

San José State University
Sociology and Interdisciplinary Social Sciences Department
Sociology 162 Section 02: Race and Ethnic Relations, Spring 2020

Instructor:	Dr. Hien Do
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Office Hours:	Wednesday 2:00-2:45, and by appointment
Class Days/Time:	Monday and Wednesday 3:00-4:15 pm
Classroom:	Clark Hall 234
Prerequisites:	Passage of WST, Upper Division standing, and completion of CORE GE
GE/SJSU Studies Category:	Area S: Self, Society & Equality in the U.S.

Course Format This course will be conducted like a seminar-style class, where class discussions will require your active participation as we closely examine the course readings, mini-lecture material, and documentary films. Quizzes will be administered through Canvas.

Course Description and Goals. The catalog description of Sociology 162 is as follows: 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. A comparison of global race and ethnic relations.

Goals: We will study key theories, debates, and empirical examples of social patterns related to race and ethnicity, including analyzing definitions of race and ethnicity; forms of prejudice and discrimination; various sites of racial and ethnic inequality and privilege (such as the economy, housing, educational institutions, criminal justice system, immigration status, mass media, and everyday life); and the various ways that race and ethnicity are constructed and influence intra-and intergroup dynamics. The course will examine the racial and ethnic experiences of a range of individuals and communities, with a focus on how race and ethnicity are represented in news media. The themes described here are only a sampling of those relevant to this broad field, but they will be a starting point for your exploration of the subject. Throughout the course we will develop and exercise the skills necessary for critical examination of the field of race and ethnicity. In addition, your participation in the course will help you develop your skills in effective research, writing, and public communication.

GE Learning Outcomes (GELO) Upon successful completion of this course, students will be able to:

GE Learning Outcome	Activities
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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;	Course readings, documentary film analysis, active class discussion participation, reading questions, content analysis paper and presentation, peer reviews, and quizzes.
GELO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;	Course readings, documentary film analysis, active class discussion participation, reading questions, content analysis paper and presentation, peer reviews, and quizzes.
GELO 3: Describe social actions which have led to greater equality and social justice in the U.S.;	Course readings, documentary film analysis, active class discussion participation, reading questions, content analysis paper and presentation, peer reviews, and quizzes.
GELO 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.	Course readings, documentary film analysis, active class discussion participation, content analysis paper and presentation, and peer reviews.

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, discuss, and present research project 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.

If you choose not to turn in the assignments or if you miss several classes, you run the risk of not being able to pass the course with your desired grade. Your success in the class will be based on completing the following elements:

Participation (15%)

15% Class Participation All of the readings on the syllabus are required, and you are expected to complete the readings by the class meeting for which they are assigned so that you can actively participate in discussions. You must bring the class readings with you each day. The quality of in-class discussions rests in part with your commitment to come to class prepared, and to share your ideas with the class! If you don't read and participate, the discussions will not be engaging. With that said, if you are concerned about participating in discussions—please do not worry! Come see me and we can work

on strategies to improve your participation. You will also be required to write up on some of the films that we will watch in class.

Participation also involves contributing to small group work, completing in-class or discussion board writing assignments, and peer-reviewing student presentations (5% of final grade).

NOTE: In-class participation credit cannot be made up.

5% Discussion leadership for selected class readings You are expected to play an active role in the class by sharing with your peers and the instructor the responsibility for directing the weekly discussions and writing a one-page (single-spaced) reading journal one time during the semester. You will sign up for discussion leader days on Canvas and the reading journal is due on Canvas before the class meeting the day you serve as leader. You may not make up this assignment if you are absent and miss your assigned leadership day unless you arrange to switch with another student who is scheduled for a future date and alert me the day before your scheduled assignment. If you have an emergency and will miss the assignment, you must contact me before class and you must have a legitimate reason for being absent (e.g., documented illness, family emergency, etc.).

More on participation: The University states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.” (University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf>).

If you miss many classes (including extreme tardiness or leaving early) you will have fewer opportunities to participate and your grade will suffer. In-class participation points cannot be made up. If you choose not to participate, it will negatively affect your overall grade.

Group/individual Research Project (45%)

More details will be provided throughout the semester.

This semester you will complete research project in one of the following areas: a) news media content analysis b) a paper focus on education, c) a topic regarding our justice system, d) a topic regarding participation in the economy (or different aspects of it) e) policies regarding our immigration policies, and f) a topic of your choice with my approval. These are research projects on an issue that must be related to race and ethnicity. You will turn in a data analysis assignment of your project, a peer review draft, and a completed research report. (More detailed instructions for the project will be provided.) There will be class time allocated to meet with your group.

You will report on your research at the end of the semester by creating an in-class presentation (such as PowerPoint or Prezi). You must upload your presentation by 5pm the day before your presentation. If you miss your presentation slot, you may not be able to earn credit for the assignment.

Journal Assignments (40%)

You are required to submit 4 journal assignments. The journals will be submitted through Canvas throughout the semester. More information will be provided in class.

Grading Policy A-range: 98-100 A+ 93-97 A 90-92; B-range: 88-89 B+ 83-87 B 80-82 B, C-range: 78-79 C+ 73-77 C 70-72 C; D-range: 68-69 D+ 63-67 D 60-62 D- Failing: 0-59 F

Please keep all graded work until final grades have been issued. Any disagreements with the grade of any assignment must be submitted to me within 3 days in writing specifying how an error was made in the assignment of points. Grade re-evaluations are not done over e-mail or in the classroom, and take into account previous unnoticed strengths and weaknesses. Please make an appointment to discuss grades—I cannot discuss grades over email. If you need a grade verification filled out, please contact me via email to arrange a time to complete it—I will not be able to sign it on the spot during class meetings.

Extra Credit

There might be opportunities for extra credit this semester. Extra credit assignments will involve attending an event and writing up a 2-page (double-spaced) reflection within 2 days. Extra credit opportunities will be posted on Canvas.

Late Work

Late work will have a significant impact on your grade. Each day the assignment is late will result in a 5% grade reduction. The grade deduction applies to late assignments up to 7 calendar days past the due date. After that time, the highest grade you can receive for submitted late work is 50% and no comments (by pre-arrangement only). If you have an emergency and will miss an assignment, you must contact me before class and you must have a legitimate reason for being absent (e.g., documented illness, family emergency, etc.). Points for in-class participation, assignments, and exercises cannot be made up.

BOOKS and Reading Assignments:

Chang, Jeff. 2016. We Gon' Be Alright: Notes on Race and Resegregation. Picador: New York. (ISBN 978-0-312-42948-5)

2) Vargas, Jose Antonio. 2018. Dear America: notes of an Undocumented Citizen. Dey Street Books. (isbn: 10: 0062851357 and ISBN 13: 978-00628513520)

Additional articles will be uploaded as PDF files to Canvas for you to read.

Regarding SJSU Studies Areas R, S, and V

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. 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. See [University Policy S14-5](#) at <http://www.sjsu.edu/senate/docs/S145.pdf>.

Classroom Protocol

Respectful participation is expected of everyone. This includes:

Being on time and staying for the whole class period
Preparing the readings, and bringing materials needed to actively participate.

Not disrupting others by using computers, phones, and other devices UNLESS you are taking notes, or displaying course readings

Most importantly, this means showing fellow members of our learning community a level of professional courtesy that facilitates an open environment where the potentially difficult and sensitive ideas that are a part of this course can be explored fully. This does not mean that members of the class community cannot disagree with one another. But you must be thoughtful and respectful about the way you challenge someone's *argument* without attempting to invalidate the individual's experiences, statuses, or memberships.

If you are sleeping, talking to classmates, texting, using Twitter/Facebook/email, etc. during class, I reserve the right to ask you to stop, and this activity may negatively affect your participation grade.

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. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. 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 serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

This includes properly citing other people's work (including the internet), not re-using your own papers or assignments from other courses, not submitting the same work to more than one class simultaneously, or other similar practices. If you have a topic overlap with another course you must see me to arrange for an appropriate solution.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

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. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, states you may not record the course unless you obtain the instructor's permission.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's, your fellow students', and any guests' 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.

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.

SJSU Writing Center

Since you will have writing assignments that make up a significant portion of your grade, it is advisable to visit the SJSU Writing Center 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) at <http://www.sjsu.edu/writingcenter>. The ACCESS Success Center also has writing tutors and other services available for College of Social Science students and is located

in Clark Hall, Room 240 (socsci.access@sjsu.edu).

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide 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 Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

FALL 2020 COURSE SCHEDULE (Subject to change with fair notice via Canvas)

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27	<p>Introductions and Syllabus Overview.</p> <p>Also a news report from Charlottesville ***</p> <p>***NOTE: The films/documentaries will be adjusted throughout the semester, depending on availability and class interactions.</p>
1	1/29	<p>Race and Ethnicity: History, Concepts, Theories, and Implications The Sociological Significance of Race Read American Sociological Association Statement on Race</p> <p>Film: Clip from PBS, "Race: The Power of an Illusion. Episode 1."</p>
2	2/3	<p>Defining the "terrain": Definitions and Concepts.</p> <p>Film: Clip from "Cracking the Codes: Joy DeGruy A Trip to the Grocery Store."</p> <p>Luo, Michael. "Dear Madam: ..." NY Times, October 11, 2016</p>
2	2/5	<p>Race and News: Framework for Critically Examining News Media Read pages 241-266 from Van Dijk, Teun A. 1993. "Media Discourse." In <i>Elite Discourse and Racism</i>. Newbury Park, CA and London: Sage Publications</p>
3	2/10	<p>Definitions of Race and Ethnicity</p> <p>Omi, Michael and Howard Winant: "Racial Formations". in Race, class, and Gender in the US edited by Paula S. Rothenberg 2016)</p> <p>Film: "Race: The Power of an Illusion. The Story We Tell and The House We Live In."</p>
3	2/12	<p>Film: "Cracking the Codes" Sections on Culture and Identity.</p> <p>US Commission of Civil Rights: "The Problem: Discrimination." In Race, class, and Gender in the US edited by Paula S. Rothenberg 2016)</p>

4	2/17	<p>Race and News: Framework for Critically Examining News Media Read pages 241-266 from Van Dijk, Teun A. 1993. "Media Discourse." In <i>Elite Discourse and Racism</i>. Newbury Park, CA and London: Sage Publications.</p> <p><i>Journal #1 Due on Canvas</i></p>
4	2/19	<p>Novick, Michael. 1999. "Police Killings and the Media: A Tale of Three Killings." <i>Turning the Tide: Journal of Anti-Racist Action, Research & Education</i> 12(2):1-5.</p>
5	2/24	<p>*** Library Session: Research Skills for Content Analysis Project Meet in Room 213 MLK Library.</p> <p>White Privilege and Color Blindness McIntosh, Peggy. 2004. "White Privilege: Unpacking the Invisible Knapsack." Pp. 188-192 in <i>Race, Class, and Gender in the United States: An Integrated Study</i>, edited by Paula S. Rothenberg. New York: Worth Publishers.</p>

		<p>http://www.everydaysociologyblog.com/2012/06/fashion-and-race.html Film: José Antonio Vargas' "White People"</p>
5	2/26	<p>Film: "Cracking the Codes" Sections on Bias and Privilege</p>
6	3/2	<p>Sites of Inequality Race and Economic Inequality: Interview with Melvin Oliver (http://www.pbs.org/race/000_About/002_04background-03-05.htm) Film: "Race: The Power of an Illusion. The House We Live In"</p>
6	3/4	<p>Environmental Inequality: 2016. "Pollution, Poverty and People of Color: A Michigan Tribe Battles a Global Corporation." by Brian Bienkowski</p> <p>Film: "Unnatural Causes: Place Matters"</p>
		<p>Preliminary TOPICS and OUTLINE DUE</p>

7	3/9	<p>Stereotypes, Prejudice, Discrimination, Profiling, Education, and Mass Incarceration Embrick, David G. and Kasey Henricks. 2013. "Discursive Colorlines at Work: How Epithets and Stereotypes Are Racially Unequal." <i>Symbolic Interaction</i> 36(2):197-215.</p> <p>Film: "Cracking the Codes" Sections on Institutional and Structural Racism</p>
7	3/111	<p>Ray, Rashawn. 2015. "'If Only He Hadn't Worn the Hoodie...': Race, Selective Perception, and Stereotype Maintenance." Pp. 79-88 in <i>Getting Real About Race: Hoodies, Mascots, Model Minorities, and Other Conversations</i>, edited by Stephanie M. McClure and Cherise A. Harris. Los Angeles: Sage.</p>
8	3/16	<p><i>Intersections of Gender and Race</i> O' Connor, Anne-Marie. 2005. "Not Only Natalee is Missing" http://articles.latimes.com/print/2005/aug/05/entertainment/earuba5</p> <p>Film: "Unnatural Causes: When the Bough Breaks"</p> <p>JOURNAL #2 DUE ON CANVAS</p>
8	3/18	<p>Alexander, Michelle. 2010. "The Color of Justice." <i>The New Jim Crow. Mass Incarceration in the Age of Colorblindness</i>. New York. The New Press. Pages 95-106 and 120-136.</p> <p>Film: 13</p>
9	3/23	<p>Portes, Alejandro and Min Zhou. 2011. "The New Second Generation: Segmented Assimilation and Its Variants."</p> <p>Film: The State of Arizona</p>
9	3/25	<p>Ochoa, Gilda. 2013. "They Just Judge Us by Our Cover": Students' Everyday Experiences with Race." Pp. 163-204 in <i>Academic Profiling: Latinos, Asian Americans, and the Achievement Gap</i>.</p> <p>Film: "The Confucius School in Hacienda Heights"</p>
10	4/8	<p>Racialized Representations and Popular Media Myers, Walter Dean. 2014. "Where Are All the People of Color in Children's Books." http://www.nytimes.com/2014/03/16/opinion/sunday/where-are-thepeople-of-color-in-childrens-books.html Film: "Reel Injun"</p>

10	4/8	<p><i>Context for Native American Experiences:</i></p> <p>Film: “Reel Injun” (Continued) Film: In the white man’s image(time permitted)</p>
11	4/13	<p>Kong, Angela, 2017. “Voices of Asian American and Pacific Islander Students and the Politics of Diversity Policy. In <i>Focusing on the Underserved</i> edited by Museum Sam D, Amefil Agbayani, and Doris M. Ching.</p> <p>Film: “Slaying the Dragon: Reloaded. Asian Women in Hollywood and Beyond.”</p>
11	4/15	DRAFT PAPER
12	4/20	<p>Negotiating Identities Symbolic Ethnicity/Race; Multiracial and Immigrant Identities: Khanna, Nikki. 2011. “Ethnicity and Race as ‘Symbolic’: The Use of Ethnic and Racial Symbols in Asserting a Biracial Identity.” <i>Ethnic and Racial Studies</i> 34(6):1049-1067.</p> <p>JOURNAL #3 DUE ON CANVAS</p>

Week	Date	Topics, Readings, Assignments, Deadlines
12	4/22	<p>Roth, Wendy D. 2012. “Performing Race Strategically.” Pp. 151-175 in <i>Race Migrations: Latinos and the Cultural Transformation of Race</i>. Stanford: Stanford University Press.</p> <p>Film Clip: “Black and Latino”</p>
13	4/27	Film: “Reel Bad Arab”
13	4/29	Ocampo, Anthony Christian. 2013. “Am I Really Asian?”: Educational Experiences and Panethnic Identification Among Second Generation Filipino Americans.
14	5/4	GROUP WORK

14	5/6	<i>IN CLASS RESEARCH PRESENTATIONS</i> JOURNAL #4 DUE ON CANVAS
15	5/11	<i>-In-class Research Presentations</i>
Final Exam	TBA	<i>In-class Research Presentations/Peer Reviews Turn in Hard Copy of Presentations Final Discussion</i>