



SOCI 162 - 80

Race and Ethnic Relations

SJSU | Spring 2023

Professor: [Maria Santos \(she/her\)](#)
Email: maria.santos@sjsu.edu
Class: Asynchronous | Canvas

Quarter: Jan 25th - May 23rd, 2023
Office Hours: Online via Zoom
Tues | Noon - 1:00 pm & by appointment.

Land Acknowledgment

While we gather at San José State University, we are gathered on the ethnohistoric tribal territory of the Thámien Ohlone, who were the direct ancestors of the lineages enrolled in the Muwekma Ohlone Tribe, and who were missionized into Missions Santa Clara, San José and Dolores. The lands on which San José State University is established was and continues to be of significance to the Muwekma Ohlone Tribe. We also recognize that the ancestors of the Muwekma Ohlone constructed and maintained the three Bay Area missions. Our campus extends to surrounding areas that held a tuppentak, a traditional roundhouse which were once located at the historic 'Lope Yñigo's Landgrant Rancho Posolmi y Pozitas de las Animas (Little Wells of Souls), and also Marcello, Pio and Cristobal's Land grant Rancho Ulistac, which were places of celebration and religious ceremonies, as well as nearby ancestral heritage "shellmounds," that served as the Tribe's traditional cemetery sites and territorial monuments. San José State University also desires to honor the military service of the Muwekma who have honorably served overseas during World War I, World War II, Korea, Vietnam, Desert Storm, Iraq and who are still serving in the United States Armed Forces today.

[Learn why this is here.](#)

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.

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)

GE Learning Outcome <i>Upon successful completion of this course, students will be able to:</i>	Activities & Assignments <i>We will accomplish the goals through the following:</i>
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 (e.g., Cracking the Codes; Race: the Power of an Illusion, etc.), active class discussion participation, term paper, and exams.
GELO 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.;	Course readings, documentary film analysis (e.g., Race: the Power of an Illusion; 13 th ; Harvest of Empire, etc.), active class discussion participation, class essays, term paper
GELO 3: Describe social actions which have led to greater equality and social justice in the U.S.;	Course readings, class essays, documentary film analysis (e.g., Brother Outsider, etc.), class group activities (media content analysis), etc.
GELO 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.	Course readings, active class discussion participation, class group activities (diversity policy analysis), etc.

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.

Course Expectations

Your success in this course depends entirely upon your effort. It is expected that for each 3-credit course you will spend approximately 9 hours per week engaged in class activities. This includes but is not limited to online classroom instruction, readings, and assignments. Each student is responsible for actively participating in the class. This includes but is not limited to engagement in on-line forums, completing readings and assignments by the deadline, and posting discussion comments and responses. You are expected to have read and be prepared to discuss all texts by the assigned date.

Our class will concentrate upon learning through discussions and other participatory activities as a means of understanding the texts. We will create our own understanding through analysis, interrogation, and debate in a productive, constructive manner. As we do this, it is critical that we respect the differences of experiences and opinions represented by our peers, and direct our comments at ideas and theories, not at individuals. This is not a forum for threatening or demeaning language. Racist, sexist, homophobic and transphobic language or behavior has no place in a supportive and productive learning community. There is a ZERO TOLERANCE to behavior listed above - enacting in any threatening or demeaning language or behavior will result in consequences on your grade and intervening of the deans office. By adding to this class you will be expected to adhere to this policy.

Email and Communication Protocol

When communicating with me, I ask for a 48 hour window to respond. An important skill I hope you practice in this class is how to effectively communicate via email with professors. Please do not treat emails as text. I ask for you to practice beginning emails with a greeting, being cordial and descriptive in emails and don't forget to sign with your name. If you are reading this - please add/mention an egg emoji to your introduction post next week - to show me you read the syllabus thoroughly and receive 2 points of extra credit. Emails received during the weekend (or after 5:00pm on Fridays) will not be responded to until Monday morning.

Late work

You will receive two late passes with no penalty during the semester. You will need to email me and notify me you will be using a late pass. This will give you a three day extension. Most of our work will be due on Sundays - if you use your late pass - your work will be due Wednesday.

Late assignments outside of the two late passes will not be accepted after one week of the due date. Late work will be taken at 10% off if received within one day of the posted deadline and an additional 10% off for each day. Work not received more than one week after its deadline will be considered missing and receive no credit.

Course Requirements and Assignments

Assignments	Grade %
Weekly Forum - Reading responses, quizzes, reflection write ups, class activities.	50%
Midterm Quiz	15%
Final Project	35%
Total	100%

Weekly Forum Response - Due every Sunday - 50% of course grade.

The discussion forums for an online course are analogous to the classroom in a face-to-face class. Thus, it is crucial that you participate on a consistent basis throughout the entire semester. The portion of your grade comprised of your forum participation reflects this importance. As in the classroom, I consider these conversations in the forums a way to practice articulating an analysis of the texts.

In general, your discussion forum score is an “all or nothing” proposition. Simply put, those who participate on a regular basis will pass this portion of the class, while those who do not participate will not pass. This is a crucial component of class. These posts will demonstrate an engagement with the course content, texts, and materials assigned and recommended. Please pay close attention to the forum discussions. I will not retroactively assign points for missing posts beyond the semester’s deadlines as indicated on the syllabus.

I have weighed the participation grade to reflect the importance of your online presence in the course. Your participation grade is based upon your contributions and involvement with the class. This includes but is not limited to the following: contributing to the class through written involvement with discussion forums (i.e. asking questions or answering

mine) as well as the preparation and submission of additional materials and/or assignments as requested (“question of the week,” pop quizzes, et al.).

Through your interaction with the class via the discussion forum I expect you to engage critically with the course, using the discussions and readings to inform your work. As the purpose of this is to get you thinking critically about course material as you develop your personal writing voice I encourage you to push your analysis and engage in in-depth interpretations. For accessibility you should post your comments directly in our discussion forum, or write in a word doc and paste in the discussion forum. You are also welcomed to include a pumpkin emoji for two extra credit points in your introduction post during the second week. Evidence of plagiarism or academic dishonesty will result in a loss of points for the forum; subsequent violations will result in the loss of points for all forum posts.

Reading Response Forum Instructions:

- Based on the weekly readings/media assigned on Canvas, write well-thought, analytical, and substantial (500 word) posts in discussion threads and prompts, along with questions, critiques, and compliments. (2 comments per week)
- Format for post need to be an analysis of readings vs. just summary. Please don't copy and paste from wikipedia or other online sources. I want to hear your voice. Here are some resources to help you write an analysis [Analysis vs. Summary Instructions](#). I will also discuss more tips and instructions on canvas.
- You will have from Monday to Sunday to submit your analysis.
- In addition - you will be asked to engage and comment with others' posts 2x per week. This might look like identifying similar arguments, expanding or adding to each other's comments, adding resources of new topics/information that might arise. **Please make sure we abide by classroom guidelines and community agreements* (Week 2)**

Midterm (15%) Due Week 9 - March 24th, 2023 @10:00pm

Short essay quiz

- Midterm prompts will be announced on Canvas.
- For each prompt you will be required to meet a 250 word count.
- I WILL NOT BE ACCEPTING ANY LATE MIDTERMS OR ANY EMAILED DOCUMENTS. PLEASE SUBMIT ONLY VIA CANVAS.

Final Project (35%) Due Finals Week - May 23th, 2023 @11:59pm

Project Description:

- 1,750 word paper due - prompts will be announced on Canvas
- Creative Collage (DUE Week 16)

Important Dates

Adds, Drops and Withdrawals

I will drop students that are not active during the first week of the semester. I will not be adding any students after the first day of class. If you need to drop (without a W record)

or withdraw (with a W), please keep note of the following deadlines. It is 100% your responsibility to drop within these timelines if needed.

Deadline to Drop without W	February 20, 2023
Deadline to Withdraw with W	April 21, 2023

Important Dates: Spring 2023 - 16 weeks Jan 25, to May 23, 2023

Date	Day	Description
January 25, 2023	Wednesday	First day of class
February 20, 2023	Monday	Last Day to Drop Classes without a "W" Grade and Last Day to Add Classes via MySJSU Last Day to submit Audit Credit/No-Credit Option Request (DocuSign)
March 27 - 31, 2023	Monday - Friday	Spring Recess - no classes
March 31, 2023	Friday	Cesar Chavez Day - Campus Closed
April 21, 2023	Friday	Last day to drop with a "W" Withdrawal Deadline (Find Withdrawal Request under Enrollment & Grades)
May 15, 2023	Monday	Last Day of Instruction
May 17-23, 2023	Wednesday - Tuesday	Final Exams
May 24-26, 2023	Wednesday - Friday	Commencement - Graduation
May 27, 2023	Saturday	Grades Available on MySJSU
May 29, 2023	Wednesday	Memorial Day - Campus Closed

Resources

Writing Support

The San José State University Writing Center offers a variety of resources to help students become better writers, and all of their services are free for SJSU students. They offer online one on one appointments as well!

Schedule a 45-minute online tutoring appointment conducted via Zoom through our [Online Reservation System](#) for extensive help with your paper. If you are having difficulty using the online reservation system, you can call them during our operating hours at (408) 924-2308 or email at writingcenter@sjsu.edu.

Care

As you all grow and navigate within your education and academic careers, it is important to pay attention and care for our mental health in order to be successful. In this course we will be reading a lot of heavy / explicit content that engages with power structures, racism, genocide and oppression. I invite you all to please check in with yourselves after reading hard content. In weeks where the content of the readings are intense - I will always offer a trigger warning as well as a mindful exercise to help us get through the readings.

In addition, we are still living through the remnants of the Covid-19 pandemic. The economic, health, and emotional strains and collective grief caused by the last couple of years is not something to take lightly. If you are experiencing any difficulties during this time - please inform me. Lastly, from time to time I will assign mindfulness activities to help us practice habits that disrupt grind culture and help us feel our best as students and overall people.

If you need any additional support outside of the virtual classroom, free counseling services are available for all SJSU students. Whether you are struggling with stress, depression, anxiety or relationship problems, Counseling and Psychological Services are available to provide the support you need to succeed at SJSU. In our current state of remote online instruction, CAPS is providing services through confidential telehealth with limited in-person services. CAPS hours of operation for Spring are Monday to Friday, 8:30 AM - 4:30 PM. For more information feel free to reach out to me or call CAPS directly at 408-924-6122 and are located at Student Wellness Center First Floor 101. If you are reading this - please add/mention a flower emoji to your introduction post next week - to show me you read the syllabus thoroughly and receive 2 points of extra credit.

Food Pantry :

The Spartan Food Pantry is a walk-in, full-service, staffed, food assistance program offering non-perishable goods, fresh produce, and refrigerated items to eligible students.

- Spring 2023 Hours: Monday - Friday: 10 AM - 5 PM Starting 01/23/2023
- Location: Diaz Compean Student Union (exterior entrance across from Engineering Rotunda).

Housing Assistance :

As a student, you may find yourself unexpectedly homeless if you lack stable, regular and adequate housing. You may be homeless if you are living in shelters, parks, motels or cars, or temporarily couch-surfing with other people because you have nowhere else to go.

If you are living in any of these situations because you are fleeing an abusive parent or guardian, you may be considered homeless even if they would provide support and a place to live. Or you may have an unexpected eviction, fire or other disaster where you are living.

Class Breakdown

This is a tentative schedule of all activities and assignments for the semester. It is subject to change with advance notice.

1 - 4 weeks - Community Building / What is Race?			
Objective: Build community and analyze race as a social construct and the changing definitions of race.			
Week	Date	Topic : Learning Objectives	Readings & Activity Due Date
Week 1	1/25	Getting to know the course.	Due: Pre Assessment Vocabulary Quiz Syllabus Quiz Class Survey <i>All posted on Canvas</i> Due 1/29 @ 10:00pm
Week 2	1/30	Community Building What is Race?	Due: Community Agreements Activity Canvas Introductions Read: <i>The Myth of Race: The Troubling Persistence of an Unscientific Idea (2014)</i> Robert Wald Sussman - Introduction Watch: Race - The Power of An Illusion Part 1 (Kanopy) <i>All posted on Canvas</i> Due 2/5 at 10:00pm
Week 3	2/6	Origins of Race?	Due: Reading Response on Canvas Read: <i>The Myth of Race: The Troubling Persistence of an Unscientific Idea (2014)</i> Robert Wald Sussman - Chapter 1

			<p>Watch: Race - The Power of An Illusion Part 2 (Kanopy)</p> <p><i>All posted on Canvas</i> Due 2/12 at 10:00pm</p>
Week 4	2/13	Understanding how Ethnicity/Race are perceived in society.	<p>Due: Reading Response Reflection Response</p> <p>Read: Powerpoint Slides</p> <p>Watch: Race - The Power of An Illusion Part 3 (Kanopy)</p> <p><i>All posted on Canvas</i> Due 2/19 at 10:00pm</p>
Goals	Community Agreements, Pre-assessment and goal setting, Vocabulary Activity, Syllabus Quiz, Class Survey.		

2nd - 4 weeks - Theories on Race and Ethnicity

Objective: Describe and evaluate major theories of race and ethnicity, and how the intersections of social class, gender, sexuality, and ability pervade racial and ethnic identity formations in the United States

Week	Date	Topic	Readings & Activity Due Date
Week 5	2/20	Racial Formation Theory	<p>Due: Reading Response Class Engagement</p> <p>Read: <i>Racial Formation in the United States (2014)</i>, By Michael Omi, Howard Winant Chapter 4</p> <p>Watch: Video on Canvas</p> <p><i>All posted on Canvas</i></p>

			Due 2/26 at 10:00pm
Week 6	2/27	<p>Foundational Theories on Race and Identity.</p> <p>What are Identity Politics? Understanding Critical Race Theory. Combahee River Collective</p>	<p>Due: Reading Response Class Engagement</p> <p>Read: Powerpoint slides and selected sections of readings on Canvas</p> <p>Watch: Videos posted on canvas.</p> <p><i>All posted on Canvas</i> Due 3/5 at 10:00pm</p>
Week 7	3/6	<p>Theories in Black Studies.</p> <p>The Veil + Double Consciousness Theories</p>	<p>Due: Reading Response Class Engagement</p> <p>Read: Selection readings from <i>The Souls of Black Folk</i>, WEB Du Bois (1903)</p> <p>“A Fanonian Perspective On Double Consciousness”, (2005) by T. Owens Moore</p> <p>Powerpoint slides.</p> <p>Watch: Videos posted on canvas.</p> <p><i>All posted on Canvas</i> Due 3/12 at 10:00pm</p>
Week 8	3/13	<p>Understanding Race in the Latine Community</p>	<p>Due: Reading Response Class Engagement</p> <p>Read: Selected chapters from book <i>Inventing Latinos: A New Story of American Racism</i> (2020) by Laura E. Gómez</p> <p>Watch: Videos posted on canvas.</p>

			<i>All posted on Canvas</i> Due 3/19 at 10:00pm
Goals	Learn about key phenomena crucial to understanding power and land - such as colonization, and imperialism.		

3rd - 4 weeks - Systemic Racism

Spring Break March 27th - March 31 2023 | No Class Meeting

Objective: Describe and evaluate how race and ethnicity and the intersections of social class, gender, sexuality, and ability permeate in different sectors of everyday life.

Week	Date	Topic	Readings & Activity Due Date
Week 9	3/20	Midterm	Instructions on Midterm posted on Canvas. Due: Friday - March 24th, 2023 @10:00pm
<i>March 27th - March 31, 2023 Spring Break No School</i>			
Week 11	4/3	Health Inequality and Race	Due: Reading Response Class Engagement Read: "Color-Blind Racism in Pandemic Times" (2022) by Eduardo Bonilla-Silva Selected readings by Author Dorothy Roberts. Selected articles on canvas. Watch: Video selection on Canvas <i>All posted on Canvas</i> Due 4/9 at 10:00pm
Week 12	4/10	Gender and Racial Inequality	Due: Reading Response Class Engagement Read:

			<p>Reading selections from <i>Brown and Gay in LA: The Lives of Immigrant Sons</i> by Anthony C. Ocampo (2022)</p> <p>Watch: Media selection on Canvas.</p> <p><i>All posted on Canvas</i> Due 4/16 at 10:00pm</p>
Week 13	4/17	Criminalization Theories	<p>Due: Reading Response Class Engagement</p> <p>Read: Selected readings and sections posted on canvas.</p> <p>Watch: "13th" Documentary</p> <p><i>All posted on Canvas</i> Due 4/23 at 10:00pm</p>
Goals	Prepare, complete and submit Midterm. Engagement, Reading Responses,		

4th - 4 weeks - Movements and Resistance

Objective: Analyze representations in the popular press and other media that influence race relations in ethnic and racial- groups in American society. Appraise artistic and cultural representations that speak to race and ethnicity in the United States
Influence of racial and ethnic groups in the arts, music, literature, and dance
Identify and evaluate social movements and/or policy debates for racial justice and equity

Week	Date	Topic	Readings & Activity Due Date
Week 14	4/24	<p>Will be determined based on class selection. Options will be posted on Canvas.</p>	<p>Due: Reading Response Class Engagement</p> <p><i>All posted on Canvas</i> Due 4/30 at 10:00pm</p>
Week 15	5/1		<p>Due: Reading Response Class Engagement</p>

			<i>All posted on Canvas</i> Due 5/7 at 10:00pm
Week 16	5/8	Class Review and Final Prep	Part 1 of Final Due: Creative Project Due May 14, 2023
Finals	5/15	No Class Meeting	Part 2 of Final Due: Final Paper Due May 23rd, 2023
Finals Week : May 17th - May 23rd, 2023 Final PAPER due May 23rd			
Goals	Identify social justice movements that fight against these structures till today. Final Projects Due		