

Course Information

Semester & Year: Fall 2021

Course ID & Section #: SOC-5-E1899 Introduction to Race and Ethnic Studies

Instructor's name: Vanessa Vrtiak

Day/Time of Required Meetings: 10:00AM - 01:10PM

Location: Humanities Bldg, Room HU207

Course units: 3

Instructor Contact Information

Office hours: Email me for specific meet up times/locations. I'm available my appointment

Phone number: 707-496-9404

Email address: Vanessa-Vrtiak@redwoods.edu

Required Materials:

How To Be An Anti Racist by: Ibram X. Kendi (Textbook for the class)

There There by Tommy Orange **OR** Dear America: Notes of an Undocumented Citizen by: Jose Antonio Vargas
(Book Review Assignment Requires you to pick one.)

Catalog Description

An introduction to the social construction of race and ethnic relations using an historical comparative approach in global perspective. Examines the cultural, political, and economic practices and institutions involved in racial formation, racial and ethnic inequalities, and patterns of interaction among ethnic groups in the United States and abroad. This course requires critical reading and analysis..

Course Student Learning Outcomes (*from course outline of record*)

1. Identify the cultural, political, historical, and institutional factors affecting the social construction of race and ethnic relations.
2. Differentiate concepts such as prejudice, discrimination, segregation, assimilation, and pluralism.
3. Analyze the cultural and institutional factors involved in race and ethnic relations, relating the macro-level to the micro-level.
4. Compare and contrast the experiences of groups that have been historically marginalized, particularly groups defined by ethnicity and race.
5. Analyze intersections of race and ethnicity with gender, class and other locations of identity.
6. Identify and analyze patterns of racial and ethnic interaction.
7. Identify, compare and contrast the experiences of major racial and ethnic groups.
8. Examine majority-minority group relations including issues such as power and privilege.
9. Evaluate debates on current socio-political racial and ethnic issues such as affirmative action, immigration policies, criminal justice policies, and the future of race and ethnic relations

Accessibility

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services.

Evaluation & Grading Policy

Group Discussions: 25%

Journal Exercises (3) 20%

Book Review 20%

Mid-Term and Final Presentation 35%

A = 100-93	B+ = 89-87	C+ = 79-77	D+ = 69-67	F = 59-0
A- = 92-90	B = 86-83	C = 76-73	D = 66-63	
	B- = 82-80	C- = 72-70	D- = 62-60	

Group Discussions

This is a big portion of your grade. Group discussions are critical for this class, so we can all learn and grow.

You will be required to facilitate the discussion for one week out of the semester. The group discussions are not debates. I'm hopeful that we will all consider one another's unique experiences of the world.

Journal Exercises:

Students are expected to turn in 3 reflective journals this semester.. These will be different each week depending on the material. You will be required to submit three (3) journal assignments throughout the term. You may choose the weeks that you want to write about. *But the First Journal MUST BE submitted before the Midterm Exam.*

Each assignment must be at least 2 FULL pages in length (1" margins, 12 pt font, double-spaced). Journal entries are due Fridays by 11:59 PM. You will submit these in Canva. The journal entry will cover that week's *assigned (Required) readings*. So, if you are submitting a journal entry on Friday of Week 3, the readings to be covered are the ones assigned for Week 3.

*** You cannot submit a Journal entry for a past week's readings. The readings used for a Journal must be from the current week ***

There are multiple purposes of the journal assignments. First and foremost, these assignments are designed to help you think about the assigned course material in a more concrete way. Writing these assignments will help you to organize your thoughts, prepare you to be an active, engaged participant, and show me that you are taking responsibility for doing the readings. I encourage you to once again dig deep. Pull out pieces from the weeks readings, movies, class discussions, and relate them to your own experience. If you're having trouble writing there are multiple places on campus that can help you. I'm happy to point you in the right direction just let me know.

You must include the main points from the readings, and the evidence the author uses to support their claims. How are the readings for the week connected? What are their common themes? Do you agree with the authors views? Please provide evidence to support your claims.

*****Late Journal Submissions will NOT be accepted*****

Book Review

You will be expected to write a book review on either: *Dear America Notes of an Undocumented America*, or *There There*. Your papers should be 4-5 pages, and include examples from the book. I also expect you to relate the material to your own life.

Mid Term and Final

I will have each of you help me write the midterm. You will be expected to submit questions that you think should be on the midterm. There are no guarantees that I will use your submissions, but I will do my best. The midterm will be a mixture of short essay, and multiple choice.

The final will be a presentation. There are so many topics to cover in this course, and I guarantee we will miss many. I want you to pick a topic your passionate about and dive deeper. All topics need to be preapproved by me before Fall Break on 11/22. You will give a 10-15 min interactive presentation on the topic of your choice. You will be graded by your classmates, and me. A portion of your grade will also be showing up and watching your classmates present and grading their presentations. We must show up for one another. ☺ You will be required to submit an additional 2 (single spaced 12 point Times New Roman Font) page paper on your topic and what your key takeaways.

Admissions deadlines & enrollment policies

- *Classes begin: 8/21/2021*
- *Labor Day 9/6/2021*
- *Census roster date: 9/7/2021*
- *All College Holiday 11/11/2021*
- *Fall Break 11/22 & 11/23 2021*
- *Final examinations 12/11-12/17 2021*
- *Semester ends: 12/17/2021*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage, or filling out an “Ask CR” sheet.. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee.

This includes plagiarism. Plagiarism is the act of taking someone else’s work/ideas and passing them off as your own. Please make sure all of your work is yours, otherwise properly cite and quote the author you are referencing.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior.

In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class.

Inclusive Language & Classroom Policies

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful. Active, critical discussion will play a very important role in this course. Participation is extremely important to the teaching/learning process. It is not that I want you to "speak" for the sake of speaking but that I want you to accept some responsibility for engaging with ideas, teaching others, and for the energy and focus of the class. Some people will always be shy and some more "talkative" than others, but everyone should be prepared having not only read the assigned materials but also having thought carefully about them.

Many of the issues we'll cover here are not typically talked about in an academic setting. Here are some guidelines for making our discussions safe, productive, and hopefully enlightening also:

- Please be respectful of all members of the classroom community. We all come from different backgrounds and life experiences and will not agree on everything. Disagreements and debates are expected but should center on course materials, not individuals.
- Please do not use sexist, racist, classist, and/or homophobic language. Do not call one another names or use slurs.
- Take care of yourself. If you are emotionally triggered by any of the material we are covering, feel free to step away and take a breather. But please come back and rejoin the group when you are ready.

My hope is that we can create a welcoming, open, and safe environment for discussing both emotionally and academically difficult material.

As you will discover this course, and the very foundation of Sociology will encourage you to "go deep." Some of the concepts we will explore are sensitive in nature. Although we are not meeting in person this semester, I would still like to set a tone that intentional, and collaborative. This means that we need to consider how we treat ourselves, and one another. Everyone has the right to feel safe in this course. For an environment to be safe for all, it needs to be spiritually, socially, and emotionally safe and no one should have to hide, protect, or deny their identity. We will use these strategies to promote cultural safety:

- Self-reflection
 - Reflecting on one's own culture, attitudes and beliefs about "others"
 - Understanding how implicit bias forms our world view
- Direct Communication
 - Clear, value free, open and respectful communication
 - Developing trust
 - Practice of receiving feedback without defensiveness or invalidating critique
- Practice
 - Recognizing and avoiding stereotypes
 - Value marginalized voices and take action based on feedback from the most vulnerable in our community
 - Understand patterns played out when we uphold dominant cultural values above all else and adjust when necessary

- Centering marginalized groups
 - Cultural humility: we cannot know everything about every community AND we should never speak for another community
 - Indigenous voices are often completely erased from the conversation. Indigenous voices must be a part of our conversations and practices.
 - Language barriers often keep the most vulnerable from being able to access services. Bilingual workers should be supported and valued for the additional work they do to be a bridge to these communities.

Setting Your Preferred Name in Canvas

- Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

- If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.
- Log into Canvas at <https://redwoods.instructure.com>
- Password is your 8 digit birth date
- For tech help, email its@redwoods.edu or call 707-476-4160
- Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>
- Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

- Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).
- [Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.
- Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency Procedures

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones.

Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building

- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Weekly Schedule

I reserve the right to change the syllabus and due dates as needed.

<i>Week:</i>	<i>Work Due:</i>	<i>Topic for the Week:</i>	<i>Text Chapters & Activities:</i>	<i>Assignments Due:</i>
<i>1</i>	<i>8/27</i>	<i>What is Race? Racial Identity Definitions</i>	<i>Syllabus Ground Rules Class Discussion Sign Up Sheet</i>	<i>Read Through Glossary Terms Read: My Racist Introduction and Ch. 1 & 2 in HTBA</i>
<i>2</i>	<i>9/3</i>	<i>Dueling Consciousness</i>	<i>Definitions</i>	<i>Read: Ch. 3 & 4 in HTBA Read: Davidson's "Do Illegal Immigrants Actually Hurt the Economy?"</i>

3	9/10	<i>Power & Biology</i>	<i>Watch: Macroaggressions in Everyday Life</i>	<i>Read: Ch. 5 HTBA</i> <i>Glossary Terms Due</i>
4	9/17	<i>Ethnicity</i>	<i>Watch/Listen: Can Humboldt County Schools Be Good Medicine?</i>	<i>Read: Ch. 6 HTBA</i> <i>Reading on Racial Trauma</i>
5	9/24	<i>Body</i>	<i>Watch: Two Distant Strangers</i>	<i>Read: Ch. 7 HTBA</i> <i>Read: Cultural Appropriation or Cultural Appreciation</i>
6	10/1	<i>Culture</i>	<i>Discuss Readings</i>	<i>Read: Ch. 8 HTBA</i> <i>Read: Explaining White Privilege to a Broke White Person</i>
7	10/8	<i>Behavior</i>	<i>Listen: On Being Podcast</i>	<i>Read: Ch. 9 HTBA</i> <i>Read: Renegademama's How I Discovered I'm White</i>
8	10/15	<i>Color</i>	<i>Discuss Readings</i>	<i>Read: Ch. 10 & 11 HTBA</i>
9	10/22	<i>White/Black</i>	<i>Discuss Readings</i>	<i>Read: Ch. 12 HTBA</i> <i>Read: Pager's "The Mark of a Criminal Record."</i>
10	10/29	<i>Class</i>	<i>Mid-Term</i> <i>Discuss Readings</i>	<i>Read: Ch. 13 HTBA</i> <i>Read: Bonilla Silva's "Racism Without Race."</i>
11	11/5	<i>Space</i>	<i>Listen to: Onbeing Podcast "Notice the Rage, Notice the Silence."</i> <i>Discuss Readings</i>	<i>Read: Ch. 14 & 15 HTBA</i> <i>Read: Black Girl Dangerous Essay (On Rape, Cages, and the Steubenville Verdict)</i>
12	11/12	<i>Gender & Sexuality</i>	<i>Discuss Readings</i>	<i>Read: Ch. 16 HTBA</i> <i>Reading from Hood Feminism by Mikki Kendall TBA</i>
13	11/19	<i>Failure</i>	<i>Discuss Readings</i> <i>Sign Up for Final Presentation Slot</i>	<i>Read: Ch. 17 HTBA</i> <i>Read: Becoming apart of the Solution/What We can Do</i> <i>Book Review Assignment Due</i> <i>Topic Selected for Final Presentation</i>

<i>14</i>	<i>11/26</i>	<i>Success</i>		<i>No Class</i> <i>Read Ch. 18 & 19</i> <i>HTBA</i>
<i>15</i>	<i>12/3</i>	<i>Survival</i>	<i>Class Discussion</i> <i>Final Presentations</i>	
<i>16</i>	<i>12/10</i>	<i>Celebration!</i>	<i>Final Presentations</i>	