

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Letter Graded

* Classroom Protocols

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](http://one.sjsu.edu) 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 and assignment feedback at your current email immediately after they are posted. For help with using Canvas see the [Canvas Student Resources](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) page at <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>.

_____ Include a subject line that has the course name (SOC1 162) and the topic of your email. All emails should have SOC1 162 and the topic of your email in the subject, for instance: "SOC1 162 Question about assignment" or "SOC1 162 Emergency." You should write formally (i.e., an opening like, "Hello Dr. DuCros" and a closing line like, "Thank you, [your name].") You can expect a response in 24-48 hours, 9-5 Monday through Friday (except on holidays). Remember to give yourself enough time to ask questions about assignments that are due on Mondays to get an answer before the close of business on Friday so you're not waiting over the weekend. If you send a Canvas message, it may inadvertently be missed and not answered because Canvas doesn't allow threaded replies or the subjects to show in my email.

Course Format

This course will be conducted entirely asynchronously and online. Please consider whether this matches your best learning style as your success will rely heavily on your ability to be a self-directed learner, rely on reading as a core learning style, balance competing priorities, and manage your progress. You will need a computer, internet connectivity, access to Google Chrome browser, 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.

Establishing a Committed Presence in Class and Instructor Drops

This class is in high demand due to its online asynchronous format. Thus, it is imperative that you establish a presence in the course and demonstrate your intent to participate by logging into Canvas on the first scheduled day of instruction or informing me of your intent to continue the class within 48 hours after the first day of instruction. If student presence is not established via these steps, I may use the instructor drop policy (S20-9) to drop you from the course and give your spot to another student waiting to enroll. I will notify you if this is the case via email.

Participation and Netiquette

Respectful and professional participation is expected of everyone. This includes

- Preparing the readings and actively participating
 - Read and annotate texts and actively watch or listen to other multimedia materials 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 for most people. All of the readings on the syllabus are required unless otherwise noted. There may be suggested readings that are not required.
 - Actively take notes on your class materials. Research also shows that handwritten note-taking is the most effective method for most people (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 (

Academic Integrity

One of my tasks as a professor is to assess your learning and skills. In order to do my job, I need you to turn in authentic work of your own. It is not useful for me nor students' professional development to give grades on work that is generated by computer AI or people who are not the student. It amounts to a waste of time and resources that can be better spent honing your skills for long-term success. Thus, please exercise academic integrity in all work that you turn in. This includes not submitting other people's or AI/computer-generated work as your own (including Grammarly-generated work), properly citing other people's work (including professor's notes and the internet), not re-using your own papers or assignments from other courses (including excerpts from those assignments), not submitting the same work to more than one class simultaneously, cheating on exams, or other similar practices. Doing so will result in not receiving a passing grade for the assignment and a report will be made to the Student Conduct and Ethical Development office. If you're uncertain about what constitutes plagiarism or unauthorized AI use, 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. Some assignments in the course will be verified using Turnitin plagiarism and AI detection software embedded in Canvas. Please keep an editing history of all of your assignments in Google Docs to assist with authenticity verification and possible false positives. You may be asked to furnish a link to the document and editing history if needed.

Writing Assistance and Tutoring

Since writing skills are important in the workforce and 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>) 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/>. Resources for basic needs assistance, such as the [Spartan Food Pantry](#), can be found through SJSU Cares at <https://www.sjsu.edu/sjsucares/>.

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 strategically go about this process in a timely manner (e.g., 4-6 weeks advance notice). Check this out early and feel free to come to office hours to discuss this as well!

Program Information

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

To develop students' core competencies for academic, personal, creative, and professional pursuits.

To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

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.

Course Learning Outcomes (CLOs)

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. In Area S courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States.

Readings

A selection of journal articles, book chapters, websites, 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. You will need to use Microsoft Word, Google Suite, Adobe Creative Suite, and be able to read and annotate PDFs. You have free access to Microsoft Office, Adobe Creative Suite, Google Suite, and other software through SJSU. Click here at <https://www.sjsu.edu/it/services/applications/index.php> for more information on how to access the software.

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 discussions, 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 Canvas class announcements. Your success in the class will be based on completing the following elements to

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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Essay will be evaluated on its merits and not on its length. It is sensitive to

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 ten online discussion/engagement activities (using discussion boards, Hypothesis reading discussion app). These are assigned on a Monday when the module is released and usually due the following Monday, unless there's a holiday when they will be due the next business day. You will be placed in small discussion groups that change three times throughout the semester; 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. The discussion board posts are worth 3 points each and are assessed on originality and development of thought as well as engaging with classmates. Hypothesis reading discussions are assessed on completion. There are also 6 1-point class engagement exercises tied to the lecture videos that are graded based on completion. More details on instructions and the rubrics are found in Canvas.

Please read the [Do's and Don'ts of Online Posts](https://www.sjsu.edu/writingcenter/docs/handouts/Dos%20and%20Donts%20of%20Online%20Posts.pdf) 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 ON FREEBIES: I will automatically drop 3 of the 10 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. None of the introductory or video engagement exercises are dropped.



This semester you will complete two 5-page assignments on issues related to race and ethnicity. The papers will be assessed on completing all components of the assignment, kg 5-n

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| Week | Week Start Date | Topics, Readings, Assignments, Deadlines |
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| 4 | 2/10 | <p>Film: "White Like Me"</p> <p>McIntosh, Peggy. 2004. "White Privilege: Unpacking the Invisible Knapsack." Pp. 175-179 in <i>Race, Class, and</i></p> <p>Prince Innis, Janice. 2012. "Race and Fashion." <i>Everyday Sociology</i>. Retrieved August 18, 2021 (http://www</p> <p>Bonilla-Silva, Eduardo. 2020. "Color-Blind Racism in Pandemic Times." <i>Sociology of Race and Ethnicity</i> 0(0):</p> <p>Dow, Dawn Marie. 2019. "The Market Family Matrix: The Social Construction of Integrated and Conflicted F California Press.</p> <p>Blair, Imani. "Kimberlé Crenshaw." Pp. 22-23 in <i>Modern HERstory: Stories of Women and Nonbinary People</i></p> <p>Fortin, Jacey. 2021. "Critical Race Theory: A Brief History." <i>New York Times</i>, July 27. Retrieved August 18, 2021 (https://www.nytimes.com/2021/07/27/opinion/critical-race-theory.html).</p> |
| 5 | 2/17 | |
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| 6 | 2/24 | <p>Shapiro, Thomas. 2004. "The Cost of Being Black and the Advantage of Being White." Pp. 42-59 in <i>The Hidden</i></p> <p>Oliver, Melvin. 2019. "Interview with Melvin Oliver." <i>The Power of an Illusion</i>. Retrieved January 19, 2025 (https://www.youtube.com/watch?v=...)</p> <p>Film: "Race: The Power of an Illusion. The House We Live In"</p> <p>Bullard, Robert D. 2000. "Race, Class, and the Politics of Place." Pp. 21-36 in <i>Dumping in Dixie: Race, Class, and</i></p> <p>Film: "Unnatural Causes: Place Matters"</p> |

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| Week | Week Start Date | Topics, Readings, Assignments, Deadlines |
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| 12 | 4/7 | <p>Ochoa, Gilda. 2013. "They Just Judge Us by Our Cover": Students' Everyday Experiences with Race." Pp. 16</p> <p>Film Clip: "TBD"</p> <p>Marvasti, Amir and Karyn D. McKinney. 2013. "The Stigma of Brown Skin and 'Foreign' Names." Pp. 333-341</p> |
| 13 | 4/14 | <p>Yuen, Nancy Wang. 2004. "Performing Race, Negotiating Identity: Asian American Professional Actors in Hollywood."</p> <p>Film: "East of Main Street"</p> <p>Myers, Walter Dean. 2014. "Where Are All the People of Color in Children's Books." <i>New York Times</i>, March 16, 2014.</p> <p>Film: "Drawn Together"</p> |
| 14 | 4/21 | <p>Cornell, Stephen E. and Douglas Hartmann. 2007. "Case Studies in Identity Construction—Case 1," Pp. 114-115</p> <p>Orange, Tommy. 2018. "Prologue." Pp. 3-11 in <i>There There: A Novel</i>. New York: Knopf.</p> <p>Brayboy, Bryan McKinley Jones and Jeremiah Chin. 2020. "On the Development of Terrortory." <i>Contexts</i> 19(1)</p> <p>Film: "More Than a Word"</p> |
| 15 | 4/28 | |
| 16 | 5/5 | Work on Papers |

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