

**San José State University**  
**Sociology and Interdisciplinary Social Sciences**  
**SOCI 162: Race and Ethnic Relations (Section 01) Fall 2024**

**Course and Contact Information**

<b>Instructor:</b>	Dr. William Armaline
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<b>Office Hours:</b>	Mondays and Wednesdays 3:00 – 4:00 p.m.
<b>Class Days/Time:</b>	Mondays and Wednesdays 12:00 – 1:15 p.m.
<b>Classroom:</b>	DMH 226A
<b>Prerequisites:</b>	WST test, 100W as a co-requisite strongly recommended
<b>GE/SJSU Studies Category:</b>	SJSU Studies Area (S)

**Catalog Course 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.” (SJSU course catalog).

*Instructor Course Description*

The spring 2019 offering of this course will have a specific focus on critical race theory, structural/systemic racism theory, their respective limitations, and their contemporary applications. Specifically, we will employ these theoretical traditions to analyze contemporary racial politics: anti-racism and anti-fascism, the alt-right and authoritarianism, racial violence, police violence and criminal justice, and so forth. Students should expect to explore the history of race as a concept, the history of race in the creation and construction of the U.S. as a superpower, critical race theory and “color blind ideology,” the eras and components of systemic racism, the construction of “whiteness” and “white supremacy,” the intersection of systemic racism and other systems (such as capitalism), a critical analysis of current anti-racist movements.

**GE Learning Outcomes (GELO)**

Area S courses demand that:

“Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures.”

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

- (GELO1) 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.

- (GELO2) Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.
- (GELO3) Describe social actions that 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).
- (GELO4) Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

### Course Learning Outcomes (CLO)

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

- (CLO1) Differentiate the various eras and components of systemic racism in the U.S.
- (CLO2) Demonstrate an understanding of the history of race as a concept and the role of systemic racism in the construction of the U.S. as a global superpower.
- (CLO3) Apply the key concepts of critical race theory and systemic racism theories to an analysis of contemporary systemic racism and its implications/effects in the U.S.
- (CLO4) Apply the key concepts of critical race theory and systemic racism theories to an analysis of contemporary anti-racist movements.

### Required Texts/Readings

#### Textbooks

Feagin, Joe and Kimberly Ducey. (2018). *Racist America: Roots, Current Realities, and Future Reparations* [4<sup>th</sup> Edition]. New York, NY: Routledge.  
ISBN: 978-1138096042

Taylor, Keeanga-Yamahtta. (2021). *From #Blacklivesmatter to Black Liberation* (expanded 2<sup>nd</sup> edition). Chicago, IL: Haymarket Books.  
ISBN: 978-1642594553

#### Other Readings

All assigned readings beyond the required texts above will be provided by the instructor via email (PDF files). Should you have any problems obtaining reading materials throughout the course, please email the instructor for assistance.

#### Library Liaison

For help with library resources and library research (including the use of databases and online research materials—such as journal search engines), students are strongly encouraged to contact the Sociology Subject Librarian:

Kathryn Blackmer Reyes, [Kathryn.BlackmerReyes@SJSU.edu](mailto:Kathryn.BlackmerReyes@SJSU.edu).

### Course Requirements and Assignments

#### Readings

Students are expected to complete readings by the class session indicated on the course schedule. Students should come to class prepared to *discuss* the assigned readings such that class time is not wasted, and we can engage the material together. Though readings are not a graded assignment, the final exam will certainly focus on students' ability to recall, understand, and integrate readings in their responses.

## Classroom Activities and Discussion

Though not graded, this course requires a great deal of classroom discussion and classroom activity. Discussions and classroom activities are designed to help students successfully achieve all learning objectives and to develop students' graded assignments (CLO 4).

## Reflection Papers

Description and Purpose: Twice in the semester, students will be given writing prompts to reflect on as they complete the assigned readings for that week. Students will respond to these prompts with a written response (typed, double spaced, 12-point font, APA or ASA format) that will assist them in preparing for exams and participating in classroom discussions (GELOs 1-4, CLOs 1-3).

These assignments will count for **60% of the course grade**.

## Final Examination

Description and Purpose: There is no mid-term exam for this course, where In-Class Essays and classroom activity will serve as evaluative substitutes. The final will be a *take home exam*. We will discuss the expectations and parameters for the final exam in class. Students are encouraged to complete and take notes on class readings and classroom activities for use on the final. In general, the final exam will require students to recall and apply critical race theory and systemic racism theory to analyze contemporary systemic racism and anti-racist movements. Students should expect the final to cover all significant class readings and activities, including films, lectures, class activities and so forth.

The final exam will count for **40%** of the final course grade.

## University policy on workload in and out of the classroom:

“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.”

## Grading Information

### Determination of Grades

Final grades will be calculated as a percentage on a typical “100 point scale”:

98-100%	A+
94-97	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C

70-73	C-
68-69	D+
64-67	D
60-63	D-
<60	F

<u>Assignment</u>	<u>Percentage of Final Grade</u>
Writing Prompt #1	30%
Writing Prompt #2	30%
Final Exam	40%
TOTAL	100%

### **Extra Credit**

Students have the opportunity to complete unlimited extra credit for this course. Extra credit opportunities will be announced in class. Further, students can “pitch” their own extra credit assignments to the instructor at any time for approval. These assignments and opportunities will be discussed further throughout the course.

### **Classroom Protocol**

1. This course depends on participation and interaction. Students are expected to be on time to class out of respect for your colleagues and instructor.
2. All classroom participants are expected to foster an environment that encourages participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, and so forth).
3. Students are expected to complete all readings and assignments by the dates indicated on the syllabus.
4. Students are responsible for any and all notes and materials missed in their absence.
5. Cell phone, PDA, and Laptop/Internet use will not be tolerated during class time unless they are part of class activities or necessary to field an emergency.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

### **University Resources**

#### **Campus Policy in Compliance with the American Disabilities Act:**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Education Center) to establish a record of their disability.

#### **Student Technology Resources:**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center:**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at: http://www.sjsu.edu/larc/.](http://www.sjsu.edu/larc/)

**SJSU Writing Center:**

The SJSU Writing Center is located in Room 126 in Clark Hall. The Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at: http://www.sjsu.edu/writingcenter/about/staff/.](http://www.sjsu.edu/writingcenter/about/staff/)

**Peer Mentor Center:**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [The Peer Mentor Center website is located at: http://www.sjsu.edu/muse/peermentor/.](http://www.sjsu.edu/muse/peermentor/)

## SOC 162: Race and Ethnic Relations (Section 01) Spring 2024 Course Schedule

*This schedule is subject to change with fair notice from the course instructor via email.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Introduction to course, review course syllabus
1	8/26	History of Race—Audrey Smedley  Social construction of race—Omi and Winant’s “racial formation theory”
2	8/28	Critical Cultural Studies: Eduard Said and Stuart Hall  Race vs. Ethnicity  <b><i>Instructor will distribute Writing Prompt Assignment #1</i></b>
2	9/2	LABOR DAY HOLIDAY – NO CLASS
3	9/4	Early studies of Race and Racism in the U.S.: WEB DuBois  <i>Instructor will distribute WEB DuBois excerpt (PDF)</i>
3	9/9	WEB DuBois Continued  <i>Read WEB DuBois excerpt</i>
4	9/11	Institutional and Structural Racism Theories (Components and Eras)  History of racism and white supremacy in U.S. Empire Part 1: Feagin  Discuss Writing Prompt  <i>Read Feagin Chapters 1 and 2</i>
4	9/16	History of racism and white supremacy in U.S. Empire Part 2: Racism, settler colonialism, and capitalism as an institutionalized social order.
5	9/18	History of racism and white supremacy in the U.S. Empire Part 3: Dunbar Ortiz and Singh; Racism and internal/external wars in settler colonial states.
5	9/23	Ideological components of systemic racism: “color blind racism” and the “white racial frame”  <i>Read Feagin Chapters 3 and 4</i>
6	9/25	Ideological components of systemic racism continued...  <b><i>Writing Prompt #1 Due</i></b>
6	9/30	Racism at the Micro vs. Macro levels  <i>Read Feagin Chapters 5, 6 and 7</i>

Week	Date	Topics, Readings, Assignments, Deadlines
7	10/2	Cultural Studies and Post-Colonial Theory Eduard Said, Stuart Hall, and Franz Fannon
7	10/7	Race as a continuum: The white-black binary and other populations of color  <i>Instructor will distribute Writing Prompt Assignment #2</i>  <i>Read Feagin Chapter 8</i>
8	10/9	Racism and Citizenship/Immigration
8	10/14	Contemporary Systemic Racism and Anti-Racist Movements in the U.S.  <i>Read Taylor Chapters 1 and 2</i>
9	10/16	Revolutionary black women: Harriet Tubman, Ida B. Wells, and Angela Davis  (in class films, discussion)  <i>Instructor will distribute Combahee River Collective Manifesto (PDF)</i>
9	10/23	Intersectional approaches, Capitalism and Racism  <i>Read Taylor Chapter 3, Combahee River Collective Manifesto (PDF)</i>  <i>Instructor will email film link: Whose Streets?</i> <b>Writing Prompt #2 Due</b>
10	10/28	Racism and Criminal Justice Part 1  <i>Read Taylor Chapters 4 and 5</i>
10	10/30	Racism and Criminal Justice Part 2  Discuss <i>Whose Streets?</i>  Examine Amnesty International and DOJ reports on Ferguson, MO
11	11/4	Racism and Criminal Justice Part 3  Direct action, policy alternatives, and policing reform
11	11/6	TBA  <i>Instructor will distribute Take Home Final Exam</i>
12	11/11	VETERAN'S DAY HOLIDAY – NO CLASS
12	11/13	Examination of #BlackLivesMatter, the Movement for Black Lives, and associated anti-racist movements  Looking at our author's suggested solutions  <i>Read Taylor Chapters 6 and 7; Feagin Chapter 9</i>
13	11/18	Contemporary indigenous movements in the U.S./Americas
13	11/20	Contemporary indigenous movements in the U.S./Americas continued

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
14	11/25	LIBRARY DAY (FINAL PREP IN GROUPS) – NO CLASS
14	11/27	THANKSGIVING HOLIDAY – NO CLASS
15	12/2	Contemporary anti-racism (U.S. and International)
15	12/4	Contemporary anti-racism and other (labor, environmental, etc.) movements
16	12/9	Workshop session for take home final exams
Final Exam	12/16	<i>Take Home Final Exam Due by 11:59 p.m. via email.</i>