

San José State University

College of Social Sciences / Sociology and Interdisciplinary Social Sciences

SOCI 162, Race & Ethnic Relations, Sections 8, Fall 2025

COURSE AND CONTACT INFORMATION

Instructor:	Liz Roberts, MA, MA (she/Her)
Email:	Liz.roberts@sjsu.edu
Student Consultation Hours:	Zoom Wednesday, 3:00-4:00 pm (drop-in) and by appointment
Prerequisites:	Upper division standing; completion of A3, ENGL 1B, HUM 2B, or equivalent with a C- or better OR completion of WST or WST Self-Directed Placement. Or Graduate/PBAC standing.
GE/SJSU Studies Category:	Area S: Self, Society & Equality in the U.S.

SUMMARY: TOP FIVE THINGS YOU SHOULD KNOW ABOUT THIS CLASS

1. It's asynchronous: everything will be completed online, and we will not have required Zoom meetings.
2. Read every module page. These pages will provide you with everything you need to know and do in this class.
3. Check announcements daily. You can set these up to come to your email if that makes it easier to remember.
4. You'll have an assignment due each Monday, Wednesday, and Friday by 11:59pm.
5. I'm excited to work with you this semester; I'm looking forward to getting to know you and to observing your sociological learning and insights! I hope you'll reach out to me any time you have a question. I want you to succeed, and I'm confident you can – as long as you have the information and support you need. I respond to Canvas or email messages quickly on weekdays. I'm also available for Zoom meetings most weekdays.

Please read on for the details...

COURSE FORMAT

This class will only meet online and will be facilitated through the Canvas Learning Management System. This class is asynchronous, meaning 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 on 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.

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

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.
- 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, 3rd edition, by Desmond & Emirbayer

- ebook & Learning Tools
- Available from Norton Books
- ISBN-13: 9781324101765
- Other Readings

Other readings to be posted on Canvas

Other Technology Requirements/Equipment/Material

Very reliable computer/Internet access

InQuizitive account (included with your ebook; 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'll have the opportunity to post on one or more discussion boards in each module and to provide responses to classmates' posts. I will also offer optional live Zoom discussion alternatives if enough students are interested. 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 be a chance to showcase 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'll complete two case studies. In other words, you'll complete case studies at the end of two of the modules, and you'll 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 & Missed Assignments

There will be a one-day grace period for assignments. Please aim to submit your assignments early or on time; this will help you stay on track with your coursework, and it will help me with grading. In those cases where you need a little extra time, you may use the grace period (no need to contact me for permission). If your circumstances warrant further extensions, please get in touch with me as soon as you can to discuss your options.

You will receive two "free passes" (no points deducted) for missed assignments in the "Reading Quizzes & Responses" grading category, and two for missed assignments in the "Module Discussions & Activities" grading category. I strongly suggest saving these 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 passes; they 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 will 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 if you are experiencing an issue with assignment submission. Please also verify that any assignment you submit uploads correctly (and that it’s the correct assignment, etc.).

Assignment Format

Canvas will not read .pages or google doc formats. 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

Please let me know as soon as possible and stay in touch with me regarding issues that are affecting your course performance.

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”):

Grade	Percentage
A plus	98 to 100%
A	92 to 97.9%
A minus	90 to 91.9%
B plus	88 to 89.9 %
B	82 to 87.9%
B minus	80 to 81.9%
C plus	78 to 79.9%
C	72 to 77.9%
C minus	70 to 71.9%
D plus	68 to 69.9%

Grade	Percentage
D	62 to 67.9%
D minus	60 to 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 work.

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.

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.
- Do not make assumptions about others' identities, social statuses, or experiences.
- 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

If you have general questions about the course or specific assignments, please post them on the "General Questions and Sharing" discussion board. 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, please send me a message 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, Michael Aguilar, at michael.aguilar@sjsu.edu or 408-808-2083.

Contacting Dr. Bryant-Anderson

I hope to hear from you when you have questions or want to check in! The best ways to reach me are:

Drop by My Zoom Student Consultation Hours

Each week, I will reserve time for Student Consultation Hours, when we can meet through Zoom. This is a great way to check in with me, to let me know how the course is going for you, and/or to ask me questions. You can drop in to my regular Student Consultation Hour without an appointment (you can find the day, time, and Zoom link on page 1 of this syllabus). If you're not available or need to meet sooner, just send me a message with your availability, and we can set up an alternative time.

Send Me a Message

E-mail is another good way to get in touch with me, especially if you have a quick/simple question (but consider posting your question on the "General Questions and Sharing" discussion board if it's something other students may be wondering about as well). You can use my email address (rachel.bryantanderson@sjsu.edu) or send me a message through your Canvas Inbox. I will respond to your e-mail within 24 hours (but usually sooner) on weekdays.

My Schedule/Availability

One of the great things about online classes is that you can access Canvas to progress through the modules and submit assignments 24/7. You are free to send me a message or post on the "General Questions and Sharing" discussion board any time.

I am generally online between 8am and 5pm on weekdays, and I typically respond quickly during these hours. If you get in touch with me at other times, I'll reply as soon as I can on the next weekday.

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, COURSE SCHEDULE

This schedule is subject to change. Assignments are due every Monday, Wednesday, and Friday (the complete list of tasks 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 One: Introduction to the Course and Each Other

Module Two: Foundational Concepts

Module Three: Institutions and Culture

Module Four: Interpersonal Relationships

Module Five: Individuals and Identity

Module Six: Social Change

Module Seven: Student-Directed Learning