

Race and Ethnic Relations Section 80

SOCI 162

Spring 2025 Fully Online 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/22/2025

Contact Information

Instructor:	Dr. DuCros (pronouns: she/her/hers)
Office Location:	Zoom Meetings Only
Telephone:	(408) 924-5325 (working remotely so use email instead)
Email:	faustina.ducros@sjsu.edu (preferred, quickest and best option)
Office Hours:	Tuesday 11:30 AM-1:00 PM via Zoom (see Canvas home page for link)

Course Information

Asynchronous Course

Fully Online via Canvas Learning Management System

Course Description and Requisites

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

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>.

****Please use only regular email to message me at faustina.ducros@sjsu.edu, which allows for message threads to be kept together.** 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 (<http://www.sjsu.edu/aec/>).
- Being respectful to everyone in the class when they are speaking live, virtually, or in writing, including fellow students, the professor, and guests.
- Most importantly, this means showing fellow members of our learning community a level of professional courtesy, that facilitates an open environment where the potentially difficult and sensitive ideas that are a part of this course can be explored fully. This does not mean that members of the class community always have to agree with one another. But you must be thoughtful and respectful about the way you challenge someone's *argument* by grounding the discussion in readings and without attempting to invalidate the individual's experiences, statuses, or memberships. Racist, sexist, homophobic, violent, victim-blaming, bullying/harassment, or similar types of comments will not be tolerated.
- Read "[The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html)" at <http://www.albion.com/netiquette/corerules.html> to understand how to respectfully engage in the course online.

Sharing or posting of course material is NOT allowed, per University Policy S12-7 at <http://www.sjsu.edu/senate/docs/S12-7.pdf>. This also applies to materials posted by fellow classmates.

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

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 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)

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 [Satisfied by course readings (e.g., McIntosh, Marvasti and McKinney, Orange, Dow), documentary film analysis (e.g., "Cracking the Codes," "White Like Me," "More Than a Word"), virtual discussion participation, reading questions, papers, and quizzes.]
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 structure [Satisfied by course readings (e.g., Gutierrez, et al., Cornell and Hartmann, Omi and Winant, Shapiro, Alexander), documentary film analysis ("e.g., Race the Power of an Illusion," "Cracking the Codes," "13th," "More Than a Word"), virtual discussion participation, reading questions, papers, and quizzes.]
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S. [Satisfied by course readings (e.g., Bonilla-Silva, Bullard, Yuen, McIntosh), documentary film analysis ("Vincent Who?," "Cracking the Codes," "Unnatural Causes: Place Matters," "13th"), virtual discussion participation, reading questions, papers, and quizzes.]
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities [Satisfied by completing readings, virtual discussion participation, documentary film analysis, reading questions, and papers incorporating all course material.]

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

Additional Course Learning Outcomes (CLOs)

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

CLO 1: Critically read and analyze primary source research about race and ethnicity

CLO 2: Critically analyze race and ethnicity in society, structures, and institutions

CLO 3: Cultivate a sociological imagination about race and ethnicity that facilitates the application of course concepts to the social world

We will accomplish the goals and learning outcomes through the following activities and assignments: Course readings (peer-reviewed journal articles, book chapters, websites), documentary film analysis, lecturettes, media posting assignment, reflection and analysis papers, virtual class discussion participation, reading questions, and quizzes.

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.

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

Final Examination or Evaluation

The final exam period is on Friday, 5/16/25 at 5:30 PM to 7:30 PM. There is no in-class final but you will turn in your final paper assignment by the end of that period via Canvas.

Participation

5% *Introductory Exercises: Introduction Vlog, Practice Assignment, Orientation Quiz (10 points)*

These assignments will introduce you to the syllabus, Canvas, your classmates, and your instructor and help create an engaged community. The assignments are assessed on a complete/incomplete basis. More details are found in Canvas.

30% *Discussion Participation and Class Engagement (27 points)*

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.

Reflection and Analysis Assignments

20% *Paper 1: Theories of Race and Ethnicity (100 points)*

20% *Paper 2: Examining Institutions (100 points)*

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, demonstrating thorough understanding of course concepts, and clear and persuasive writing. More detailed instructions for the assignments will be provided in Canvas.

Quizzes

25% *3 Multiple choice/fill in blank/short answer quizzes (10 points each)*

Quizzes on the readings will be administered through Canvas three times throughout the semester. Quizzes are worth 10 points each and answers are assessed on accuracy. One quiz with the lowest score will be dropped and your grade will be based on 20 points total.

Grading Information

Determination of Grades

Grading Scale	
A-grades	A-grade = 93 to 100%, A-minus = 90 to 92.99%
B-grades	B-plus = 88 to 89.99 %, B = 83 to 87.99%, B-minus = 80 to 82.99%
C-grades	C-plus = 78 to 79.99%, C = 73 to 77.99%, C-minus = 70 to 72.99%
D-grades	D-plus = 68 to 69.99%, D = 63 to 67.99%, D-minus = 60 to 62.99%
F-grade	F = 0 to 59.99%

- The weights of individual assignments are provided above in the Course Requirements section.
- Grades are not rounded up or down.
- Please keep all graded work until final grades have been issued. Any appeals of the grade of any assignment must be submitted to me in writing within 3 days specifying how an error was made in the assignment of points. Grade re-evaluations are not done over e-mail, require an appointment, and take into account previous unnoticed strengths and weaknesses; your grade may be increased or lowered as a result.
- Please make an appointment to discuss grades in office hours—I cannot discuss grades over email.
- If you need a grade verification filled out, please contact me via email to arrange a time to complete it and provide the paperwork ahead of time—I will not be able to sign it on the spot during office hours.

Late Work

In the workforce, it is important to meet due dates for tasks and projects to show your supervisors that you are a responsible employee who contributes to the organization's success in meeting its objectives. Likewise, assignments in this course are due on the dates noted below and on Canvas to facilitate your forward progress in the course and so that you can give, receive, and incorporate feedback. To this end, it is your responsibility to ensure that the correct assignment file is uploaded to Canvas and is turned in on time.

Assignments are due on the dates noted below and on Canvas. One week after the due date, the assignment will generally close on Canvas to help you keep on track with the course. **If you will need to turn in a late assignment due to emergency or other unforeseen circumstances (e.g., illness, mental well-being, family emergency, etc., though you do not have to disclose the exact reasons to me), contact me as soon as possible and we can make alternative arrangements for you to turn in the assignment without**

grade penalty. Vacations, weddings, other classes' deadlines, extracurricular activities, or other non-emergencies are not grounds for late work, but you are welcome to turn in your assignments earlier if needed to accommodate these types of circumstances. Points for some time-sensitive assignments and exercises cannot be made up.

The first Reflection and Analysis paper has a rolling due date and may be turned in up to 1 week late without giving a reason and without penalty. This option does not apply to time-sensitive assignments including quizzes, class activity assignments that other students are relying on (such as discussion participation assignments), or final assignments.

Online Canvas quizzes must be taken by the due date and cannot be made up unless there is an emergency or extenuating circumstances, as noted above. Please plan your internet access accordingly.

Covid-19 and other societal upheaval: We are still feeling the impacts of a global pandemic as well as social unrest that are affecting many of us, particularly groups of color and other marginalized communities in our world. Many of us may be experiencing issues that impact our health, children, families, employment, access to technology, and overall well-being. **If you are encountering challenges that are affecting your ability to complete your coursework, please contact me as soon as possible.** I am happy to assist in creating a plan to help you find resources and work towards completing course assignments to achieve a passing grade.

Extra Credit

There are no planned extra credit assignments at this time. If opportunities arise, they would be worth one point added to the participation grade. Extra credit opportunities will be posted on Canvas if they become available. Completing an assignment may really only help if you have a borderline grade, but will not have a large impact overall so focus on completing the regular assignments.

University Policies

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

SOCI 162 RACE AND ETHNIC RELATIONS, SPRING 2025, COURSE SCHEDULE

(Subject to change with fair notice via Canvas/Email)

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
Module 1		
1	1/20	<p>First Day of Instruction: 1/23/25</p> <p>Unit 1: Welcome to SOCI 162</p> <p>Introductions and Course/Syllabus Overview</p> <p>Unit 1 Participation Homework Due on 1/27/25</p>
Module 2		
2	1/27	<p>Unit 2: The Sociological Significance of Race: History, Definitions, and Theories of Race and Ethnicity</p> <p>American Sociological Association "Statement on Race"</p> <p>Buggs, Shantel Gabrieal, Cassi Pittman Claytor, San Juanita García, Onoso Imoagene, Verna Keith, Hadi Kho American Sociological Association Section on Racial and Ethnic Minorities." <i>Sociology of Race and Ethnicity</i></p> <p>Cornell, Stephen E. and Douglas Hartmann. 2007. "Mapping the Terrain: Definitions." Pp. 15-39 in <i>Ethnicity at</i></p> <p>Gutierrez, Erika, Janét Hund, Shaheen Johnson, Carlos Ramos, Lisette Rodriguez, and Joy Tsuhako. 2024. "S 2025 (https://socialsci.libretexts.org/Bookshelves/Social_Justice_Studies/Race_and_Ethnic_Relations_in_the_U</p> <p>Film: "Race: The Power of an Illusion. The Story We Tell and The House We Live In."</p> <p>Unit 2 Engagement Exercise and Discussion Assignment Due on 2/3/25</p>
3	2/3	<p>Unit 3: The Sociological Significance of Race: History, Definitions, and Theories of Race and Ethnicity (c</p> <p>Golash-Boza, Tanya. 2015. "Racial Ideologies and Sociological Theories of Racism." Pp. 32-63 in <i>Race and I</i></p> <p>Omi, Michael and Howard Winant. 2007. "Racial Formations." Pp. 13-22 in <i>Race, Class, and Gender in the Un</i></p> <p>Unit 3 Discussion Assignment Due on 2/10/25</p>
Module 3		

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
4	2/10	<p>Unit 4: Further Examining White Privilege, Color Blindness, Gender Intersectionality</p> <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. 2 fbclid=IwAR3jVWPcvu4dtzdCSqn25GkmRaYwc1rcnbYGHEqBHffKNWtATUg8_8iotvw).</p> <p>Unit 4 Discussion Assignment Due on 2/17/25</p>
5	2/17	<p><i>Unit 5: Quiz # 1 Assigned 2/17/25. Review Materials and Complete on Canvas by 2/24/25.</i></p>
Module 4		
6	2/24	<p>Unit 6: Sites of Inequality 1: Stereotypes, Prejudice, Discrimination, Profiling, and Criminalization at Work</p> <p>Economic and Housing Inequality</p> <p>Shapiro, Thomas. 2004. "The Cost of Being Black and the Advantage of Being White." Pp. 42-59 in <i>The Hidd</i></p> <p>Oliver, Melvin. 2019. "Interview with Melvin Oliver." <i>The Power of an Illusion</i>. Retrieved January 19, 2025 (ht</p> <p>Film: "Race: The Power of an Illusion. The House We Live In"</p> <p>Environmental and Health Inequalities</p> <p>Bullard, Robert D. 2000. "Race, Class, and the Politics of Place." Pp. 21-36 in <i>Dumping in Dixie: Race, Class, &</i></p> <p>Film: "Unnatural Causes: Place Matters"</p> <p>Unit 6 Engagement Exercise and Discussion Assignment Due 3/3/25</p>

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
7	3/3	<p>Unit 7: Interpersonal Racism and Microaggressions</p> <p>Montenegro, Roberto E. 2016. "My Name Is Not 'Interpreter.'" <i>Journal of American Medical Association</i> 311: 111-112.</p> <p>Wu, Frank. 2014. "Yellow." Pp. 415-418 in <i>Race, Class, and Gender in the United States: An Integrated Study</i></p> <p>Ray, Rashawn. 2015. "If Only He Hadn't Worn the Hoodie...": Race, Selective Perception, and Stereotype Maintenance. Los Angeles: Sage.</p> <p>Film: "Vincent Who?"</p> <p>Unit 7 Discussion Assignment Due 3/10/25</p>
8	3/10	<p>Unit 8: Workplace</p> <p>Embrick, David G. and Kasey Henricks. 2013. "Discursive Colorlines at Work: How Epithets and Stereotypes Shape Workplace Interactions." <i>Journal of Management Studies</i> 50(1): 1-15.</p> <p>Film: Ta-Nehisi Coates Clip on Words that Don't Belong to Everyone</p> <p>Unit 8 Engagement Exercise and Discussion Assignment Due 3/17/25</p>
9	3/17	<p>Unit 9: The Criminal Justice System</p> <p>Alexander, Michelle. 2010. "The Color of Justice." Pp. 95-136 in <i>The New Jim Crow. Mass Incarceration in the Age of Colorblindness</i></p> <p>Film: "13th" by Ava DuVernay</p> <p>Unit 9 Engagement Exercise and Discussion Assignment Due 3/24/25</p>
		<p><i>Reflection and Analysis Assignment 1 due 3/19/25</i></p>
10	3/24	<p><i>Unit 10: Quiz # 2 Assigned on 3/24/25. Review Materials and Complete on Canvas 4/7/25.</i></p>
Module 5		
11	3/31	<p>Spring Break</p>

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
12	4/7	<p>Unit 11: Sites of Inequality 2: Stereotypes, Prejudice, Discrimination, Profiling, and Criminalization at Work and Education</p> <p>Ochoa, Gilda. 2013. "They Just Judge Us by Our Cover": Students' Everyday Experiences with Race." Pp. 16-31</p> <p>Film Clip: "TBD"</p> <p>Stereotypes in Everyday Interactions/Middle Eastern/North African/Muslim Experiences</p> <p>Marvasti, Amir and Karyn D. McKinney. 2013. "The Stigma of Brown Skin and 'Foreign' Names." Pp. 333-341</p> <p>Unit 11 Engagement Exercise and Discussion Assignment Due 4/14/25</p>
13	4/14	<p>Unit 12: Racialized Representations and Popular Media</p> <p>Yuen, Nancy Wang. 2004. "Performing Race, Negotiating Identity: Asian American Professional Actors in Hollywood." Pp. 114-131</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> <p>Unit 12 Discussion Assignment Due 4/21/25</p>
14	4/21	<p>Unit 13: Native American/Indigenous Experiences and Representations in U.S. Popular Culture</p> <p>Cornell, Stephen E. and Douglas Hartmann. 2007. "Case Studies in Identity Construction—Case 1," Pp. 114-131</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> <p>Unit 13 Engagement Exercise and Discussion Assignment Due 4/28/25</p>
15	4/28	<p>Unit 14: Quiz # 3 Assigned 4/28/25. Review Materials and Complete on Canvas by 5/5/25.</p>
16	5/5	<p>Work on Papers</p>

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
17	5/12	Last Day of Instruction: 5/12/25 Final Exam: Friday, 5/16/25 from 5:30 PM to 7:30PM <i>-Reflection and Analysis Assignment 2 due at the end of period</i>

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