

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

**Course and Contact Information**

Instructor:	Dr. DuCros (pronouns: she/her/hers)
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Office Hours:	Tuesday/Thursday 2:00-4:00PM
Class Days/Time:	Tuesday/Thursday 10:30-11:45AM
Classroom:	DMH 226A
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 as a seminar-style class, where discussions will require your active participation as we closely examine the course readings, lecture material, and documentary films. To enhance participation, some in-class activities will require the use of free clicker technology. Quizzes will be administered online through Canvas.

**Faculty Web Page and MySJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, announcements, and quizzes, etc., can be found on the Canvas Learning Management System course website at <http://sjsu.instructure.com>. You are responsible for regularly checking the Canvas messaging system via MySJSU on [Spartan App Portal](#) at <http://one.sjsu.edu> and your email to learn of 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. For help with using Canvas see the Canvas Student Resources page ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)).

\*\*Please use only regular email to message me at [faustina.ducros@sjsu.edu](mailto:faustina.ducros@sjsu.edu). Include a subject line that has the course name (SOCI 162) and the topic of your email.

**Course Description**

**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.  
Comparison of global race and ethnic relations.

**Course 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, the justice system, educational institutions, immigration status, 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, ethnicity, and various forms of policing communities of color 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 GE course, students will be able to:

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, satisfied by course readings (e.g., McIntosh, Khanna, Marvasti and McKinney, Orange, Van Dijk), documentary film analysis (e.g., “Cracking the Codes,” “White Like Me,” “Reel Injun”), active class discussion participation, discussion leadership, clicker reading questions, content analysis paper and presentation, and quizzes.

GELO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S., satisfied by course readings (e.g., Van Dijk, Shapiro, Alexander), documentary film analysis (“e.g., Race the Power of an Illusion,” “Cracking the Codes,” “Bryan Stevenson TED Talk,” “Reel Injun”), active class discussion participation, discussion leadership, clicker reading questions, content analysis paper and presentation, and quizzes.

GELO 3: Describe social actions which have led to greater equality and social justice in the U.S., satisfied by course readings (e.g., Jenkins and Padgett, Van Dijk, Bullard, Yuen, McIntosh), documentary film analysis (“Vincent Who?,” “Cracking the Codes,” “Unnatural Causes: Place Matters,” Bryan Stevenson TED Talk), active class discussion participation, discussion leadership, clicker reading questions, content analysis paper and presentation, and quizzes.

GELO 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S., satisfied by course readings (e.g., McIntosh, Yuen, Jenkins and Padgett, Van Dijk, Montenegro), documentary film analysis (e.g., “Cracking the Codes,” “White People,” “Unnatural Causes: Place Matters”), active class discussion participation, discussion leadership, clicker reading questions, content analysis paper and presentation, peer reviews, and quizzes.

### **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

We will accomplish the goals and learning outcomes through the following activities and assignments:

Course readings (peer-reviewed journal articles, book chapters), documentary film analysis, library workshop, writing lecturettes, media posting assignment, content analysis paper and presentation, peer reviews, active small group and whole class discussion participation, discussion leadership, clicker reading questions, and quizzes.

### **Required Texts/Readings/Materials**

#### **Readings**

A selection of journal articles, book chapters, and news articles available online through Canvas.

#### **Other equipment/material requirements**

Quizzes will be administered online through Canvas so you must have access to a computer and internet.

Clicker Technology:

In this course, we will be using **FREE** clicker technology to collect student responses to questions posted in class. Points will be awarded based on participation and performance.

There are two options available to participate in clicker sessions. Clicker technology is **FREE**. Please **DO NOT BUY** any clicker technologies.

1. iClicker REEF Polling App: Allows you to use your smart phone, tablet, or laptop as a clicker to participate in class activities.
2. Clicker Remote: You can request to borrow a Clicker remote from eCampus ([eCampus@sjsu.edu](mailto:eCampus@sjsu.edu)) for free. Remotes are to be returned to eCampus at the end of

the semester. You must let me know ahead of time if you are using a remote so I can have the appropriate equipment in class.

In order to participate in clicker activities and earn points you must set up the technology. Students are responsible for creating a free student account at [www.iClicker.com](http://www.iClicker.com), and adding this course to their account. Detailed instructions are available on the [SJSU eCampus website](http://www.sjsu.edu/ecampus/teaching-tools/iclicker/) at <http://www.sjsu.edu/ecampus/teaching-tools/iclicker/>.

Questions or issues about this technology should be sent to [eCampus@sjsu.edu](mailto:eCampus@sjsu.edu).

## **Library Liaison**

Jane Dodge, [jane.dodge@sjsu.edu](mailto:jane.dodge@sjsu.edu), 408-808-2321

## **Course Requirements and Assignments**

The class sessions will be a combination of discussion-oriented sessions, mini-lecture material, and documentary film analysis tied to the readings. There are a range of in-class activities and out-of-class assignments that will contribute to your successfully completing the course. 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. I reserve the right to adjust the syllabus as needed, but I will always give you advance notice via class announcements and/or Canvas.

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 3 hours per unit per week) for instruction, 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.

## **Final Examination or Evaluation**

The final is on Monday, 5/18/20 in DMH 226A at 9:45AM to 12:00PM. You will turn in hard copies of your final paper along with accompanying research materials that day.

## **Participation (15%)**

### **10% Class Participation**

Students are expected to be engaged learners during class. The quality of in-class discussions rests in large 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. Please see me if you are concerned about your ability to contribute to discussions and we can work on strategies to improve your participation.

Come to class prepared to dig in to the material. You are expected to do the following:

- Read and annotate texts before the class meeting for which they are assigned on the syllabus. Research shows that reading and annotating hard copy texts is the most effective method for increasing learning. All of the readings on the syllabus are required.
- Bring the assigned readings to class each day because we will refer to them often.
- Ask and answer questions in class discussions.
- Actively take notes. Research also shows that handwritten note taking in class is the most effective method (vs. typing and reviewing posted notes). The instructor will not post lecture notes or PowerPoint slides. Please do NOT record or take pictures of PowerPoint slides during lecture. I encourage you to exchange notes and study with classmates to increase your coverage if need be. If you need assistance taking notes please see me and/or contact the Accessible Education Center (<http://www.sjsu.edu/aec/>).

Breakdown of participation grade:

Participation points are earned for contributing to small group work; completing in-class, take-home, or discussion board writing assignments; and peer-reviewing student presentations during the last four class sessions.

We will also use clicker polling as a student response system in class. Clicker polling helps me to understand what you know and gives everyone a chance to participate in class. Your clicker participation will include in-class polling and reading questions that will require a clicker remote, smart phone, tablet, or computer equipped with clicker software. Clicker points will be awarded based on general participation on randomly assigned “pop” questions about the readings.

You are responsible for bringing a functioning clicker device to every class meeting. You should arrange to make sure your device is charged, registered properly, and/or have a backup method of participating with clicker technology (e.g., charger/batteries, laptop, tablet) so that you can earn applicable points for that day. If you have technical difficulties during a clicker activity, you must let me know immediately (same day) so we can assess the problem and you have a chance to earn points.

NOTE: In-class participation credit cannot be made up. If you miss many classes (including extreme tardiness or leaving early) or don't have a functioning clicker, you will have fewer opportunities to participate, you will miss important material, and your grade may reflect the missed opportunities. However, I will drop at least 2 days of participation scores to account for times you do not participate.

**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 two-page (double-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.). Vacations, weddings, or other non-emergencies are not grounds for exception.

**Research Project (65%)**

**20% Data Analysis**

**5% In-Class Peer Review**

**10% Research Presentation**

**30% Completion of 6 to 7-page report of findings (Final Paper)**

This semester you will complete a newspaper media content analysis research project on an issue related to race and ethnicity and policing communities of color. You will turn in data analysis of your newspaper sources, a peer review draft of the research report based on that analysis along with review of your classmates' work (you must be present to earn credit), and a completed research report. (More detailed instructions for the project will be provided.)

You will also 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 because we will not have additional time allotted.

**Quizzes (20%)**

20% 3 Multiple choice/fill in blank/short answer quizzes

Timed quizzes will be administered through Canvas throughout the semester. Quizzes are worth 10 percent each. One quiz with the lowest score will be dropped.

**Grading Information**  
**Determination of Grades**

Grading Scale	
A grades	A = 93 to 100%, A-minus = 90 to 92.99%
B grades	B-plus = 88 to 89.99 %, B = 83 to 87.99%, B-minus = 80 to 82.99%
C grades	C-plus = 78 to 79.99%, C = 73 to 77.99%, C-minus = 70 to 72.99%
D grades	D-plus = 68 to 69.99%, D = 63 to 67.99%, D-minus = 60 to 62.99%
F grade	F = 0 to 59.99%

- The weights of individual assignments are provided above in the Course Requirements section. Grades are not rounded up.
- Please keep all graded work until final grades have been issued. Any appeals of the grade of any assignment must be submitted to me in writing within 3 days 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; your grade may be increased or lowered as a result.
- Please make an appointment to discuss grades in office hours—I cannot discuss grades over email.
- If you need a grade verification filled out, please contact me via email prior to class to arrange a time to complete it and provide the paperwork ahead of time—I will not be able to sign it on the spot during class meetings.

**Late Work**

It is your responsibility to ensure that the correct assignment file is uploaded to Canvas and is turned in on time. Assignments are due on the dates noted below and on Canvas. You may turn in selected written assignments up to 1 week late (by the designated class period on that date) without penalty during the semester. This does not apply to time-sensitive assignments including quizzes, participation, in-class work/assignments that culminate in an in-class activity (such as Discussion Leadership or Peer Review), or final assignments. You must obtain approval from me first if you are turning in late work. Once the late-turn in period elapses, late work will have an impact on your grade and the amount of feedback you receive. Each day the assignment is late will result in a 5% grade reduction (e.g. 85% reduced to 80% for one day late). The grade deduction applies to late assignments up to 10 calendar days (including weekends) past the due date. After this time, the highest grade you can receive for submitted late work is 50% and no comments. If you will turn in a late assignment, you must contact me before the due date AND you must have a legitimate reason for being absent and turning assignment in late (e.g., documented illness, family emergency, etc.) to avoid a late penalty. Vacations, weddings, other class work, extracurricular activities, or other non-emergencies are not grounds for exception. Points for in-class participation, assignments, and exercises cannot be made up.

Online Canvas quizzes must be taken by the due date and cannot be made up unless there is a documented emergency, as noted above. Please plan your internet access accordingly.

### **Extra Credit**

There will be at least one opportunity for extra credit this semester worth one point added to the participation grade. Extra credit assignments involve attending an event on campus and writing a 2-page (double-spaced) reflection within 1 week of the event. Extra credit opportunities will be posted on Canvas. Completing an assignment may help if you have a borderline grade.

### **Grading Information for 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**

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
- Being *attentive* to everyone in the class when they are speaking, including fellow students, the professor, and guest speakers
- Staying awake
- Only using computers, phones, and other devices to take notes, participate with the clicker, or display course readings. Using these items for other purposes is disruptive.
- 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 always have to agree with one another. But you must be thoughtful and respectful about the way you challenge someone's *argument* by grounding the discussion in readings and without attempting to invalidate the individual's experiences, statuses, or memberships.

If you are sleeping, talking to classmates, texting, web browsing, using social media, etc. during class, I reserve the right to ask you to stop, and this activity may negatively affect your participation grade.

Recordings of lectures or taking pictures of PowerPoint slides are NOT allowed, per University Policy S12-7 at <http://www.sjsu.edu/senate/docs/S12-7.pdf>.



## **University Policies**

Per University Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>, university-wide policy information relevant to all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc., and available student services (e.g., learning assistance, counseling, and other resources) are listed on the [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>, which is hosted by the Office of Graduate and Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

## **Academic Integrity**

In addition to University Policies, please remember that academic integrity includes not using other people's work as your own, properly citing other people's work (including professor's notes and 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.

## **Writing Assistance and Tutoring**

Since you will have writing assignments that make up a significant portion of your grade, it is advisable to take advantage of the various sources of writing assistance on campus, including the SJSU Writing Center in Clark Hall, Suite 126 (<http://www.sjsu.edu/writingcenter>), the ACCESS Success Center for College of Social Science students in Clark Hall, Room 240 ([socsci.access@sjsu.edu](mailto:socsci.access@sjsu.edu)), and Peer Connections (<http://peerconnections.sjsu.edu>).

## **Health and Wellness**

Supporting student health and wellness is an important factor in academic success. SJSU has resources on campus for various aspects of wellness at the Health and Wellness page at <http://www.sjsu.edu/campus-life/health-and-wellness>. Resources for general health can be found at the Student Health Center page at <http://www.sjsu.edu/studenthealth/>. Resources for mental health can be found at the Counseling and Psychological Services page at <http://www.sjsu.edu/counseling/>. Resources for accessible education can be found at the Accessible Education Center page at <http://www.sjsu.edu/aec/>.

## **Letters of Recommendation**

If you anticipate needing faculty letters of recommendation, please see the information posted on my website at <https://www.sjsu.edu/people/faustina.ducros/> for advice on how to go about this process.

**SOCI 162 RACE AND ETHNIC RELATIONS, SPRING 2020, COURSE SCHEDULE**  
**(Subject to change with fair notice via Canvas/Email)**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	1/23	Introductions and Syllabus Overview
2	1/28	<b>The Sociological Significance of Race</b> Read American Sociological Association Statement on Race  Film: "Race: The Power of an Illusion. The Story We Tell and The House We Live In."
2	1/30	<b>Definitions of Race and Ethnicity</b> Cornell, Stephen E. and Douglas Hartmann. 2007. "Mapping the Terrain: Definitions." Pp. 15-39 in <i>Ethnicity and Race: Making Identities in a Changing World</i> . Thousand Oaks, CA: Pine Forge Press.
3	2/4	<b>Race and News: Framework and Research Skills for Critically Examining News Media</b> Jenkins, Cheryl D. and Donyale R. Griffin Padgett. 2013. "Race and Objectivity: Toward a Critical Approach to News Consumption." Pp. 232-248 in <i>Race and News: Critical Perspectives</i> , edited by Campbell, LeDuff, Jenkins and Brown. New York and London: Routledge.
3	2/6	Content Analysis Project Lecture  Neely, Cheryl L. 2015. "Looking at Media Bias in Three Major City Newspapers: Results of Author's Research." Pp. 57-69 in <i>You're Dead So What? Media, Police, and the Invisibility of Black Women as Victims of Homicide</i> . East Lansing, MI: Michigan State University Press.
4	2/11	Van Dijk, Teun A. 1993. "Media Discourse." Pp. 241-266 in <i>Elite Discourse and Racism</i> . Newbury Park, CA and London: Sage Publications.  <b>-Participation Homework Due:</b> Complete search for project news articles, bring Data and Lit Sources sheet filled in along with article files (printed or electronic)
4	2/13	Van Dijk (Continued)  <b>-Participation Homework Due:</b> Bring coding sample, in-class discussion of data exercise

Week	Date	Topics, Readings, Assignments, Deadlines
5	2/18	<p><b>White Privilege, Color Blindness, Gender Intersectionality</b>  McIntosh, Peggy. 2004. "White Privilege: Unpacking the Invisible Knapsack." Pp. 175-179 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>"Race and Fashion," by Janis Prince Innis.  <a href="http://www.everydaysociologyblog.com/2012/06/fashion-and-race.html">http://www.everydaysociologyblog.com/2012/06/fashion-and-race.html</a></p> <p>Revisiting the Neely article, "Looking at Media Bias in Three Major City Newspapers: Results of Author's Research."</p> <p>O' Connor, Anne-Marie. 2005. "Not Only Natalee is Missing." <i>Los Angeles Times</i>, August 5.</p> <p>Homework Film: "White Like Me"</p>
5	2/20	<p>Gallagher, Charles A. 2006. "Color Blindness: An Obstacle to Racial Justice?" Pp. 103-116 in <i>Mixed Messages: Multiracial Identities in the "Color-Blind" Era</i>, edited by David L. Brunson. Boulder, CO: Lynne Rienner.</p>
		<b>QUIZ # 1 ASSIGNED 2/20/20 AND DUE ON CANVAS BY 2/24/20</b>
6	2/25	<p style="text-align: center;"><b>Sites of Inequality</b></p> <p><b>Race and Economic Inequality</b>  Shapiro, Thomas. 2004. "The Cost of Being Black and the Advantage of Being White." Pp. 42-59 in <i>The Hidden Cost of Being African American: How Wealth Perpetuates Inequality</i>. New York: Oxford University Press.</p> <p>Interview with Melvin Oliver (<a href="http://www.pbs.org/race/000_About/002_04-background-03-05.htm">http://www.pbs.org/race/000_About/002_04-background-03-05.htm</a>)</p> <p>Film: "Race: The Power of an Illusion. The House We Live In"</p>
6	2/27	<p><b>Environmental Inequality</b>  Bullard, Robert D. 2000. "Race, Class, and the Politics of Place." Pp. 21-36 in <i>Dumping in Dixie: Race, Class, and Environmental Quality</i>. Boulder: Westview Press.</p> <p>Film: "Unnatural Causes: Place Matters"</p>
7	3/3	<p><b>Stereotypes, Prejudice, Discrimination, Profiling, and Criminalization in Various Everyday Contexts: Workplace, Education, the Justice System, and Media</b>  Montenegro, Roberto E. 2016. "My Name Is Not 'Interpreter.'" <i>Journal of American Medical Association</i> 315(19):2071-72.</p> <p>Frank Wu, "Yellow" excerpt, pp. 415-418</p> <p>Film: "Cracking the Codes"</p>
7	3/5	<b>IN-CLASS WRITING DAY AND ASSIGNMENT QUESTIONS</b>

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/10	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.
8	3/12	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.  Film: "Vincent Who?"
		<b>DATA ANALYSIS DUE 3/12/20</b>
9	3/17	Alexander, Michelle. 2010. "The Color of Justice." Pp. 95-136 in <i>The New Jim Crow. Mass Incarceration in the Age of Colorblindness</i> . New York. The New Press.  Film: "We Need to Talk about an Injustice," TED Talk by Bryan Stevenson
9	3/19	Film: TBD
		<b>QUIZ # 2 ASSIGNED ON 3/19/20 AND DUE ON CANVAS 3/23/20</b>
10	3/24	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> .  Film Clip: "The Confucius School in Hacienda Heights"
10	3/26	Marvasti, Amir and Karyn D. McKinney. 2013. "The Stigma of Brown Skin and 'Foreign' Names." Pp. 333-341 in <i>Race, Gender, Sexuality, and Social Class: Dimensions of Inequality</i> , edited by Susan J. Ferguson.
11	3/31	<b>SPRING BREAK</b>
11	4/2	<b>SPRING BREAK</b>
12	4/7	<b>Racialized Representations and Popular Media</b> Yuen, Nancy Wang. 2004. "Performing Race, Negotiating Identity: Asian American Professional Actors in Hollywood." Pp. 251-267 in <i>Asian American Youth Culture, Identity, and Ethnicity</i> , edited by Jennifer Lee and Min Zhou. New York: Routledge.
12	4/9	Myers, Walter Dean. 2014. "Where Are All the People of Color in Children's Books." <i>New York Times</i> , March 15.  <b>-Participation Homework Due: Bring Children's Picture Book to Class</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
13	4/14	<p><i>Context for Native American Experiences:</i> Cornell and Hartmann. 2007. "Case Studies in Identity Construction—Case 1," Pp. 114-119 in <i>Ethnicity and Race: Making Identities in a Changing World</i>. Thousand Oaks, CA: Pine Forge Press.</p> <p>Orange, Tommy. 2018. "Prologue." Pp. 3-11 in <i>There There: A Novel</i>. New York: Knopf.</p> <p>Homework Film: "Reel Injun"</p>
13	4/16	<b>WRITING DAY FOR PAPERS, PRESENTATIONS, AND EXTRA OFFICE HOURS</b>
14	4/21	<b><i>IN-CLASS PEER REVIEW SESSION: DRAFT PAPER DUE 4/21/20 PEER REVIEW REFLECTION DUE ON CANVAS 4/24/20</i></b>
14	4/23	<i>-In-class Research Presentations</i>
15	4/28	<i>-In-class Research Presentations</i>
15	4/30	<i>-In-class Research Presentations</i>
		<b><i>QUIZ # 3 ASSIGNED 4/30/20 DUE ON CANVAS BY 5/4/20</i></b>
16	5/5	<i>-In-class Research Presentations</i>
16	5/7	<b><i>-Final Discussion</i></b>
Final Exam		<p>Monday, 5/18/20 from 9:45 to 12:00PM DMH 226A <b><i>-FINAL PAPERS DUE ALONG WITH ACCOMPANYING MATERIALS</i></b></p>