San José State University
Sociology and Interdisciplinary Social Sciences Department
SOCI 162 Section 01: Race and Ethnic Relations, Fall 2021

Course and Contact Information
Instructor: Dr. DuCros (pronouns: she/her/hers)
Office Location: Zoom Meetings Only (Normally in DMH 212)
Telephone: (408) 924-5325
Email: faustina.ducros@sjsu.edu
Office Hours: Tuesday 10:00-11:00AM via Zoom
Class Days/Time: Asynchronous
Classroom: Fully Online via Canvas Learning Management System
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 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 Format
This course will be conducted entirely asynchronously and online. You will need a computer, internet connectivity, ability to submit Word files, PDF reading software, computer/phone video camera for recording videos, and ability to access the Canvas Learning Management System through one.sjsu.edu. Though online, we will engage in electronic discussions that require your active participation as we closely examine the course readings, lecture material, and documentary films, podcasts, and other content. All materials, assignments, and assessments 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 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 Help Center.
**Please use only regular email to message me at faustina.ducros@sjsu.edu.** All emails should have SOCI 162 and the topic of your email in the subject, for instance: “SOCI 162 Question about assignment” or “SOCI 162 Emergency.” You should write formally (i.e., an opening like, “Hello Dr. DuCros” and a closing line like, “Thank you, [your name].”

**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. 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, Marvasti and McKinney, Orange, Dow), documentary film analysis (e.g., “Cracking the Codes,” “White Like Me,” “More Than a Word”), virtual discussion participation, reading questions, papers, 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., Cornell and Hartmann, Omi and Winant, Shapiro, Alexander), documentary film analysis (“e.g., Race the Power of an Illusion,” “Cracking the Codes,” “13th,” “More Than a Word”), virtual discussion participation, reading questions, papers, 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., Bonilla-Silva, Bullard, Yuen, McIntosh), documentary film analysis (“Vincent Who?,” “Cracking the Codes,” “Unnatural Causes: Place Matters,” “13th”), virtual discussion participation, reading questions, papers, 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, Montenegro), documentary film analysis (e.g., “Cracking the Codes,” “White Like Me,” “Unnatural Causes: Place Matters, “Vincent Who?”), virtual discussion participation, reading questions, papers, 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 media
CLO 3: Think sociologically about and apply course concepts on 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, lecturettes, media posting assignment, reflection and analysis papers, virtual class discussion participation, 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
All course material and assignments will be administered online through Canvas so you must have access to a computer and internet.

Library Liaison
Michael Aguilar, michael.aguilar@sjsu.edu.

Course Requirements and Assignments
The course material will be a combination of mini-lectures, reading assignments, online discussion boards, documentary film analysis, and other content. There are a range of activities and assignments that will contribute to your successfully completing the course. If you choose not to turn in the assignments or if you miss several assignments, you run the risk of not being able to pass the course with your desired grade. I reserve the right to adjust the syllabus as needed, but I will always give you advance notice via class announcements and/or Canvas.
Your success in the class will be based on completing the following elements.

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 exam period is on Friday, 12/10/21 at 5:15PM to 7:30PM. There is no in-class final but you will turn in your final paper assignment by the end of that period.

**Participation (35%)**

5%  *Introduction Vlog*

30%  *Discussion Board Participation and Class Engagement*
Students are expected to be engaged learners. Points for this category are earned for weekly class engagement exercises embedded in the modules, including reading-related questions and online discussion activities. The quality of class online discussions rests in large part with your commitment to be prepared and to share your ideas with your classmates! If you don't read and participate actively, the discussion activities will not be engaging.

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

- **Read and annotate texts before the dates 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.

- **Actively take notes on your class materials.** Research also shows that handwritten note taking is the most effective method (vs. typing and reviewing posted notes). I encourage you to exchange notes and study with classmates for additional engagement. If you need assistance with note-taking strategies please see me and/or contact the Accessible Education Center (http://www.sjsu.edu/aec/).

Please read the *Do's and Don’ts of Online Posts* by the SJSU Writing Center for best practices in online discussion board participation at https://www.sjsu.edu/writingcenter/docs/handouts/Dos%20and%20Donts%20of%20Online%20Posts.pdf.

**NOTE:** I will automatically drop at least 2 of the weekly online discussion participation assignments to account for times you cannot participate. However, keep in mind the more you miss, the less you'll learn.
Reflection and Analysis Assignments (45%)
5%  Media Blog Post
20%  Paper 1: Theories of Race and Ethnicity
20%  Paper 2: Examining Institutions
This semester you will complete one short written analysis assignment and two 4-page assignments on issues related to race and ethnicity. More detailed instructions for the assignments will be provided.

Quizzes (20%)
20%  3 Multiple choice/fill in blank/short answer quizzes
Quizzes on the readings 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

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<thead>
<tr>
<th>Grading Scale</th>
<th>Description</th>
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<tbody>
<tr>
<td>A-grades</td>
<td>A-grade = 93 to 100%, A-minus = 90 to 92.99%</td>
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<tr>
<td>B-grades</td>
<td>B-plus = 88 to 89.99 %, B = 83 to 87.99%, B-minus = 80 to 82.99%</td>
</tr>
<tr>
<td>C-grades</td>
<td>C-plus = 78 to 79.99%, C = 73 to 77.99%, C-minus = 70 to 72.99%</td>
</tr>
<tr>
<td>D-grades</td>
<td>D-plus = 68 to 69.99%, D = 63 to 67.99%, D-minus = 60 to 62.99%</td>
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<tr>
<td>F-grade</td>
<td>F = 0 to 59.99%</td>
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- The weights of individual assignments are provided above in the Course Requirements section.
- Grades are not rounded up or down.
- 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 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 office hours.

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 without penalty during the semester. I will let you know which are eligible as they become due. This does not apply to time-sensitive assignments including quizzes, class activity assignments that other students are relying on (such as certain discussion participation assignments), or final assignments. You must obtain approval from me first if you are turning in late work due to emergency/extraordinary circumstances. Once the late-turn in period elapses, unexcused 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 3% grade reduction (e.g. 83% 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 approved submitted late work is 50% and no comments. In sum, if you will turn in a late assignment, you must contact me before the due date AND you must have a legitimate reason for turning the assignment in late (e.g., illness, family emergency, etc.) to avoid a late penalty. Vacations, weddings, other classes’ deadlines, extracurricular activities, or other non-emergencies are not grounds for exception. Points for some time-sensitive 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.

Covid-19 and other personal impacts: With that said, we are in the midst of a global pandemic as well as social unrest that is affecting groups of color and other marginalized communities in our world. Many of us may be experiencing issues that impact your health, children, families, employment, access to technology, and overall well-being. If you are encountering challenges that are affecting your ability to complete your coursework, please contact me as soon as possible. I am happy to provide assistance so that you can work towards completing the course assignments.

Extra Credit
There are no planned extra credit assignments at this time. If opportunities arise, they would be worth one point added to the participation grade. Extra credit opportunities will be posted on Canvas if they become available. 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.

Area S courses require a minimum of 3,000 words to be written for course credit.
Class Protocol and Netiquette
Respectful and professional participation is expected of everyone. This includes

- Preparing the readings and actively participating
- Being respectful to everyone in the class when they are “speaking” virtually or in writing, including fellow students, the professor, and guest speakers
- 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. Racist, sexist, homophobic, victim-blaming, bullying/harassment, or similar types of comments will not be tolerated.
- Read “The Core Rules of Netiquette” at http://www.albion.com/netiquette/corerules.html to understand how to respectfully engage in the course online.

Sharing or posting of lecture videos, PowerPoint slides, or any other course material is NOT allowed, per University Policy S12-7 at http://www.sjsu.edu/senate/docs/S12-7.pdf. This also applies to materials posted by fellow classmates.

I really appreciate it when students read the syllabus. If you have read this far, congratulations! Once you’ve completely read the entire syllabus, please email me a picture of your favorite thing to eat, your favorite restaurant, or a recipe you would recommend by Monday, August 23, 2021 (11:59PM) to demonstrate your completion of the syllabus review. Again, read through the entire syllabus before sending your picture. Please do not tell any current classmates or possible future students about this, let them discover it on their own.

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 at https://www.sjsu.edu/curriculum/courses/syllabus-info.php, 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. Doing so will result in not receiving a passing grade for the assignment and you will be reported to the Student Conduct and Ethical Development office. If you’re uncertain about what constitutes plagiarism, please come see me and I can guide you and/or check out this online tutorial at https://libguides.sjsu.edu/plagiarism. 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), 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.
### Module 1

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<thead>
<tr>
<th>Week</th>
<th>Week Start Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/19/21 (First day of class)</td>
<td>Welcome to SOCI 162: Introductions and Course/Syllabus Overview</td>
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**Participation Homework Due on 8/23/21**

### Module 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Start Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</table>
| 2    | 8/22           | **The Sociological Significance of Race: History, Definitions, and Theories of Race and Ethnicity**  
American Sociological Association “Statement on Race”  
Film: “Race: The Power of an Illusion. The Story We Tell and The House We Live In.” |
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<th>Week Start Date</th>
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<tbody>
<tr>
<td>Module 3</td>
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| 4 | 9/5 | **Further Examining White Privilege, Color Blindness, Gender Intersectionality**  
Film: “White Like Me”  
<p>| 5 | 9/12 | <strong>QUIZ # 1 ASSIGNED 9/13/21. REVIEW MATERIALS AND COMPLETE ON CANVAS BY 9/20/21.</strong> |</p>
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<tr>
<th>Week</th>
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<td><strong>Module 4</strong></td>
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| 6    | 9/19            | **Sites of Inequality 1: Stereotypes, Prejudice, Discrimination, Profiling, and Criminalization at Work in Institutions and Everyday Contexts Economic and Housing Inequality**  
Interview with Melvin Oliver ([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))  
Film: “Race: The Power of an Illusion. The House We Live In”  
**Environmental and Health Inequalities**  
Film: “Unnatural Causes: Place Matters” |
| 7    | 9/26            | **Interpersonal Racism and Microaggressions**  
Film: “Vincent Who?” |
| 8    | 10/3            | **Workplace and the Justice System**  
Film: Ta-Nehisi Coates Clip on Words that Don’t Belong to Everyone |
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Film: “13th” by Ava DuVernay  
*Paper 1 DUE 10/11/21* |
| 10   | 10/17          | *QUIZ # 2 ASSIGNED ON 10/18/21. REVIEW MATERIALS AND COMPLETE ON CANVAS 10/25/21.* |
|      |                | **Module 5** |
| 11   | 10/24          | **Sites of Inequality 2: Stereotypes, Prejudice, Discrimination, Profiling, and Criminalization at Work in Institutions and Everyday Contexts Education**  
Film Clip: “TBD”  
**Stereotypes in Everyday Interactions**  
| 12   | 10/31          | **Racialized Representations and Popular Media**  
Film: “*East of Main Street*”  
Film: “*Drawn Together*” |
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<th>Week</th>
<th>Week Start Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>14</td>
<td>11/14</td>
<td><strong>QUIZ # 3 ASSIGNED 11/15/21. REVIEW MATERIALS AND COMPLETE ON CANVAS BY 11/29/21.</strong></td>
</tr>
<tr>
<td>15</td>
<td>11/21</td>
<td><strong>HOLIDAY BREAK</strong></td>
</tr>
<tr>
<td>16</td>
<td>11/28</td>
<td>Work on Papers</td>
</tr>
</tbody>
</table>
| Final Exam | 12/10     | **Friday, 12/10/21 from 5:15PM to 7:30PM**  
**-PAPER 2 DUE AT THE END OF PERIOD** |