

San José State University

College of Social Sciences / Sociology and Interdisciplinary Social Sciences

SOCI 162, Race & Ethnic Relations, Section 80, Spring 2020

COURSE AND CONTACT INFORMATION

Instructor:	Rachel Bryant-Anderson, PhD
Email:	rachel.bryantanderson@sjsu.edu
Office Hours:	By appointment, online through Canvas Conferences
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 class will only meet online and will be facilitated through the Canvas Learning Management System. You will need access to a reliable Internet connection and computer in order to access Canvas several times a week.

You will not be required to attend class at specific times, as you would in a traditional face-to-face class. Instead of an in-person lecture, you will access course materials in the “Modules” section of Canvas. Instead of in-person class discussions, you will participate in online discussion boards and complete online activities. Because nearly all of our communication will be written, you will spend a great deal more time reading and writing in this online class than you would in a traditional class.

CATALOG DESCRIPTION

Analysis of racial and ethnic groups in American society; contacts and conflicts; prejudice and discrimination; dominant and subordinate group status; social structure of racial and ethnic inequality within society. Comparison of global race and ethnic relations.

COURSE DESCRIPTION

This course will examine contemporary race and ethnic relations in the U.S. We'll analyze how racial/ethnic relations in the contemporary U.S. relate and compare to those in other time periods and cultures. We'll establish race as a social construction and examine the effects of racial constructs, particularly in maintaining a system of racial/ethnic dominance and subordination. We'll explore major patterns of racial/ethnic inequality, including specific social institutions as important sites of this inequality. We'll also explore how race and ethnicity function to shape individual identity. All of our examinations will be intersectional; we'll approach race/ethnicity as a system that interacts with other systems of identity and inequality.

GE COURSE GOALS AND STUDENT LEARNING OBJECTIVES

SOCI 162 Learning Objectives

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

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

How We'll Address These Objectives

Main course activities and assignments that will address these goals:

- Readings, assignments, and module content for Module Five
- Readings, assignments, and module content for Modules Two, Three, Four, and Five
- Readings, assignments, and module content for Module Six
- Readings and discussions for Modules Two, Three, Four, Five, Six, and Seven

REQUIRED TEXTS/MATERIALS

Textbook

Race in America, by Desmond & Emirbayer

- Available at the Spartan Bookstore

- ISBN-13: 978-0-393-28936-7

Other Readings

Other readings to be posted on Canvas

Other Technology Requirements/Equipment/Material

Very reliable computer/Internet access

InQuizitive account (see details under “Reading Quizzes & Responses” below)

Access to technology for video and audio recording

Access to your SJSU Canvas account

ASSIGNMENTS

Reading Quizzes & Responses

Each of the course modules will include multiple quizzes. These quizzes will be based on the module readings. The quizzes associated with your textbook will use an innovative format called InQuizitive.

InQuizitive sets the quizzes up as interactive evaluations, assesses how well students are performing in relation to each of the chapter learning objectives, and tailors the quiz to each student’s learning needs. If you wish to, you may continue answering questions in InQuizitive until you earn 100%.

You can access InQuizitive using the registration code included with your textbook. When you click on the link for the first quiz (in Module One), InQuizitive will walk you through the registration steps. You will learn more details about InQuizitive in Module One.

Module Discussions & Activities

This class will include regular online discussions via Canvas. You should be prepared to make posts on one or more discussion boards in each module and to provide responses to classmates’ posts. I will provide detailed instructions about the expectations for each discussion.

There will be additional activities to complete in each module as well. These activities will test your completion, comprehension, and engagement in relation to the course materials. Some of these will be shared with classmates; others will be submitted to me only.

Case Studies

Throughout the semester, there will be several “case study” options you may choose from. Case studies are examples—a piece of popular culture, a current event, etc.—that serve as sites of analysis in relation to course concepts. I will provide the particular examples. Your task will be to show how the case study relates to course materials, themes, and concepts from multiple modules.

There will be four opportunities to complete case studies: at the ends of modules 2, 3, 4, and 5. You should **complete two case studies**. In other words, you will complete case studies at the end of two of the modules, and you will skip the case studies at the ends of the other modules.

You may choose to complete extra case studies to raise your grade (extra case studies will not result in extra credit, but Canvas will automatically drop your two lowest case study scores). Detailed instructions for each case study will be posted on Canvas.

Final Project

Early in the semester, you will choose a research topic that interests you and relates to our course themes and objectives. This will be a primarily self-directed research process that will involve finding numerous relevant, credible sources on your topic. At the end of the semester, you will create a final project that teaches the class about your topic. You will have multiple options for the format of your final project (video presentation, podcast, etc.). Detailed instructions will be posted on Canvas.

Late Assignment and Make-up Work Policy

I will not accept late assignments except under extraordinary AND verifiable circumstances. In order to receive an extension on class assignments, you will need to contact me immediately (before the due date) and submit documentation of the emergency. Please note that due to the interactive nature of the discussion board, discussion posts and responses may not be made up.

You will receive one “free pass” (no points deducted) for a missed assignment in each of the “Reading Quizzes & Responses” and “Module Discussion & Activities” assignment categories, and I strongly suggest saving this for unforeseen circumstances that arise during the semester. I recognize there are legitimate reasons for missing assignments, and this is what the “free pass” is designed for. You don’t need to contact me in order to use your free pass; it will be automatically calculated into each grading category.

You may also skip two “Case Study” assignments with no grade penalty. In other words, Canvas will drop your two lowest Case Study scores. If you choose to complete more than two Case Studies, only your two highest scores will be calculated into your final grade.

Submitting Assignments: Guidelines & Policies

Unless otherwise noted, **assignments are due by 11:59pm** on the stated deadline. Assignments must be submitted on Canvas.

Please plan to complete all assignments well in advance of the deadline so that you have time to troubleshoot any technical difficulties that arise. E-mail me as soon as possible (before the deadline) if you are experiencing an issue with assignment submission. If you choose to wait until the last minute to submit an assignment, and you run in to difficulties that prevent the submission (loss of Internet access, etc.), you are still responsible for any grade penalties that result from the missed deadline. You should also **verify** that the file uploaded correctly (and that it’s the correct assignment, etc.).

Assignment Format

Please note that Canvas will not read .pages format. Please submit your work in **.doc or .pdf** format.

Final Exam or Evaluation

We will not have a final exam in this class. Your final project will be due during finals week, along with a few small assignments to wrap up the last module and the course.

When Life Events Affect Your Class Performance

If you have an ongoing issue that will compromise your ability to complete the coursework, it's important that you let me know as soon as possible and stay in touch with me.

GRADING

Your final course evaluation will be based on your performance on the above assignments. These assignments will be weighted as follows:

Reading Quizzes & Responses	25%
Module Discussions & Activities	25%
Case Studies (2 at 15% each)	30%
Final Project	20%

Final course grades will be assigned based on the following scale; grades below 60% will be considered failing ("F"):

A plus = 98 – 100%	B plus = 88 – 89.9%	C plus = 78 – 79.9%	D plus = 68 – 69.9%
A = 92 – 97.9%	B = 82 – 87.9%	C = 72 – 77.9%	D = 62 – 67.9%
A minus = 90 – 91.9%	B minus = 80 – 81.9%	C minus = 70 – 71.9%	D minus = 60 – 61.9%

A Grades

Grades in the A range will be granted only for exceptional work. Exceptional, or A, work refers to exemplary work that goes above and beyond basic requirements, demonstrating content mastery, critical thinking, clarity, and sophistication in form (e.g., writing skills, presentation skills) as well as substance (e.g., logically developed arguments, use of appropriate examples). This is work that could serve as a model for other students.

B Grades

Grades in the B range are earned with work submitted on time that is of good quality. B work meets all the requirements, demonstrates strong understanding of course content, and involves clear, coherent, carefully edited writing.

C Grades

Grades in the C range are earned with work submitted on time that fulfills basic requirements and is of satisfactory quality. This work is competent: the student establishes a basic understanding of course content. There may be some inconsistencies in this understanding, or the work may need improvement in the skills required (e.g., writing skills, presentation skills).

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

Workload and Time Requirements

You will spend a considerable amount of time writing and reading outside of class. You will have **one or more assignments due every Monday, Wednesday, and Friday.**

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.

This is a 3 unit course. Since our class is fully online, you should plan to spend **9 hours each week** working independently on this class. Many assignments require interaction with peers, and your classmates will need your regular input during the semester. In order for you to be successful in this course and for the course to run effectively, falling behind is not an option.

Guidelines for Conduct

I am committed to fostering a learning environment that is respectful, productive, and inclusive. This requires each person in the class to behave in a way that is professional, respectful, and collegial. In order to achieve this, please observe the following norms:

- Refer to others by the names and pronouns they identify.
- Pay close attention to what others have to say.
- Provide encouraging/kind but honest and critical feedback on your peers' work when asked to do so.
- Allow others to share their opinions and observations, even if you disagree with them. We can respectfully ask others to critically examine their assumptions and beliefs in the face of empirical evidence or faulty logic.
- Do not demean or diminish the experiences that other people are willing to share. We can ask individuals to contextualize their experience within a larger social pattern.
- Participate in discussion board conversations in a thoughtful, timely, and ongoing manner in order to engage in meaningful dialogue with your peers.
- Have a sense of humor about our social world. Be willing to accept other people's blunders without assuming they are trying to be offensive.
- Be committed to grow and learn about your own social self and world.

GETTING YOUR QUESTIONS ANSWERED

General Questions

Most of your course-related questions should be answered on this syllabus. If you have additional general questions about the course or particular assignments, please post them on

the discussion board thread “General Questions and Sharing.” This will allow your peers to quickly answer the question and for everyone to view the responses to questions that more than one student may be wondering about. If your question on the General Questions and Sharing board doesn’t receive a response within 24 hours, feel free to contact me through e-mail to let me know.

Technical Issues

For technical questions with Canvas, check the Canvas Student Resources or contact eCampus for help.

Library Liaison

You can reach our Library Liaison, Jane Dodge, at jane.dodge@sjsu.edu or 408-808-2321.

Office Hours

I strongly encourage you to check in with me. We’ll be using the “Conference” feature in Canvas for office hours, and one or more students can virtually meet with me at a time. In order to best meet the needs of students with varied schedules, I will be scheduling office hours as requested by students wishing to meet with me.

E-mail

You are welcome to e-mail me or message me through Canvas, but please note that I do not provide assignment/draft feedback over e-mail. Before you send your e-mail, please check to make sure that you have:

- Included the course (SOCL 162) in the subject line.
- Followed general correspondence guidelines, such as including a salutation.
- Proofread your message.
- Reviewed the course syllabus and any relevant assignment prompts to make sure your question hasn’t already been answered in one of those documents and, if you have a general course question, posted your question on the “General Questions and Sharing” discussion board.

I will respond to your e-mail within 24 hours on weekdays **IF** you follow the above guidelines. If you don’t, I may ask you to review these guidelines and send a revised version.

How NOT to Contact Me

Canvas gives you lots of options for leaving me messages; unfortunately, many of these methods never reach me. Using “Conversations” (your Canvas “Inbox”) will send me an e-mail, and I will regularly check the “General Questions and Sharing” discussion board. **These are the only effective methods for reaching me from within Canvas.**

If you leave a comment on an assignment that has already been graded, reply to an announcement that I post, or use a method other than those listed in the paragraph above, I will likely not receive your message.

When I'm Available

You can access Canvas to progress through the modules and submit assignments 24/7, and you are free to send me a message or post on the "General Questions and Sharing" discussion board any time. However, I will not be available to respond to messages and posts 24/7, so please do not expect an immediate reply. I will generally be responding to messages between 8am and 5pm on weekdays.

UNIVERSITY POLICIES

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning 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 [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

UNIVERSITY RESOURCES

The university offers many resources to aid your success. Please check out these resources (listed [here](#)), and use them as they apply to your specific needs and circumstances.

SOCI 162/RACE AND ETHNIC RELATIONS, WINTER 2020, COURSE SCHEDULE

This schedule is subject to change. Please note that this schedule only lists the major assignments associated with each module; there will be **additional smaller assignments due every Monday, Wednesday, and Friday** (the full list of assignments and due dates will be outlined at the beginning of each module). There will also be quite a bit of reading to complete within the module content. Since I will be communicating with you primarily through writing rather than oral lectures, your "lessons" within each module will involve lots of reading. You will also be regularly reading your peers' work.

Module	Dates	Readings (“RA” indicates <i>Race in America</i> ; all other readings will be posted on Canvas.)	Major Assignments Due (Quizzes, discussions, and other assignments will be listed within each module)
One: Introductions to the Course & Each other	Weeks 1-2: 1/24-1/29	Syllabus “10 Netiquette Tips for Online Discussions”	
Two: Foundational Concepts	Weeks 2-4: 1/31-2/14	RA Chapter 1: Race in the Twenty-First Century RA Chapter 2: The Invention of Race Morris, <i>The Scholar Denied</i> (excerpts) Crosley-Corcoran, “Explaining White Privilege to a Broke White Person”	Case Study 1
Three: Institutions & Culture	Weeks 5-8: 2/17-3/13	RA Chapter 3: Politics RA Chapter 4: Economics RA Chapter 5: Housing RA Chapter 6: Crime and Punishment RA Chapter 7: Education RA Chapter 8: Aesthetics Brooks-Immel & Murray, “‘I Know My Place’: How Whiteness, White Culture, and White Educators Permeate and Shape Universities” LeDuff, “At a Slaughterhouse, Some Things Never Die”	Case Study 2

Module	Dates	Readings (“RA” indicates <i>Race in America</i> ; all other readings will be posted on Canvas.)	Major Assignments Due (Quizzes, discussions, and other assignments will be listed within each module)
Four: Interpersonal Relationships	Weeks 9-10: 3/16-3/27	RA Chapter 9: Associations RA Chapter 10: Intimate Life (pp. 354-376 only) McDowell, “‘This is for the Brown Kids!’: Racialization and the Formation of ‘Muslim’ Punk Rock” Flower Kim, “Out of Sorts: Adoption and (Un)Desirable Children”	Case Study 3
Spring Break			
Five: Individuals & Identity	Weeks 11-12: 4/6-4/17	RA Chapter 10: Intimate Life (pp. 377-end only) Appiah, <i>Rethinking Identity</i> (excerpts) Van Ausdale & Feagin, “Young Children’s Racial and Ethnic Identifications of Self”	Case Study 4
Six: Social Change	Weeks 13-14: 4/20-4/30	RA Chapter 11: Toward Racial Democracy hooks, “Beloved Community” Additional readings TBD	
Seven: Student-Directed Learning	Weeks 15-16: 5/4-5/15		Final Project