SOCI 120-01 “Race,” Racism, Community Development

Course and Contact Information

Instructor: Peter Chua

Email: Please use Canvas <Inbox> for electronic communication

Communication: Please check your Canvas mail and Canvas announcements regularly

Office Location: DMH 223

Office Hours: Tuesdays and Thursdays 1:20 – 2:20 p.m., and by appointment

Class Days/Time: Tuesdays and Thursdays 12 noon – 1:15 p.m.

Classroom: DMH 162

Prerequisite: SOCI 1 Introduction to Sociology (or equivalent) and junior-level standing

Recommendation: Completion of SOCI 162 Race and Ethnic Relations to appreciate fully the issues and debates discussed in this course

Course Website: sjsu.instructure.com

SJSU operates a web-based learning management software called “Canvas by Instructure.” This course uses Canvas as its website to distribute reading materials, selected handouts and assignments, and other instructional materials and to submit selected assignments.

To familiarize yourself with the login process and security, go to www.sjsu.edu/at/ec/canvas/index.html

To log-in, use:
- Your 9-digit SJSU ID number as the username.
- Your SJSUOne password as the password.

To reset your password, go to sjsuone.sjsu.edu/sjsuone/resetpassword/

For technical support, go to isupport.sjsu.edu/ecampus/ContentPages/Home.aspx

Contact me if you have course-specific questions.
Course Description
This intermediate undergraduate course examines sociologically practical approaches to community development, particularly related to racism and campaigns for social and economic justice for racial-ethnic communities. It focuses on state programs and policies on community development involving key issues such as livelihood, housing, and public services. In addition, it places important emphasis on the linkage between justice campaigns in racial-ethnic communities and the related organizing practices and solidarity relations to the broader goal of fundamental social change.

Course Learning Outcomes (CLOs)
Upon successful completion of this course, participants will be able to:

CLO1: Analyze community development approaches and examine different types and examples of these approaches

CLO2: Critique how particular community development programs and policies are able to reduce or make worse social and economic inequalities in racial-ethnic communities, particularly those working class, immigrant, and economically marginalized

CLO3: Delineate power relations in communities considering national and global contexts

CLO4: Argue how racial-ethnic grassroots community organizations can be the principal in directly community development policies and programs through effective organizing, campaigns, and solidarity relations

CLO5: Engage and collaborate with racial-ethnic grassroots community organizations in advancing social and economic justice

The following table indicates how this course supports in ensuring your successful completion of the B.A. sociology program outcomes (PLOs):

<table>
<thead>
<tr>
<th>PLO1: Be able to think sociologically about the relationship between social structure, interaction, identities, &amp; inequalities</th>
<th>CLO1</th>
<th>CLO2</th>
<th>CLO3</th>
<th>CLO4</th>
<th>CLO5</th>
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<tr>
<td>PLO2: Be able to identify and explain major sociological theories and apply them to everyday life</td>
<td>X</td>
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<td>PLO3: Be proficient in qualitative and quantitative research design, data collection and data analysis</td>
<td>X</td>
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<td>PLO4: Be proficient in oral and written communication skills appropriate to the discipline</td>
<td>X</td>
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<td>PLO5: Be able to practice sociology as educated and civically engaged persons</td>
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<td>X</td>
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Required Readings and Materials

Required Readings
- *Sociology 120: Race, Racism, Community Development Readings, Spring 2018*. Readings and class handouts are available at the Canvas site in PDF format for course participants.
Technology Requirement

Students are required to have regular access to:

- A dependable personal computer with capacity to access the internet and the Canvas learning management system course website
- A dependable web browser with appropriate settings and an updated version for your computer to access and use Canvas, library databases, and other relevant websites
- A dependable personal computer printer to print reports
- An office software suite with basic word-processing capacities as such LibreOffice (available free at www.libreoffice.org), Google Docs (Google account required; available for "free" at docs.google.com), or Microsoft Office
- An PDF reader app

The SJSU Library and Our Library Liaison

The library provides online tutorials on using the library and academic integrity (see library.sjsu.edu/online-tutorials). See login.libaccess.sjlibrary.org/login to get online access to library databases. Kathryn Blackmer Reyes (Kathryn.BlackmerReyes@sjsu.edu), the Library Liaison to sociology, is available by appointment and for consultation.

Course Requirement and Assignments

Class readiness and preparation (to assess CLO#1, #2, #3, and #4): Required readings provide foundational insights and details. Take good notes on your questions on the readings. Please bring your questions and the readings to class so we can discuss them closely. If you do not understand specific readings, I urge you strongly to meet with me in my office, so we can discuss them more thoroughly. Online quizzes, blog postings, and completion of workbook activities serve as regular check-up on your class readiness and preparation. Directions on quizzes, blog postings and workbook activities will be provided.

Active and thoughtful in-class engagement and sharing (to assess CLO#1, #2, #3, and #4): In-class discussion and activities also provide important insights and details. Mini-lectures focus on substantive materials and analysis and expand on the materials introduce in the readings. The lectures relate to but not necessarily cover every important aspect of the readings. Make sure not to form improper habits of passive listening, passive notetaking, and regurgitation.

Evaluation of class engagement and analytical creativity based on the following criteria: raising open-ended questions you based on the readings, your attention to details in the readings, your ability to synthesize discussions, and your overall contribution to the discussion. Factors that aid in your participation include completing the assigned work before class, arriving to class on time and staying for the whole time, paying attention, and actively and respectively listening to the discussion. Factors that may limit your full participation include digital and mobile distractions (checking your phone, messages, emails, or online websites), reading any materials not related to the discussion, and not staying awake. You may not earn any credit related to engagement if you miss ten or more class sessions (which is about 40% or more of the course).

Skill-practice assignments (to assess CLO#1, #2, #3, and #4): You are expected to complete two short skill-practice assignments. The assignments ask you to apply and synthesize the assigned readings and aim to deepen your grasp of sociological perspectives, policy positions, and analytical skills. Directions will be provided.
**Project presentation** (to assess CLO#1, #2, #3, #4, and #5): The project presentation expands on issues raised in the readings and discussions and allow for the sharpening of your analytical, speaking, and argumentative abilities. Directions will be provided.

**Mid-Term essay assignment** (to assess CLO#1, #2, #3, and #4): The mid-term assignment consists of a set of questions regarding the readings, class discussions, and other course materials. The final will require you to analyze, contrast, synthesize, interpret, and critically reflect on these materials. You will have one week to submit the three-page assignment.

**Final Examination or Evaluation**
The final evaluation consists of a set of questions regarding the readings, class discussions, and other course materials. The final will require you to analyze, contrast, synthesize, interpret, and critically reflect on these materials. More details can be found in University Policy S06-4 (www.sjsu.edu/senate/docs/S06-4.pdf) which states that: “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.”

**University’s Credit Hour Requirement**
“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week with one 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.”

**Grading Information**
Your final grade derives from multiple methods of evaluation and several opportunities for practice, improvement, and learning with meaningful feedback. Evaluation is fair and just, reflecting your effort and learning based on clear directions and criteria.

**Determination of Your Course Grade**
The satisfactory completion of the following requirements determines your overall grade:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Requirement</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>20%</td>
<td>Class readiness and preparation: blogs, quizzes, and workbook activities</td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td>Active and thoughtful in-class engagement and sharing</td>
<td></td>
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<tr>
<td>5%</td>
<td>Skill-practice assignment: community profile</td>
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<tr>
<td>10%</td>
<td>Skill-practice assignment: policy impact assessment</td>
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<tr>
<td>15%</td>
<td>Mid-term essay assignment, due tentatively <strong>March 8</strong></td>
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<td>15%</td>
<td>Project presentation, starting tentatively <strong>May 3</strong></td>
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<tr>
<td>20%</td>
<td>Final essay assignment, due tentatively <strong>May 18</strong></td>
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**Grading Criteria**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>Demonstrates excellent understanding of the course materials. Embodies a sociologist-in-training who is highly ethical, competent, and professional or equivalent. Consistently contributes in promoting class discussion and the learning of others and deepens learning that is self-initiated.</td>
</tr>
<tr>
<td>A-</td>
<td>93-97</td>
<td>Demonstrates a good level of understanding of the course materials. Embodies a sociologist-in-training who is ethical, competent, and professional or equivalent. Consistently contributes in promoting class discussion and the learning of others and deepens learning that is self-initiated.</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>Demonstrates good level of understanding of the course materials. Embodies a sociologist-in-training who is ethical, competent, and professional or equivalent. Shows some gaps in argumentation, writing, and completed tasks. Consistently contributes in promoting class discussion and the learning of others and deepens learning that is self-initiated.</td>
</tr>
<tr>
<td>B-</td>
<td>83-87</td>
<td>Demonstrates an acceptable yet uneven level of understanding of the course materials. Embodies a sociologist-in-training who is ethical, competent, and professional or equivalent. Shows some gaps in argumentation, writing, and completed tasks. Consistently contributes in promoting class discussion and the learning of others and deepens learning that is self-initiated.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>Demonstrates an acceptable yet uneven level of understanding of the course materials. Embodies a sociologist-in-training who is ethical, competent, and professional or equivalent. Shows some gaps in argumentation, writing, and completed tasks. Consistently contributes in promoting class discussion and the learning of others and deepens learning that is self-initiated.</td>
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</tbody>
</table>
C  73-77 sociologist-in-training who is satisfactorily ethical, competent, and professional or equivalent. Shows major gaps in argumentation, writing, and completed tasks. Contributes to class discussion minimally.

C-  70-72

D+  68-69 Demonstrates poor but passing understanding of the course materials. Embodies a sociologist-in-training who is not quite ethical, competent, and professional or equivalent. Shows highly significant gaps in writing, assignments, and participation.

D  63-67

D-  60-62

F  59 & below Demonstrates serious deficiency in completing assigned tasks (including participation) at the appropriate level and unacceptable understanding of the course materials. Shows very limited effort to learn the material and succeed academically and professionally.

Request for an Incomplete Grade

To receive an incomplete for the course, you must inform the instructor in person seven-days before the last day of instruction. A grade of incomplete will only be considered for students who are:

- Passing the course with a C or better,
- Present a legitimate, non-academic reason to the instructor, and
- Have only one major assignment left to finish.

Promotion of Caring, Accessible, Enriching and Mutually Respectful Learning Environment for All

My pedagogical values...

- I have high expectations for your performance in class and on assignments and for every student to be competent sociologists. I believe you can do the work, and I will coach you through the process. I demand a lot from you because I seek to develop you further academically and professionally.
- I think learning should be fun, exciting, and challenging.
- I am interested in your academic development and personal well-being.
- I think that learning and teaching are complex, endlessly fascinating collaborations.

As the instructor, I expect myself...

- To work hard to help you succeed in the course
- To be available if you need extra help
- To share my knowledge, training, and professional experiences and show how to make use of course content
- To model professional skills, ethics, and values
- To treat all students fairly, justly, and reasonable, particularly related to grading
- To provide meaningful feedback on your work
- To take lead in maintaining a positive, challenging learning environment

As students, you are expected...

- To be motivated and have a positive attitude to learn the course materials
- To commit a reasonable amount of effort to complete the readings and assignments, persevere, and have fun in learning the materials and to grow from mistakes
- To be prepared and participate verbally every class session. The prerequisite for such active participation is attendance.
- To lead class discussion as part of your participation
- To read the assigned materials before coming to class so we can discuss them in detail. This means that you are familiar with the assigned readings and can raise thoughtful questions that encourage an interactive-learning and student-centered discussion.
- To complete required readings and assignments on time — that is, before coming to class. Written work should be proofread and edited. Assignments are due
at the beginning of class. There will be substantial loss of credit for late work.
Do NOT email them to me. Do NOT turn them in to the department office; this is a College of Social Sciences policy. Do NOT slide them under my office door.

- To be responsible in your learning and conduct yourself professionally by:
  - Attending class regularly. If you missed class, talk with your peers to learn what happened and get notes. After talking to classmates, if you have additional questions, talk with me in person.
  - Not disrupting the learning environment and the learning by your peers
- To contribute in maintaining a positive, respectful, and challenging learning environment and ensure a thoughtful and respectful engagement with the subject matter
- To cooperate and collaborate with your peers in teams, in class, and outside of class
- **To practice academic integrity and your owned intellectual work.** Academic dishonesty, such as plagiarism and cheating, violates university regulation. It will not be tolerated. Do give proper acknowledgement to ideas, facts, and arguments that you did not initially construct or demonstrate. This applies to in-class discussions and all written work. Notwithstanding this warning, you are strongly encouraged to discuss the class readings with students in or out of class, but acknowledge the ideas you received from others regardless of how casually you come to such ideas. **Note:** Your written work in this course may be evaluated for plagiarism using Turnitin.com, a plagiarism detection service contracted by SJSU
- To prevent class disruption and student inattentiveness resulting from the personal use of cell phones, smart phones, laptop computers, and other mobile communication devices during the class. Please leave the classroom to send and read text messages and make personal phone calls.
- To use laptop computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom.

*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](http://www.sjsu.edu/gup/syllabusinfo/) at www.sjsu.edu/gup/syllabusinfo/
### Tentative Schedule and Readings

<table>
<thead>
<tr>
<th>Session: Date, Topic</th>
<th>Read to Prepare for Class Session</th>
<th>Reminders</th>
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<tbody>
<tr>
<td><strong>1: Jan 25, Development of Racial-Ethnic Communities?</strong></td>
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– Edna Bonacich, “Racism in Advanced Capitalist Society” [C] | Due before class: Quiz#1 |
| 4: Feb 6, Neoliberal Policies? | – Angela Davis, “Recognizing Racism in the Age of Neoliberalism” [C]  
– Laura Pulido, “Flint, Environmental Racism, and Racial Capitalism” [C] | Due before class: Quiz #2 |

Key to readings:  
C = Course readings posted on the Canvas website  
<table>
<thead>
<tr>
<th>Session: Date, Topic</th>
<th>Read to Prepare for Class Session</th>
<th>Reminders</th>
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<tbody>
<tr>
<td>12: Mar 6, Review</td>
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<td>13: Mar 8, Mid-Term Evaluation</td>
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<td>Due: Mid-Term essay</td>
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<td>14: Mar 13, Contesting Community Development? [1]</td>
<td>“Section II, Chapter 4, and Chapter 5,” pp. 67-126 [co]</td>
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<tr>
<td>15: Mar 15, Contesting Community Development? [2]</td>
<td>“Section IV,” pp. 227-266 [c]</td>
<td>Due before class...</td>
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<td>Mar 18, International Working Women’s Day</td>
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<td>Natalee Kēhaulani Bauer, “A Nation Rising: A Review” [c]</td>
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<td>Lisa Linda Natividad and Gwyn Kirk, “Fortress Guam” [c]</td>
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<td>Nik Theodore, “Day Labor in Seattle” [c]</td>
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<td>Gregory Markus, “Organizing in Detroit Soup Kitchens for Power and Justice” [c]</td>
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<td>UCLA School of Law Criminal Defense Clinic, &quot;Criminalizing the Sidewalk” [c]</td>
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<td>South Asian Americans Leading</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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<td>27: May 3, Presentations</td>
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<td>28: May 8, Presentations</td>
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<tr>
<td>May 17, 9:45am-12noon, Final Evaluation</td>
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Bibliographical References

RACISM AND COMMUNITY DEVELOPMENT?

HISTORY OF U.S. WELFARE POLICIES?

U.S. NEOLIBERAL POLICIES?

**THE INTERPLAY OF U.S. FEDERAL, STATE, & LOCAL GOVERNMENTS?**


**CONTEXTS FOR COMMUNITY ORGANIZING & DEVELOPMENT?**


**ASSETS OF U.S. RACIAL-ETHNIC COMMUNITIES?**


**ENSURING RIGHTS OF THE PEOPLE FOR NATIONAL SELF-DETERMINATION?**


**ENSURING ECONOMIC, POLITICAL, AND CIVIL RIGHTS?**


ENSURING SOCIAL & CULTURAL RIGHTS?


INTERNATIONAL WORKERS’ DAY

SJSU CAMPUS EMERGENCY PROCEDURES

FIRES, EARTHQUAKES AND OTHER DISASTERS

- **Call 9-1-1** or use a blue light telephone to summon University Police assistance for any campus police, fire, or medical emergencies. Give your name, the nature of the emergency, and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for **minor fires**. If a fire appears uncontrollable, close all room doors to confine the fire, pull the building fire alarm lever, evacuate the area or building, and then call 9-11.
- **Remain calm** during an earthquake. “Duck, cover and hold” under a desk or table, or stand in a doorway or against an interior wall. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- **Help disabled persons** evacuate the building. Follow instructions of Building Emergency Team members and University Police. Do not use elevators.
- **Tune to radio** station KSJS 90.5 FM for campus information. A campus information line will be set up as soon as possible after a major emergency -- call 924-SJSU (924-7578) for instructions, information, and updates.

MEDICAL EMERGENCIES

- **Call 9-1-1**. Give your name, the nature of the emergency, and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.).
- **Assist the victim** until help arrives. If you, or someone in the area, are trained in CPR, perform CPR if necessary. Stop bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. **Do not leave victims unattended**. Be careful about contaminating yourself and others if hazardous materials may be involved.
- For **minor first aid**, report in person to the Student Health Center weekdays from 8 a.m.-5 p.m. or call University Police at 924-2222.

BUILDING EVACUATION

- **Leave** by the nearest safe exit when you hear the building emergency alarm (fire alarm), or if you are told to do so by University Police or a Building Emergency Team member.
- **Take keys**, books, **wallets**, prescription **medicines** and important personal belongings with you in case you cannot re-enter immediately. Move at least 150 feet away from all structures. **Do not smoke**.
- **Use the stairs**. Do **not** use elevators--in case of fire or earthquake, many elevators stop in place and you may be trapped or exposed to deadly smoke.
- Re-enter a building only after University Police or Building Emergency Team members tell you that it is safe to do so.

**POLICE - FIRE - MEDICAL EMERGENCY**

**DIAL**

9 – 1 – 1

For further information visit the University Police Web site at:

http://www.sjsu.edu/police/