



Syllabus for Intro. To Race and Ethnic Studies

Course Information

Semester & Year: Fall 2022

Course ID & Section #: SOC-5-E3771 Introduction to Race and Ethnic Studies

Instructor's name: Vanessa Vrtiak

Day/Time of required meetings: 10:00AM – 01:10PM Fridays

Location: HU 213

Course units: 3

Instructor Contact Information

Office location or *Online: Email me for specific meet up times.

Email address: Vanessa-Vrtiak@redwoods.edu

Required Materials:

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

Other readings are assigned in each module. These readings are free and scanned directly into Canvas.

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*)

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

Prerequisites/co-requisites/ recommended preparation

English 150 recommended.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy

Group Discussions: 30%

Active, critical discussion will play a very important role in this course. Participation is extremely important to the teaching/learning process. We all have our own experiences with this topic, and my hope is that each of you will share openly. 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. Everyone should be prepared having not only read the assigned materials but also having thought carefully about them. You will be responsible for leading one class discussion, which will contribute to a portion of your group discussion grade.

Journal Exercises (3 total): 20%

Paper: 10%

Mid-Term: 20%

Final Presentation: 20%

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	

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. ***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 Thursdays 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*****

Paper:

Racial Autobiography Assignment. You will recall your earliest and most recent events and conversations about race, race relations, and/or racism that may have impacted your current perspectives and/or experiences. Under the 10/14 Week Module: Racial Biography Prompt, you will see the full paper description. Your assignment should be 5 pages in length. Single spaced. 12 pt. Times New Roman. Please utilize your readings in your reflection. You're expected to cite at least 3 sources, two from the course readings, and one can be from your own readings. Be creative, and honest. All papers are due by 10/14 midnight.

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. You will give a 20 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

Fall 2022 Dates

- Classes begin: 8/20/22
- Last day to add a class: 8/26/22
- Last day to drop without a W and receive a refund: 9/02/22
- Labor Day Holiday (all campuses closed): 09/05/22
- Census date: 9/06/22 or 20% into class duration
- Last day to petition to file P/NP option: 09/16/22
- Last day to petition to graduate or apply for certificate: 10/27/22
- Last day for student-initiated W (no refund): 10/28/22
- Last day for faculty-initiated W (no refund): 10/28/22
- Veteran's Day (all campuses closed): 11/11/22
- Fall Break (no classes): 11/21/22 – 11/25/22
- Thanksgiving Holiday (all campuses closed): 11/23/22 – 11/25/22
- Final examinations: 12/10/22 – 12/16/22

- Semester ends: 12/16/22
- Grades available for transcript release: approximately 01/06/23

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. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

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. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

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 shyer 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:

1. 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.

2. Please do not use sexist, racist, classist, and/or homophobic language. Do not call one another names or use slurs.
3. 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:

4. Self-reflection
 5. Reflecting on one’s own culture, attitudes and beliefs about “others”
 6. Understanding how implicit bias forms our world view
7. Direct Communication
 8. Clear, value free, open and respectful communication
 9. Developing trust
 10. Practice of receiving feedback without defensiveness or invalidating critique
11. Practice
 12. Recognizing and avoiding stereotypes
 13. Value marginalized voices and take action based on feedback from the most vulnerable in our community
 14. Understand patterns played out when we uphold dominant cultural values above all else and adjust when necessary
15. Centering marginalized groups
 16. Cultural humility: we cannot know everything about every community AND we should never speak for another community
 17. 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://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

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 / Everbridge

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.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

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>Date:</i>	<i>Topic for the Week:</i>	<i>Text Chapters & In Class Activities:</i>	<i>Assignments Due/Readings to complete before the next class:</i>
<i>1</i>	<i>8/26</i>	<i>Welcome</i>	<i>Syllabus, Ground Rules, Class Discussion Sign Up Sheet</i>	<i>Read: Defining Racism, Can We Talk</i> <i>Read: My Racist Introduction and Ch. 1 Definitions</i>
<i>2</i>	<i>9/2</i>	<i>The Nature of Ethnic Relations</i> <i>Definitions</i>	<i>Racial Formation Theory</i>	<i>Read: Ch. 2 & 3 in HTBA</i> <i>Racial Formation Omi & Winant pg, 1-19</i>
<i>3</i>	<i>9/9</i>	<i>Dueling Consciousness Power</i>	<i>Watch: Macroaggressions in Everyday Life</i> <i>Guest Speaker: Kintay Johnson</i>	<i>Read: Ch. 4 & 5 HTBA</i> <i>Read Moore's: American Muslim Minorities: The New Human Rights Struggle</i> <i>Glossary Terms Due</i>
<i>4</i>	<i>9/16</i>	<i>Biology & Ethnicity</i>		<i>Read: Ch. 6 & 7 HTBA</i>

		<i>American Muslim Minorities: The New Human Rights Struggle</i>		<i>Reading: Cathy Park Hong "Minor Feelings" pg. 1-35</i>
5	9/23	<i>Body Culture Minor Feelings</i>	<i>Watch: Two Distant Strangers</i>	<i>Read: Ch. 7 & 8 HTBA</i> <i>Read: Cultural Appropriation or Cultural Appreciation</i> <i>Complete Implicit Bias Test</i>
6	9/30	<i>Behavior Cultural Appropriation or Appreciation Discuss Implicit Bias</i>	<i>Guest Speaker: Sonny Tripp</i> <i>Listen: On Being Podcast Notice the Rage, Notice the Silence."</i>	<i>Read: Ch. 9 HTBA</i> <i>Read: Explaining White Privilege to a Broke White Person</i>
7	10/7	<i>Color</i>	<i>The Great Debate!</i>	<i>Read: Ch. 10 HTBA</i> <i>Read: Renegademama's How I Discovered I'm White</i> <i>The Sun Interview with Randy Blazak</i>
8	10/14	<i>White</i>	<i>Guest Speaker: MARE</i>	<i>Read: Ch. 11 HTBA</i> <i>Read: The Black Notebooks by Toi Derricotte pg. 160-172</i>
9	10/21	<i>Black</i>	<i>Discuss Readings</i> <i>Guest Speaker: Marlee Chave</i>	<i>Read: Ch. 12 HTBA</i> <i>Read: Pager's "The Mark of a Criminal Record."</i> <i>Omi and Winant Pg. 53-59 (The actual text page.)</i>

10	10/28	Class	<p><i>Mid-Term</i></p> <p><i>The Compassion Project</i></p> <p><i>ACE Scores</i></p> <p><i>Discuss: Pager, Ch. 12, and Omi and Winant readings</i></p>	<p><i>Read: Ch. 13 & 14 HTBA</i></p> <p><i>Read: Black Girl Dangerous Essay</i></p> <p><i>(On Rape, Cages, and the Steubenville</i></p> <p><i>Reading from Hood Feminism by Mikki Kendall TBA Verdict)</i></p> <p><i>Racial Biography Due 11/4</i></p>
11	11/4	Space & Gender	Guest Speaker: Marche Hines	
12	11/11 * No Class	Vet's Day	\	<i>Read: Ch. 15 & 16 HTBA</i>
13	11/18	Sexuality & Failure	<p><i>Discuss Readings</i></p> <p><i>Sign Up for Final Presentation Slot</i></p> <p><i>Mid-Term</i></p>	<p><i>Read: Ch. 17 & 18 HTBA</i></p> <p><i>Read: Becoming apart of the Solution/What We can Do</i></p> <p><i>Topic Selected for Final Presentation</i></p>
14	11/25	Fall Break		<p><i>No Class</i></p> <p><i>Read Ch. 18 & 19 HTBA</i></p>
15	12/2	<p><i>Success & Survival</i></p> <p><i>Becoming a part of the Solution</i></p>	<p><i>Class Discussion</i></p> <p><i>Final Presentations Begin</i></p>	
16	12/9	Celebration!	<i>Final Presentations Cont.</i>	<i>Final Reflection Paper Due by 12/13</i>