

# Race and Ethnic Relations Section 01

## SOCI 162

Summer 2025 In Person 3 Unit(s) 06/02/2025 to 07/03/2025 Modified 05/14/2025

### Contact Information

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**Office Hours:** Mondays and Wednesdays 12:00 - 1:00 p.m.

### Course Information

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This course is designed to explore sociological approaches to the concepts of race and ethnicity. The course will have a particular focus on structural/systemic theories of racism, 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 politics of immigration, emergent 21<sup>st</sup> century authoritarianism, racism 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.

#### Lecture

Monday, Wednesday, 1:00 PM to 5:15 PM, Clark 234

### Course Description and Requisites

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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.

GE Area: S

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

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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.

## Program Information

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Welcome to this General Education course.

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:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** 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.

**Goal 3:** 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 Learning Outcomes (CLOs)

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GE Area S: Self, Society, and Equality in the U.S.

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.

### GE Area S Learning Outcomes

Upon successful completion of an Area S course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

**Writing Practice:** Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

## Course Materials

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### 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.

## Course Requirements and Assignments

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# 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.

## Midterm Exam

### Description and Purpose:

Students will be given a take-home essay assignment that will focus on basic concepts and the U.S. history presented in the Feagin and Ducey text. Students will respond to prompts/questions with a written response (typed, double spaced, 12-point font, APA or ASA format) that will assist them in preparing for the final exam and participating in classroom discussions.

**The Midterm Exam should be submitted via email to the professor by 11:59 p.m. on Tuesday June 17th. It will count for 50% of the course grade.**

## Final Examination

### Description and Purpose:

The final will also be a take-home essay exam focused primarily on the Taylor text and broader theoretical framework for understanding racism presented in the course. 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 define and illustrate contemporary systemic racism in the U.S., discussing its three defining components in detail.

**The Final Exam should be submitted via email to the professor by 11:59 p.m. on Thursday July 3rd. It will count for 50% of the course grade.**

## Grading Information

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### Determination of Grades

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

- A+ 98-100%
- A 94-97
- A- 90-93

B+ 88-89  
B 84-87  
B- 80-83  
C+ 78-79  
C 74-77  
C- 70-73  
D+ 68-69  
D 64-67  
D- 60-63  
F <60%

Assignment	Percentage of Final Grade
Midterm.	50%
Final Exam	50%
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.

## University Policies

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Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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Note: The course schedule is subject to change. Please make sure to check your email inbox regularly for communications from the instructor.

When	Topic	Notes
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When	Topic	Notes
Week 1 - Monday 05/14/2025 1:00 PM - 5:15 PM	Course Introduction, Origin of Race, Basic Concepts	<ul style="list-style-type: none"> <li>- Introduction to course and review of syllabus.</li> <li>- Origin of Race (Audrey Smedley)</li> <li>- Racial Formation Process (Omi and Winant)</li> <li>- Basic concepts: Race, Ethnicity, Ethnocentrism/Xenophobia, Racial Discrimination, Institutional and Systemic Racism</li> </ul>
Week 1 - Wednesday 06/04/2025 1:00 PM - 5:15 PM	The work of WEB DuBois; Looking at the U.S. Constitution and the Nation's Founding	<ul style="list-style-type: none"> <li>- Review the work and central concepts of WEB DuBois.</li> <li>- Discuss how the U.S. and U.S. Constitution was founded in part to establish a particular racial order and capitalist class/material relations.</li> <li>- Discuss the Midterm Exam.</li> </ul> <p><i>Readings: Feagin and Ducey Chapters 1 and 2</i></p>
Week 2 - Monday 06/09/2025 1:00 PM - 5:15 PM	History of 2nd Amendment; Ideological Components of Racism, or the "white racial frame"	<ul style="list-style-type: none"> <li>- Review the work by Roxanne Dunbar Ortiz on the history of the 2nd Amendment in the U.S. as part of territorial expansion.</li> <li>- Discuss the ideological components or white racial frame of systemic racism in all eras.</li> </ul> <p><i>Readings: Feagin and Ducey Chapters 3 and 4.</i></p>
Week 2 - Wednesday 06/11/2025 1:00 PM - 5:15 PM	Everyday Racism and Institutional Racism; Unjust Enrichment/Impoverishment	<ul style="list-style-type: none"> <li>- Finish up previous material/discussions (catch up day).</li> <li>- Review the discussion and examples of "everyday" and "gendered" racism (Philomena Essed).</li> <li>- Cover Feagin and Ducey's notion of "unjust enrichment" and "impoverishment" and the intergenerational effects of institutional/systemic racism.</li> <li>- Discuss research on and examples of institutional racism in the U.S. from Feagin and Ducey Chapters 5, 6, and 7.</li> </ul> <p><i>Readings: Feagin and Ducey Chapters 5, 6, and 7.</i></p>

When	Topic	Notes
Week 3 - Monday 06/16/2025 1:00 PM - 5:15 PM	Cultural Studies and Post/Anti Colonial Theory (Stuart Hall, Eduard Said, and Frantz Fanon); Race as a Continuum and Citizenship/Immigration	<ul style="list-style-type: none"> <li>- Explore Critical Cultural Studies and Post-Colonial Theory through a discussion of the work of Stuart Hall, Eduard Said, and Frantz Fanon.</li> <li>- Discuss Feagin and Ducey's notion of a Black - White racial continuum in the U.S. and how it relates to the history of immigration policy/politics in the U.S.</li> </ul> <p><i>Readings: Feagin and Ducey Chapter 8</i></p>
Week 3 - Wednesday 06/18/2025 1:00 PM - 5:15 PM	Contemporary Systemic Racism and Anti-Racist Movements; Intersectional Analysis/Approaches	<ul style="list-style-type: none"> <li>- Review the overarching questions and thesis being put forward by Taylor.</li> <li>- Discuss the historical pattern of uplift and backlash in the history of racism in the U.S.</li> <li>- Discuss the concept of intersectionality in a conversation on the Combahee River Collective Manifesto.</li> <li>- Explore unit on revolutionary women of color in U.S. history (also origin of dedication to the Combahee River...)</li> </ul> <p><i>Readings: Taylor Introduction and Chapters 1-3.</i></p> <p><b>TAKE HOME MIDTERM ASSIGNMENT DUE VIA EMAIL TO PROFESSOR BY 11:59 P.M.</b></p>
Week 4 - Monday 06/23/2025 1:00 PM - 5:15 PM	Racism, Policing, and the Criminal Legal System	<ul style="list-style-type: none"> <li>- How to define the role of police?</li> <li>- Discuss BLM phases 1 and 2 (consistencies, similarities, differences)</li> <li>- Discuss relevant data on policing and incarceration in the U.S.</li> <li>- Review (executive summaries) findings of DOJ and AI reports on the Ferguson, MO Police Department (killing of Michael Brown and response to protests).</li> </ul> <p><i>Readings: Taylor Chapters 4 and 5; DOJ and Amnesty International Reports on Ferguson, MO Police Department and the Killing of Michael Brown.</i></p>

When	Topic	Notes
Week 4 - Wednesday 06/25/2025 1:00 PM - 5:15 PM	Connections between Racism and Capitalism	<ul style="list-style-type: none"> <li>- Discuss Armaline and Taylor's theoretical positions on the relationship between systemic racism and capitalism.</li> <li>- Address Taylor's research question on this topic.</li> <li>- Look at the history of movements that attempted to apply an analysis of both race and class simultaneously: Black Panther Party, the Communist Party in the Black American south, and so forth.</li> </ul> <p><i>Readings: Taylor Chapters 6 and 7</i></p>
Week 5 - Monday 06/30/2025 1:00 PM - 5:15 PM	Conclusions, Findings, and Solutions	<ul style="list-style-type: none"> <li>- Discuss the findings and suggested solutions of our authors, including that of racial reparations and other approaches (universal programs).</li> <li>- Begin discussing student visions or contemporary anti-racism.</li> </ul> <p><i>Readings: Feagin and Ducey Chapter 9 and Taylor Chapter 8</i></p>
Week 5 - Wednesday 07/02/2025 1:00 PM - 5:15 PM	Indigenous Resistance Movements and Final Exam Review	<ul style="list-style-type: none"> <li>- Discuss historical (AIM) and contemporary (e.g. water defenders) indigenous resistance movements in the U.S. and beyond.</li> <li>- Take some time to discuss and work on the take home final exam.</li> <li>- Cover any outstanding material (make up day).</li> </ul> <p><b>NOTE: THE FINAL EXAM IS DUE VIA EMAIL BY 11:59 P.M. ON THURSDAY JULY 3RD.</b></p>