San José State University
Sociology and Interdisciplinary Social Sciences
SOCI 262: Seminar in Race and Ethnic Relations (Section 01) Spring 2019

Course and Contact Information

Instructor: Dr. William Armaline
Office Location: DMH 216
Telephone: (408) 294-2935
Email: william.armaline@sjsu.edu
Office Hours: Mondays and Wednesdays 1:00 – 3:00 p.m.
Class Days/Time: Tuesdays 6:00 – 8:45 p.m.
Classroom: DMH 162

Course Format

Course Description (Required)
“Analysis of sociological theories of race relations and racism, social structural conditions of race and racial identity formation, society's institutional policies and practices that affect racial inequality.”

Instructor Course Description

Like the undergraduate version of this course, the spring 2019 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 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.

Unlike the undergraduate version of this course, students will survey the broad contemporary canon of structural/systemic racism theory with a focus on significant historical texts released in the last three years that contribute to relevant theoretical debates (the relationship between racism and capitalism, the role and origin of white supremacy, the “white racial frame,” and/or “racist ideas”). This is a long way of saying that students will complete readings on par with graduate standards that will provide an extensive understanding of structural/systemic racism from a theoretical and empirical historical perspective.

Course Learning Outcomes (CLO) (Required)

Upon successful completion of this course, students will 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.
• (CLO5) Demonstrate a mastery of the contemporary historical and theoretical canon on systemic/structural racism in the U.S.
• (CLO6) Demonstrate the ability to complete graduate style “response papers” and utilize them as notes for larger writing projects and classroom engagement. (Fundamental skills for graduate students in the social sciences.)
• (CLO7) Demonstrate the ability to complete a scholarly literature review or applied white paper that could be employed in a publication or Masters thesis/project.

Required Texts/Readings

Textbooks


Other Readings

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.
Course Requirements and Assignments

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.

Classroom Activities and Discussion
Though not graded per se, this course requires a great deal of classroom discussion and classroom activity. Discussions and classroom activities are designed to help students successfully achieve all learning objectives and to develop students’ graded assignments (CLOs 4, 6).

Weekly Reflection Papers

Description and Purpose: Each week, students will complete a 3-4 page written response that:

1. Summarizes the readings for that week, making sure to mention the author’s research questions, define any central concepts, and capture key findings/arguments. This summary should also perform as notes for the reviewed text.
2. Analyzes the readings for that week, connecting the readings to broader themes of the course and relevant current events/social problems.
3. Critiques the readings, pointing out the strengths and limitations of the work.
4. Includes (at the end) three questions/comments for discussion in class.

Reflection papers should be typed (12-point font, double spaced), following APA or ASA citation format. These assignments will count for 60% of the course grade. (CLOs 1-6)

Final Papers

Description and Purpose: For their final papers, students may choose from completing a publishable, applied “white paper” or scholarly literature review that could be applied to a research publication or their Masters thesis/project.

These assignments will vary somewhat in length and format depending on the project chosen. In general, scholarly products should be typed (12-point font, double spaced), following APA or ASA citation format.

Final papers will count for 40% of the final course grade. (CLOs 1-4; 7)

University policy on workload in and out of the classroom:

“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) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”
**Grading Information**

**Determination of Grades**

Final grades will be calculated as a percentage on a typical “100 point scale”:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98-100%</td>
<td>A+</td>
</tr>
<tr>
<td>94-97</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>88-89</td>
<td>B+</td>
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<tr>
<td>84-87</td>
<td>B</td>
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<tr>
<td>80-83</td>
<td>B-</td>
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<tr>
<td>78-79</td>
<td>C+</td>
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<tr>
<td>74-77</td>
<td>C</td>
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<tr>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>68-69</td>
<td>D+</td>
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<tr>
<td>64-67</td>
<td>D</td>
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<tr>
<td>60-63</td>
<td>D-</td>
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<tr>
<td>&lt;60</td>
<td>F</td>
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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Reflection Papers</td>
<td>60%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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**Extra Credit**

Students have the opportunity to complete unlimited extra credit for this course. Extra credit opportunities will be announced in class. Further, students can “pitch” their own extra credit assignments to the instructor at any time for approval. These assignments and opportunities will be discussed further throughout the course.

**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.

**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/”
University Resources

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 AEC (Accessible Education 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.

Learning Assistance Resource Center:

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at: http://www.sjsu.edu/larc/.

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/.

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/.
**Course Number / Title, Semester, Course Schedule**

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

**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>1/29</td>
<td>Part 1: Introduction to course, explain syllabus and assignments</td>
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<tr>
<td></td>
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<td>Part 2: Broad theoretical understandings of structural/systemic racism in the U.S., the (controversial) centrality of the white-black dynamic in the history of racism, and other conceptual basics (race vs. ethnicity, for example)</td>
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<tr>
<td>2</td>
<td>2/5</td>
<td>Part 1: The history and social construction of ‘race.’ <em>Read excerpts from Omi and Winant; Audrey Smedley</em></td>
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<td>Part 2: Continue conversation; FINAL PAPER WORKSHOP 1: Choosing your topic/project, taking notes as an annotated bibliography</td>
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<tr>
<td>3</td>
<td>2/12</td>
<td>Part 1: WEB DuBois and classic sociology on the African American experience following the Civil War and Reconstruction; <em>Read Excerpt from The Souls of Black Folk</em></td>
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<td>Part 2: Post Colonial Theory—Said, Hall, and Fanon; <em>Read Excerpt from Franz Fanon</em></td>
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<tr>
<td>4</td>
<td>2/19</td>
<td>Part 1: Racial Discrimination, Institutional Racism, Systemic Racism and ties between racism and U.S. empire (important for future texts); <em>Read Feagin Intro through Chapter 4</em></td>
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<td>Part 2: The White Racial Frame (ideological component of systemic racism)</td>
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<tr>
<td>5</td>
<td>2/26</td>
<td>Part 1: Illustrations of racism at the micro and macro levels, their links to persistent micro experiences and macro inequalities, and the experience of other (“Asian American,” for instance) racialized populations in the building of American empire; <em>Read Feagin Chaps 5-end.</em></td>
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<td>Part 2: Conversation continued; FINAL PAPER WORKSHOP 2: Writing from a detailed outline</td>
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<tr>
<td>6</td>
<td>3/5</td>
<td>Part 1: The history of racist ideas in the U.S. (founding, early history); <em>Read Kendi Prologue, Parts I, II, III</em></td>
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<td>Part 2: Conversation continued</td>
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<tr>
<td>7</td>
<td>3/12</td>
<td>Part 1: The history of racist ideas in the U.S. (20th century); <em>Read Kendi Parts IV, V</em></td>
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<td>Part 2: Conversation continued</td>
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<tr>
<td>8</td>
<td>3/19</td>
<td>Part 1: Studies of whiteness and white supremacy; <em>Read excerpts from D. Roediger and Mark Bray (PDFs)</em></td>
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<td>Part 2: Contemporary white supremacy and fascism(s)</td>
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<td>9</td>
<td>3/26</td>
<td>Part 1: Intersectionality and Black Feminist Thought; <em>Read Combahee River Collective Manifesto and Excerpt from P.H. Collins (PDFs)</em></td>
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<td>Part 2: The role of revolutionary women in the history of anti-racism in the U.S. (e.g., Harriet Tubman, Ida B. Wells, and so forth)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>10</td>
<td>4/2</td>
<td>NO CLASS – SPRING RECESS</td>
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</table>
| 11   | 4/9  | Part 1: Immigration, Racism and the Latinx experience in the early U.S.; *Read Gonzalez Introduction, Parts I, II*  
      |      | Part 2: Continue conversation; FINAL PAPER WORKSHOP 3: Drafting and revising |
| 12   | 4/16 | Part 1: Immigration, Racism and the Latinx experience in the contemporary U.S.; *Read Gonzalez Part III, Epilogue*  
      |      | Part 2: Looking at contemporary immigration policy disputes in the U.S. |
| 13   | 4/23 | Part 1: Racism, criminal justice, and contemporary anti-racism; *Read Taylor Chapters 1-4*  
      |      | Part 2: Continue conversation |
| 14   | 4/30 | Part 1: Racism, criminal justice, and contemporary anti-racism; *Read Taylor Chapters 5-end.*  
      |      | Part 2: Continue conversation |
| 15   | 5/07 | Part 1: Racism, guns, and war; *Read Dunbar-Ortiz (ALL)*  
      |      | Part 2: Nikhil Pal Singh and “America’s Long War” |
| 16   | N/A  | **Final Exam**  
      |      | **Final Papers** must be submitted to the instructor (hard or soft copy) by Friday May 17th @ 5:00 p.m. |