



## Syllabus for Soc 5 E5463-2023F

### Course Information

Semester & Year: Fall 2023

Course ID & Section #: SOC-E5463

Instructor's name: V. Vrtiak

Day/Time of required meetings: Friday 10:00am-1:10pm

Location: HU 207

Course units: 3.0

Required Texts: How To Be an Anti-Racist by Ibram X.Kendi  
There There by Tommy Orange

All additional readings will be uploaded into Canvas

### Instructor Contact Information

Office hours: Available upon request

Email address: Vanessa-Vrtiak@redwoods.edu

### 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

### Prerequisites/co-requisites/ recommended preparation

English 150 recommended.

### Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including

but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](#). If you are unsure whether you qualify, please contact DSPS for a consultation: [dsp@redwoods.edu](mailto:dsp@redwoods.edu).

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

## Student Support

Good information and clear communication about your needs will help you be successful. Please let me 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 your experiences 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%

Class Participation (Including Class Leadership): 20%

Paper: 20%

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 journal assignments throughout the term. You may choose the weeks that you want to write about. The First Journal must be submitted by October 5<sup>th</sup>. Your final journal must be submitted by November 24<sup>th</sup>.

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 the past week's readings. The readings used for a Journal must be from the current week \*\*\***

There are multiple purposes of the journal assignments. Primarily, 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 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 Assignment/s:**

#### **Book Review:**

You will be expected to write a book review on the book: *There There* by Tommy Orange. Your paper should be 4-5 pages, (double spaced 12pt ft Times New Roman) and include examples from the book, and your own lived experience. I also expect you to relate the material to your own life. Your **review should be a critical assessment of the content**. This involves documenting your reactions to the book-what strikes you as noteworthy or important, whether the arguments made by the author were effective or persuasive, and how the work enhanced your understanding of race and identity. **Due by 11/24.**

#### **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 10/20 Week Module: Racial Biography Prompt, you will see the full paper description. Your assignment should be 4 pages in length. Single spaced. 12 ft. Times New Roman. 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 10/20 midnight.**

### **Tests:**

#### **Mid-Term**

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

## Final

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 you're passionate about and dive deeper. All topics need to be preapproved by me before Fall Break. You will give a 20-minute 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 your key takeaways.

## Fall 2023 Dates

- **August 18<sup>th</sup>: Last day to register for classes (day before the first class meeting)**
- **August 19<sup>th</sup>: Classes begin**
- **August 25<sup>th</sup>: Last day to add a class**
- **September 1<sup>st</sup>: Last day to drop without a "W" and receive a refund**
- **September 4<sup>th</sup>: Labor Day Holiday (All Campuses Closed)**
- **September 5<sup>th</sup>: Census Date (20% of class)**
- **October 26<sup>th</sup>: Last day to petition to graduate**
- **October 27<sup>th</sup>: Last day for student initiated withdrawal (62.5% of class)**
- **October 27<sup>th</sup>: Last day for faculty initiated withdrawal (62.5% of class)**
- **November 11<sup>th</sup>: Veterans Day (All Campuses Closed)**
- **November 20<sup>th</sup>-25<sup>th</sup>: Thanksgiving break (no classes)**
- **November 22<sup>nd</sup>-24<sup>th</sup>: No Classes, all campuses closed**
- **December 9<sup>th</sup>-15<sup>th</sup>: Final Examinations**
- **December 15<sup>th</sup>: Last day to file for P/NP option**
- **December 15<sup>th</sup>: Semester Ends**
- **December 22<sup>nd</sup>: Grades due**
- **January 5<sup>th</sup>: Grades available**

## 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 an especially 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:

- Please be respectful of all members of the classroom community. We all come from diverse 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 is 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 act based on feedback from the most vulnerable in our community
- Understand patterns played out when we uphold dominant cultural values more than anything 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.

## 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

### 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 [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu. For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

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

## 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](mailto: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 [CR Police Department- Public Safety](#). 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.

### Weekly Schedule

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

Date:	Topic for the Week:	Plan for Class:	Assignments/ Readings due for <u>next</u> class:
August 25th	Welcome	Discuss Syllabus Ground Rules Ice Breaker	Read HTBAA Ch. 1 & 2 Cathy Park "Minor Feelings"
September 1st	Definitions & Dueling Consciousness	Reading Reflection Questions	Read HTBAA Ch. 3  The Sun Interview with Randy Blazak
September 8th	Power	Reading Reflection Questions	Read HTBAA Ch. 4 & 5  The Limits of Whiteness by Neda Maghbouleh
September 15th	Biology & Ethnicity	Reading Reflection Questions	Read HTBAA Ch. 6  Read "Black Girl Dangerous" Mia McKenzie
September 22nd	Body	Reading Reflection Questions  Watch 2 Distant Strangers	Read HTBAA Ch. 7  Read: Cultural Appreciation or Appropriation
September 29th	Culture	Reading Reflection Questions  Listen to "Notice the Rage, Notice the Silence."	Read HTBAA Ch. 8 Hood Feminism by Mikki Kendall  1 <sup>st</sup> Journal Due by October 6th
October 6th	Behavior	Reading Reflection Questions  The Compassion Project  Conversation on ACES	Read HTBAA Ch. 9
October 13th	Color	Reading Reflection Questions	Read HTBAA Ch. 10 & 11  How I Discovered I'm White  Racial Autobiography Assignment Due 10/20
October 20th	White & Black	Reading Reflection	Read HTBAA Ch. 12 &

		Questions  Listen to: Who We Want to Become with Michelle Alexander	13  The Undocumented Americans  Explaining White Privilege to a Broke White Person
October 27th	Class & Space	Reading Reflection Questions	Read HTBAA Ch. 14 & 15
November 3rd	Gender & Sexuality	Reading Reflection Questions	Read HTBAA Ch. 16 & 17  Becoming Part of the Solution by Allan Johnson  Prepare for Mid-Term
November 10th	Failure & Success	Reading Reflection Questions  Mid-Term	Read HTBAA Ch. 18  Read: 'Land on Water' excerpt from her book: <i>Native</i> by: Kaitlin B. Curtice
November 17th	Survival	Final Reading Reflection Questions  Discuss: Environmental Racism	
November 24th	Fall Break	No Class	<i>There There</i> by Tommy Orange Book Review due by 11/24 midnight  Read: Rest As Resistance by Tricia Hersey  Final Journal 3 Due
December 1st	Closing Up	Final Presentations	
December 8th	Closing Up	Final Presentations	



