Mission Statement: Walla Walla Community College inspires students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities.

Vision Statement: Walla Walla Community College will be one of the most innovative, professional, and successful service-oriented rural community colleges in the United States based on its performance in meeting student needs and public expectations.

Logistics

Course Location: WashingtonOnline
Meeting Times: Distance Learning 24/7 (class dates: 07/07/11 – 08/31/11)
Instructor: Dr. Curtis Phillips
Office Phone: 509-527-4296
Mobile Phone: 509-956-8224
Primary E-mail: curtis.phillips@wwcc.edu
Alternate E-mail: cw_phillips@msn.com
Office Location and Hours: Main Building Room 240A (in the library) / By appointment
Social Sciences College Chair: Jim Peitersen / james.peitersen@wwcc.edu / (509) 527-4601

Course Description

SOC 205 Race and Ethnic Relations Overview:

Focuses on intergroup race and ethnic relations with a social-historical emphasis. Students explore how race and ethnic identities are developed; theoretical perspectives on assimilation and pluralism; prejudice and discrimination; the creation of subordinate groups; and historical and contemporary issues. Problems and possible solutions of majority-minority relations are examined. Course taken prior to fall 2010 also accepted for diversity requirement.

Text

Required:

Course Learning Objectives

Core Learning Outcomes

- Examine in depth one of the major social problems in the United States.
- Use the dominant theories and perspectives in the field of sociology to explain race relations in the United States.
- Develop a greater understanding of the history, present status, and problems of racial, religious, and ethnic minorities in the United States.
- Understand and examine the inequalities that exist based on race and ethnicity.
- Review current issues as they emerge during the quarter.

Teaching Strategies

The purpose of this course is to introduce students to the processes involved in race and ethnic relations and examine dominant-minority relations. Prejudice, discrimination, and racism will be explored so each student can appreciate a different perspective outside their own race and ethnic identity. We will explore myths about race and the role race plays in household income, and in the social, economic, and political forces.

The following performance objectives are provided as a focus for learning in the Sociology of Race and Ethnic Relations course. The purpose of class sessions is as follows:

- Make practical application of the information so students obtain the desired learning outcomes.
- Discuss and debate the material addressed in the text.
- Discuss and assimilate the completed assignments.
- Evaluate the situation of African-Americans, Latino Americans, Asian Americans, white ethnics, and new Americans.

I am here to assist you in your educational experience; your success in this course is of primary importance to me. My fundamental objective is for you to learn as much as possible about race and ethnicity from a sociological viewpoint. Additionally, I am aware of the demands on adult students and will make every attempt to accommodate you in your learning. If you require assistance please bring it to my attention immediately.
Course Policies and Purposes

COURSE POLICIES

The following is an outline regarding policies of the College and Instructor:

- Late Work Policy
- Attendance Policy
- Classroom Participation
- Classroom Etiquette
- Grade Policy
- Scholastic Dishonesty / Plagiarism
- Academic Freedom
- Students with Disabilities
- Student Conduct and Responsibility
- Safety Policy
- Student Rights and Responsibilities
- Other Issues

Late Work Policy:

All assignments must be turned in by 11:55pm on the day it is due unless in rare situations when you received prior approval from the instructor to turn in an assignment late. Otherwise you will receive a zero (0) grade on all weekly assignments. Please ask the secretary to date-stamp your paper if you leave it at the Social Sciences office. If you have other obligations that conflict with due dates, you should plan ahead and turn in your work before you miss the due date. Managing multiple obligations is your responsibility. Discussion forums (i.e., discussion questions, Internet activities, debates) cannot be turned in late. Only the final paper is subjected to a 25% grade reduction each day passed the due date.

Attendance Policy:

You are required to log on a minimum of three days each week and perform tasks and assignments according to the syllabus. Each week begins on Thursday and ends on Wednesday at 11:55pm. You are required to attend class each week.

Classroom Participation:

Very Simple: PARTICIPATION IS EXPECTED. There will be more than enough to discuss and everyone has an opinion. You are expected to read the material prior to class and come prepared to discuss varying viewpoints. You are expected to be courteous to me and your fellow students while discussing the various topics assigned this quarter. Do not hesitate to ask questions of the instructor or fellow classmates during class sessions. Remember you will receive a zero score in the discussion forums if you do not participate.
Classroom Etiquette:

This course emphasizes active learning. For this to take place a few simple online classroom procedures need to be followed:

- Treat your classmates and instructor with respect and courtesy. Everyone has something to add to the class and to the learning experiences.
- Complete all Required Reading / Homework / and Assignments for the week.
- Ask questions.
- Participate in classroom threaded discussions
- Make sure posts are meaningful, well written and free of spelling errors.
- Understand the basic concepts with Angel and WashingtonOnline.

Scholastic Dishonesty / Plagiarism:

Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to, cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to, tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations; and homework.

From the WWCC Student Handbook (http:www.wwcc.edu) definition and disciplinary action for Plagiarism are as follows:

(1) Plagiarism is defined as the buying, borrowing, or stealing of written material for the purpose of fulfilling or partially fulfilling any assignment or task required as part of the student’s program of instruction at the College. Any student who plagiarizes shall be subject to disciplinary action.
(2) Any student who aids or abets the accomplishment of such activity as defined in subsection (1) above shall also be subject to disciplinary action.
(3) An instructor may take reasonable action against any student who is deemed to have been guilty of plagiarism or cheating. Course of action might include but not be limited to:
   (a) Student receive warning and lowered grade
   (b) Student receive failing grade for the course
   (c) Student dropped from course
   (d) Student be recommended for suspension or dismissal from the College
   (e) Case referred to civil action

Academic Freedom:

Institutions of higher education are conducted for the common good. The common good depends upon a search for truth and upon free expression. In this course the professor and students shall strive to protect free inquiry and the open exchange of facts, ideas, and opinions. Students are free to take exception to views offered in this course and to reserve
judgment about debatable issues. Grades will not be affected by personal views. With this freedom comes the responsibility of civility and a respect for a diversity of ideas and opinions. This means that students must take turns speaking, listen to others speak without interruption, and refrain from name-calling or other personal attacks.

Students with Disabilities:

WWCC has support services for students with disabilities to ensure that our programs and facilities are accessible. Our campus provides reasonable accommodations to qualified students with disabilities. These services are provided through the Student Development Center. To learn about our services contact: Claudia Angus; Coordinator of Disability Support Services, Office 133D, Phone: (509) 527-4543, TDD: (509) 527-4412, E-mail: claudia.angus@wwcc.edu Or visit WWCC Website at http://wwcc.edu

Student Conduct and Responsibility:

Rules of Conduct and Procedures of Enforcement. Admission to Walla Walla Community College carries with it the expectation that students will conduct themselves as responsible members of the college community, that they will comply with established rules and regulations of the College, maintain high standards of honesty and integrity, and respect the rights, privileges, and property of other members of the college community. Walla Walla Community College expects that students will conform to the laws of the greater society and regulations established to assure the orderly conduct of the affairs of the College.

Rules of Conduct including but not limited to, Plagiarism/ Cheating, Abusive Language, Disorderly Conduct, Sexual Harassment, Malicious Harassment, Liquor, Drugs, and Computer Trespass. Taken from the WWCC Student Handbook Code of Conduct (For complete text of the Student Code of Conduct, see the website at: www.wwcc.edu).

Safety Policy Students Right To Know:

The security of all members of the campus community is of vital concern to Walla Walla Community College. In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, Walla Walla Community College information concerning campus safety, campus crime statistics for the most recent three-year period, graduation and transfer statistics, and other right-to-know information can be found at http://wwcc.edu.

Student Rights and Responsibilities:

Each student has the right to expect a campus climate in which all students:

- Are given the opportunity and encouragement to succeed
- Are treated with dignity and respect
- Demonstrate good manners and courtesies
- Are safe from sexual harassment and discrimination
- Are free to ask for help, anytime
Each student has a responsibility to:

- Support a learning environment that provides opportunities for all students to succeed
- Prepare mentally and physically to be the best you can be
- Treat all students and staff with dignity and respect
- Exhibit good manners and common courtesies at all times
- Serve as a positive role model for less experienced students
- Respect the property and space of others
- Help keep the campus litter free
- Refrain from swearing and using any inappropriate communication
- Read and abide by the college rules in the Student Handbook
- Be accountable for your own actions

Taken from the WWCC Student Handbook. For complete text visit the website at: www.wwcc.edu.

Other Issues:

Although the course is well outlined above and will likely follow the dates and topics listed below, some degree of flexibility is expected. During the course of the quarter every effort will be made to adhere to the course outline, however, events do occur that require changes and amendments. In addition, I reserve the right to modify the course content, expectations, and grading as I see fit during the quarter. Lastly, you should anticipate additional readings and/or films to be incorporated into the course throughout the quarter. As much advance notice as possible will be given in the event that additional time will be needed to accommodate these changes.

Grade Policy:

The WWCC grading system provides a permanent record of grade evaluations which reflect the student’s course achievement. The following grades are used:

- A 4.0 points per credit hour 94 – 100% (682 – 725 Points)
- A- 3.7 points per credit hour 90 – 93% (653 – 681 Points)
- B+ 3.3 points per credit hour 87 – 89% (631 – 652 Points)
- B 3.0 points per credit hour 84 – 86% (610 – 630 Points)
- B- 2.7 points per credit hour 80 – 83% (580 – 609 Points)
- C+ 2.3 points per credit hour 77 – 79% (559 – 579 Points)
- C 2.0 points per credit hour 74 – 76% (537 – 558 Points)
- C- 1.7 points per credit hour 70 – 73% (508 – 536 Points)

Minimum Achievement

- D+ 1.3 points per credit hour 67 – 69% (486 – 507 Points)
- D 1.0 points per credit hour 60 – 66% (435 – 485 Points)

Unsatisfactory Achievement

- F 0.0 points per credit hour 59% and Below (434 and under)
Course Outline of Assignments

Student grades will be comprised of the following:

- Syllabus Quiz……………………………………………………………20 Points
- End of Chapter Summaries………………………………………….210 Points
- Documentary Film Recaps and Discussion……………………175 Points
- Discussion Forum and Internet Activities…………………..170 Points
- Final Paper: Case Studies………………………………………...150 Points
- Extra Credit……………………………………………………25 Points

Total Score………………………………………………………...725 Points

Course Activities and Evaluation Criteria

Classroom Participation and Discussion Forums:
Participation is being actively involved in the online classroom discussions. Minimum participation is responding to four (4) of your classmates each week, for each discussion forum, with responses at least a 100 words in length. Of course you will respond more throughout the week, however four (4) need to be substantial (more than “I agree” or “great post”). Please Note: I will be looking for only those responses that fit this criterion. Participation happens during the current week (i.e., week one Thursday July 07th through Wednesday July 13th). No partial credit will be issued, please make sure you comply with the requirements each week. Again, you have the entire week to participate for full credit.

Discussion forum responses are due on a specific day throughout the online week. ALL original posts must be submitted by end of day Sunday at 11:55 pm. Discussion forums include discussion questions, Internet activities, and documentary recaps.

No partial credit will be issued if you fail to post your original submission by Sunday at 11:55pm or fail to meet the minimum participation requirement. Please make sure you comply with the requirements each week. See below for specific details on each discussion forum.

1. Internet and discussion forum activities must be posted by Sunday at 11:55pm and answers need to be 300 words in length.
   a. There are four (4) Internet and discussion forum activities……..Total 170 Points

2. Documentary recaps must be posted by Sunday at 11:55pm and answers need to be 300 words in length. Your first documentary/film recap is due in Week Three and will include a recap on “Becoming Human” parts I, II, and III.
   a. There are four (4) documentary recaps……………………..Total 175 Points
**Remember**: any discussion question that is posted after the due date will receive a ZERO score for the week. **NO partial credit** will be given to late submission answers **OR** answers that fall below minimum word count **OR** if you fail to meet the minimum participation requirement.

**End-of-chapter Summaries**:  
You will complete a thorough analysis on each chapter, highlighting key points and provide personal reflections on the material covered in the textbook chapter. All summaries must be posted by **Wednesday at 11:55pm** and answers need to be 300 words in length. You do not have a participation requirement for this assignment. There are seven (7) chapter summaries.................................Total 210 Points

**Syllabus Quiz**:  
The syllabus quiz must be completed by end of day Wednesday at 11:55pm July 13th and cannot be made up once the week is over. Once you begin you will have one (1) hour and one (1) chance to complete the quiz—make sure you are ready to start **BEFORE** you begin. You have the entire week to complete the quiz.......................................................Total 20 Points

**Final Paper: Case Studies**  
You will be required to write a final paper based on case studies presented in chapter five starting on page 107 in your textbook. There are six (6) case studies presented. The case studies provided to you by Cornell and Hartmann offer the constructionist approach to race, illustrating the diversity of the interactions that take place between people. Those interactions construct our identities and various forms and functions that ethnicity and race assume (2007, p. 107). You will provide a full page (or more) for each case study that highlights **how** the construction of ethnic and racial identities is shaped within the context of the case study. If needed, refer back to chapters 6 and 7 to review key areas that shape our identity construction (i.e., politics, labor markets, culture, social and human capital). You may wish to include personal reflections you made from course materials as they relate to the case study. Your final paper will be typed in Microsoft Word, double spaced, Times New Roman 12 font, and at least six (6) **full** pages in length (or more) plus a cover and reference page. Each case study should be clearly labeled Your final paper on case studies is due the last day of class August 31st, 2011 at 11:55pm..................Total 150 Points

**Extra Credit**  
Giving back to the community is extremely important. For an extra credit assignment your task will be to help someone in need. There are no specific criteria as to what counts as helping—this could be going to the grocery store, raking leaves, changing a flat tire, or volunteering at a local organization. After you have completed your community service or volunteering task, share your experience with the class and include: what, who, why, and how at the end of week 4. You will receive 15 extra credit points if you post in the discussion forum provided to you in Week 4. An additional 10 points of extra credit will be given by completing the end of course survey in Week 8........Total 25 Points
## Course Calendar

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<thead>
<tr>
<th>Week 1</th>
<th>Notes</th>
<th>Total Points Possible:</th>
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<tbody>
<tr>
<td>– Read chapter 1: The Puzzles of Ethnicity and Race</td>
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<td>105</td>
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<tr>
<td>– Post Introduction / Biography and respond to classmates</td>
<td>July 7 – July 13</td>
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<td>– Discussion forum activity and respond to classmates</td>
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<tr>
<td>– Watch documentary: Becoming Human Part I</td>
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<tr>
<td>– Chapter 1 summary</td>
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<tr>
<td>– Syllabus Quiz</td>
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<th>Week 2</th>
<th>Notes</th>
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<tr>
<td>– Read: Ch. 2 Mapping the Terrain: Definitions</td>
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<tr>
<td>– Discussion forum activity and respond to classmates</td>
<td>July 14 – July 20</td>
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<td>– Chapter 2 summary</td>
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<td>– Watch documentary: Becoming Human Part II</td>
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<td>– Optional: Complete student demographic survey</td>
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<th>Week 3</th>
<th>Notes</th>
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<tr>
<td>– Read: Ch. 3 Fixed or Fluid? Alternative Views of Ethnicity and Race</td>
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<tr>
<td>– Documentary/film recap and respond to classmates</td>
<td>July 21 – July 27</td>
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<td>– Chapter 3 summary</td>
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<td>– Watch documentary: Becoming Human Part III</td>
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<th>Week 4</th>
<th>Notes</th>
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<tr>
<td>– Read: Ch. 4 A Constructionist Approach</td>
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<tr>
<td>– Documentary/film recap and respond to classmates</td>
<td>July 28 – August 3</td>
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<td>– Chapter 4 summary</td>
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<td>– Watch documentary: A Class Divided</td>
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<td>– Extra credit opportunity: Giving back</td>
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<tr>
<th>Week 5</th>
<th>Notes</th>
<th>Total Points Possible:</th>
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<tr>
<td>– Read: Ch. 6 Construction Sites: Contextual Factors in the Making of Identities</td>
<td>August 4 – August 10</td>
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<td>– Documentary/film recap and respond to classmates</td>
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<td>– Chapter 6 summary</td>
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<td>– Watch documentary: A Hidden Race</td>
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<th>Week 6</th>
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<th>Total Points Possible:</th>
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<tr>
<td>– Read: Ch. 7 What They Bring: Group Factors in the Making of Identities</td>
<td>August 11 – August 17</td>
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<td>– Documentary/film recap and respond to classmates</td>
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<td>– Chapter 7 summary</td>
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<td>– Watch documentary: The Old Man and the Storm</td>
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<td>Week 7</td>
<td>August 18 – August 24</td>
<td>Total Points Possible: 70</td>
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<tr>
<td>– Read: Ch. 8 Making Sense and Making Selves in a Changing World</td>
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<td>– Discussion forum activity and respond to classmates</td>
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<td>– Chapter 8 summary</td>
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<tr>
<th>Week 8</th>
<th>August 25 – August 31</th>
<th>Total Points Possible: 175</th>
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<tr>
<td>– Read: Ch. 5 Case Studies in Identity Construction</td>
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<td>– Discussion forum activity</td>
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<td>– Final Paper: Case studies</td>
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<td>– Extra credit opportunity: End of course survey</td>
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### Materials, Resources, and Technical Requirements

#### Campus Resources

**Computer Lab:** IBM compatible computers are available for student use. In Walla Walla, computers are also available in the Library and the Academic Support Center. Call for hours 509.527.1818 (WW Tech Center) 509.529.5858 (WW- Main Bldg) 509.758.1772 (Clarkston).

**WashingtonOnline:** Blackboard Online Support Center for Washington Online. Our Customer care technicians are available to support you 24/7 at 1-866-425-8412.

**Library Services:** On the Walla Walla Campus during the academic year, library hours are from 7:30 a.m. to 9:00 p.m., Monday through Thursday; 7:30 a.m. to 4:30 p.m., Friday; and 1:00 p.m. to 5:00 p.m., Sunday. Phone: 527-4294

**Instructional Support Services:** Academic Support Center (ASC) 509.527.4624 (Walla Walla) 509.758.1772 (Clarkston individual) On the Walla Walla campus, the Academic Support Center (ASC) is located on the 2nd floor of the main building. The Math, Writing and Science Labs are located in the Academic Support Center. Students needing assistance with math may drop in or make an appointment to work with a member of the math lab staff. The writing center staff provides writing assistance to all registered students. Students may visit on a drop-in basis or by appointment, and may be referred from an instructor.

You can also visit the website for more information:
- **Science Center** [http://www.wwcc.edu/CMS/index.php?id=880](http://www.wwcc.edu/CMS/index.php?id=880)

**Individual Tutoring:** 509.529.5511 (Walla Walla) 509.758.1772 (Clarkston) WWCC provides individual and group tutoring services in many, but not all, subject
areas to students who have demonstrated a need for assistance, and currently have a C
grade or lower in the course for which they are requesting tutoring. Students must have
an instructor recommendation to be eligible for tutoring.

**Student Advising and Development Center:** Advisors in the Student Development
Center help students identify and successfully achieve their academic, career and
personal goals. Staff members also assist students with the development of problem-
solving skills and advocate for students.

**Disability Resource Center:** These services are provided through the Student
Development Center. To learn about our services contact: Claudia Angus; Coordinator of
Disability Support Services, Office 133D, Phone: (509) 527-4543, TDD: (509) 527-4412,
E-mail: claudia.angus@wwcc.edu Or visit WWCC Website at http://wwcc.edu

**Other Resources and Helpful Links**

**Other Online Library/Catalogs**

- Whitman College: [http://www.whitman.edu/penrose](http://www.whitman.edu/penrose)
- Lewis-Clark State College: [http://www.lcsc.edu/library](http://www.lcsc.edu/library)
- SageCat : 76 Libraries of Eastern Oregon Union Catalog: [http://eos.eou.edu](http://eos.eou.edu)

**Technology Requirements**

AOL and other dial-up services are not currently recommended for use with ANGEL. See
browser requirements below. Some courses may have additional requirements. Check the
course description for more information.

**Minimum Computer Requirements**

Operating Systems: Windows XP or higher, MAC OSX
Browsers: Internet Explorer 7, Firefox 3.0
Reliable high speed internet or broadband connection

**Pop-up Blockers**

If your browser includes a pop-up blocker, you may need to disable it for your online
courses.