability to critically reflect on course material and its relevance through these assignments. Though students will not be expected to provide citations (they should free-write), written work is expected to be clear (make sense) and legible. *In-Class Essays cannot be “made-up” in any instance, for any reason.* Exceptions will only be made for extreme circumstances (such as illness)—these cases should be presented to the instructor immediately.

Grading: Essays will be graded on a 10-point scale. These assignments will be evaluated on content, clarity, thoroughness, and the extent to which students can articulate the relevance of the subject matter under examination. All essays will be returned with written comments, in part to help on future essays and the final exam. *In-Class Essays* will be worth 60% of the final course grade.

Extra Credit
Students can speak to the instructor at any time to arrange appropriate extra credit work. Extra credit assignments will typically involve a written analysis of some sort, but students are encouraged to be creative and propose their own ideas.

Final Exam (GELOs 1-4; CELOs 1-4)
There is no mid-term exam for this course, where In-Class Essays and classroom activity will serve as evaluative substitutes. The final will be a *take home exam*. We will discuss the expectations and parameters for the final exam in class. Students are encouraged to complete and take notes on class readings and classroom activities for use on the final. In general, the final exam will require students to recall and apply critical race theory and systemic racism theory to analyze contemporary systemic racism and anti-racist movements. Students should expect the final to cover all significant class readings and activities, including films, lectures, class activities and so forth.

The final exam will count for 40% of the final course grade.

Final Grade Calculation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>In Class Essay #1</td>
<td>30%</td>
</tr>
<tr>
<td>In Class Essay #2</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
</tbody>
</table>
TOTAL 100%

**Grading Scale**
Exams and final grades will be calculated as a percentage on a typical "10 point scale":

- 98-100%  A+
- 94-97  A
- 90-93  A-
- 88-89  B+
- 84-87  B
- 80-83  B-
- 78-79  C+
- 74-77  C
- 70-73  C-
- 68-69  D+
- 64-67  D
- 60-63  D-
- <60  F

**University Policies:**

**Academic Integrity:**
Students should know that the University's Academic Integrity Policy is available at: http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**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 DRC (Disability Resource Center) to establish a record of their disability.

**Student Technology Resources:**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections (Optional):**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu) for more information.

**SJSU Writing Center:**

The SJSU Writing Center is located in Room 126 in Clark Hall. The Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at: http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).
**Peer Mentor Center:**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. [The Peer Mentor Center website is located at: http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).
## Course Schedule

**SOCI 162: “Race and Ethnic Relations,” Section 01; Spring 2017**

Note: The following course schedule is subject to change with fair notice.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1/24</td>
<td>No class yet (Wednesday); Email (PDF) Smedley Readings for first day of class.</td>
</tr>
</tbody>
</table>
| 2.   | 1/29  | Explain course, review course syllabus  
history of race; *Read Smedley Excerpt (PDF)*  
social construction of race, Omi and Winant’s “racial formation theory” |
| 3.   | 2/5   | Critical Cultural Studies: Eduard Said and Stuart Hall; Email excerpts from WEB DuBois (PDF); Race vs. Ethnicity  
the concepts/work of Franz Fanon |
| 4.   | 2/12  | Early studies of race and racism in the U.S. WEB DuBois, Cox, etc.; *Read WEB DuBois excerpt* |
| 5.   | 2/19  | Institutional and Structural/Systemic Racism Theories (components and eras); History of racism and white supremacy in U.S. empire; *Read Feagin Chapters 1 and 2*  
review for ICE #1 |
| 6.   | 2/26  | ICE #1  
tba |
| 7.   | 3/5   | Ideological component(s) of systemic racism: “color blind racism” and the “white racial frame”; *Read Feagin Chapter 3* |
| 8.   | 3/12  | Racism at the Micro vs. Macro levels; *Read Feagin Chapters 5, 6 and 7*  
Micro level (including micro politics of privilege, etc.)  
Macro level (institutional and systemic manifestations) |
<p>| 9.   | 3/19  | Race as a continuum: The white-black binary and other populations of color; Email Immigration/Citizenship readings for 4/2; <em>Read Feagin Chapter 8</em> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>3/26</td>
<td>SPRING RECESS—NO CLASS</td>
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<td></td>
<td></td>
<td>SPRING RECESS—NO CLASS</td>
</tr>
<tr>
<td>11.</td>
<td>4/2</td>
<td>Racism and Citizenship/Immigration; <em>Readings TBA</em></td>
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<tr>
<td></td>
<td></td>
<td>Review for ICE #2</td>
</tr>
<tr>
<td>12.</td>
<td>4/9</td>
<td><strong>ICE #2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zeroing in on Contemporary Systemic Racism in the U.S.; <em>Read Taylor Chapters 1 and 2</em></td>
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<tr>
<td>13.</td>
<td>4/16</td>
<td>Intersectional approaches, Capitalism and Racism; <em>Read Taylor Chapter 3</em></td>
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<tr>
<td>14.</td>
<td>4/23</td>
<td>Racism and Criminal Justice; <em>Read Taylor Chapters 4 and 5</em></td>
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<td>Watch (or assign) Ferguson Documentary; Assign readings for next week (PDF)</td>
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<tr>
<td>15.</td>
<td>4/30</td>
<td>Examination of #Blacklivesmatter, the Movement for Black Lives, and associated anti-racist movements (indigenous, undocumented, Muslim/Sikh, etc.); <em>Read Taylor Chapters 8 and 9; Read Feagin Chapter 9</em></td>
</tr>
<tr>
<td>16.</td>
<td>5/7</td>
<td>Contemporary Fascism and Anti Fascism; <em>Readings TBA (PDF)</em></td>
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<tr>
<td>17.</td>
<td>5/14</td>
<td>Final Review</td>
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<tr>
<td>Final Exam</td>
<td></td>
<td>Monday, May 21st 5:15-7:30 p.m. in normal classroom</td>
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</tbody>
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