



**Oglala Lakota College**  
**Humanities and Social Science Department**  
**Course Syllabus**  
**Spring 2018**

*Rebuilding the Lakota Nation through Education*  
*Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo*

**Course Number and Name:** SoSc 353 Race and Ethnicity

**Credit Hours:** 3

**Class Section:**

**Class Location:** Virtual Campus

**Day/Time of Class:** Daily- VC Week is  
Monday to Sunday

**Instructor:** Anna West

**Phone(s):** 605-964-8011 (CRCC)

**E-mail:** [awest@olc.edu](mailto:awest@olc.edu)

Office Hours face to face at Chyenne River College  
Center, Eagle Butte, SD

**Office Hours:**

M, W, TH 1:30-2:30; and 5:30-7pm, T 3:30-  
5:30; F 8-5

**Required Text(s) and Materials:**

- Takaki, R. (2008). *A different mirror: A history of multicultural America*. Boston: Back Bay Books.
- Fenton, S. (2010). *Ethnicity*. Cambridge: Polity Press.
- Additional readings will be available for download.

**Prerequisite:** Engl 103; additional prerequisite for all online classes: MIS 113.

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**Humanities and Social Science Department Vision Statement:**

To produce graduates who will become leaders in their chosen field and help rebuilding the Lakota nation through education.

**Humanities and Social Science Department Mission Statement:**

The mission of the Humanities and Social Science Department is to provide programs that ensure that students have the opportunity to learn about Oglala and world cultures, art, histories, and literature while integrating cultural aspects of Wolakolkiciyapi. Our programs equip students with general degree area knowledge, critical thinking, writing and communication.

**Course Description:**

Students in this course will critically analyze world-wide issues of race and ethnicity, a major historical and modern factor in human interaction. Using a culturally relativistic perspective, students will investigate theory and research related to the interaction of ethnic and racial groups. Topics to be covered include power relations and stratification, sources of prejudice and discrimination.

**Course Goal:**

Students learn how to critically analyze issues of race and ethnicity in a world-wide context.

## Course Rationale:

Through this course you will receive in-depth knowledge of race/ethnic relations in multiple contexts around the world. You will practice ways to critically analyze issues possibly connected to race and ethnicity. BA in Social Science majors can use this course for section 3B of the status sheet. This course fulfills one of the upper division Humanities and Social Science electives in section E1 of the status sheet.

## Outcome Alignment

This section shows you what you will be able to do at the end of this course (Course Learning Outcomes CLOs) and how this course will help you reach OLC's General Education Outcomes (GEOs), which describe the skills and knowledge that OLC would like all graduates regardless of their major to have acquired, as well as the Program Learning Outcomes (PLOs) of the BA in Social Science program.

Course Student Learning Outcomes (CLOs)	GEOs	PLOs
CLO 1: Explain theoretical explanations for race and ethnic relations and apply those explanations to real world situations.	2, 5, 6, 7	2, 4, 5
CLO 2: Analyze race and ethnic relations in the United States and the social, economic, cultural, and political factors involved.	2, 6, 7	2, 3, 4, 5
CLO 3: Demonstrate basic knowledge of the history of race and ethnic relations in a world-wide context.	5, 10	2, 4
CLO 4: Apply concepts including race, ethnicity, minority groups, stereotyping, ethnocentrism, prejudice, racism, scientific racism, discrimination, white privilege, and oppression to various contexts.	5, 7	2, 4, 5

### **OLC General Education Outcomes (GEOs):**

#### *Disposition:*

- GEO 1: Apply cultural values in a learning atmosphere.

#### *Written and Oral Communication:*

- GEO 2: Communicate effectively in writing using both Lakota and English.
- GEO 3: Demonstrate oral communication skills in both Lakota and English.

#### *Quantitative Reasoning:*

- GEO 4: Apply quantitative analytical skills.

#### *Critical Thinking:*

- GEO 5: Examine concepts and theories across multiple contexts and disciplines.
- GEO 6: Critically review resource material.
- GEO 7: Develop ideas to address contemporary issues.
- GEO 8: Critically examine sovereignty.

#### *Technology:*

- GEO 9: Demonstrate proficiency in the use of standard computer technologies.

#### *Diversity:*

- GEO 10: Examine the importance of diversity.
- GEO 11: Examine the contexts of Lakota social organizations, communities and global networks.

### **BA in Social Science Program Learning Outcomes (PLOs):**

*Students who complete the BA in Social Science will be able to:*

- PLO 1: demonstrate leadership qualities by holding leadership positions in their community;
- PLO 2: apply social science perspectives to interpret, analyze, and evaluate societal and individual issues;
- PLO 3: design and complete small social science research projects;
- PLO 4: express an awareness of their own biases and provide in-depth examples of diverse human experiences; and
- PLO 5: interpret organizational processes and interactions and their influences on communities.

## Instructional Methodology:

*This course will be taught utilizing the online virtual campus format. You will gain information through the assigned readings which will build the foundation for the other activities. We will discuss the readings in discussion forums and connect them to your own experiences and current events around the world.*

*Each week starts on Monday and lasts till Sunday. There is no assignment for which we all have to be online at the same time (no chats). You can complete your work at any time during the week, as long as your first two posts are completed by Wednesday and additional posts by Sunday.*

## **Lakota Perspective:**

This course stresses **Wolakolkiciyapi** of “learning Lakota ways of life in the community.” This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude – wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery – woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.

## **Suggestions for Success:**

- Read the assigned chapters by Wednesday evening. Here are some tips for getting this done efficiently and effectively:
  - o First look through the whole chapter and just read the headings, think of questions that you might have about this topic and what you want to learn about by reading the text, next read the chapter and use highlighter and/or margin notes. After you have read the text, look through the highlighted sections or the ones with margin notes again and then summarize the chapter in your own words. For this particular course, it may be helpful for you to put together a timeline on which you note important events.
- Online classes tend to be the first ones a student who feels overwhelmed will neglect: Fight the temptation! Maybe these strategies will help:
  - o There is no specific time when you need to work on the class, which is one of the reasons why it’s easy to neglect the course. To counteract this, you could put a schedule together that may look something like this:
    - 3-hour time slot for reading the assigned chapters at the beginning of the week
    - 0.5-hour time slots on 5 days of the week to participate in the forums (reading what others wrote, responding to questions/tasks, responding to classmates)
    - 3-hour time slot toward the end of the week to work on individual assignments or to get a head start reading the following week’s materials
- *ATTENDANCE: In order to count present for a certain week, you need to post **at least 5 times** to that forum either within that week or during the following week (the latter is only possible if you don’t already have 3 absences in a row or 5 total)!*
- Regularly review your grades on Jenzabar AND my feedback on your submitted assignments and ask me if you don’t understand why you received a certain grade.
- Start the case study project early on – ideally no later than the beginning of week 10.
- Better late than never: assignments submitted late are reduced but you will still get some credit for them. Assignments are accepted until the beginning of the last class (week 15).
- Don’t hesitate to ask for help! Send me an email or text or call me if you have any questions. Stop by during my office hours or contact me to set up a time to meet in person!

## **Homework:**

Oglala Lakota College follows the Carnegie model for required out of class work requirements. This means that for this 3-credit online course, you should expect spending approximately 2.5-3 hours per week working on the discussion forums and about 6 hours per week working on other assignments such as reading the assigned chapters, writing a movie report, conducting a small case study, and completing a midterm and final exam.

## **Assessment:**

I will assess whether you have reached the course learning outcomes in both exams and the research paper (summative assessment). More importantly, I will assess whether you are on track of reaching the outcomes by reviewing your forum participation, reading your movie report, and examining your annotated bibliography (formative assessment). This will allow me to adjust the course if needed.

## Assignments:

Description of Assignment – What?	Rationale – Why?	Weight of Assignment
<p><b><i>Participation in Discussion Forums</i></b>            Just like you are required to participate in discussions in your face-to-face classes, you are required to participate in discussions in this online class. This happens in so-called discussion forums. I will post questions and tasks for you to respond to throughout the week. As examples, I will ask you to explain a section from the book or to share your opinion on a topic, or you will be tasked with looking up something and sharing your findings with your classmates.</p> <p>Each week’s forum is divided into three sections or “threads”: a) theory; b) examples; c) current issues. The theory section is predominantly based on Fenton’s book whereas the examples come from the Takaki text. In the third section, we discuss current happenings connected to race and ethnicity. Each student will facilitate this section during one week of the semester (see “Facilitation of Current Issue Discussion”).</p> <p>We don’t all have to be online at the same time but whenever one of us writes something in the forum, everyone else will be able to see that at the next log-in and can reply.</p> <p>In this course, participation in the forums makes up a third of your overall grade. It is therefore imperative that you invest much time in working on your forum posts. In order to earn full participation credit for a week, you have to post at least twice by Wednesday night and three additional times by Sunday night, and you need to post in all three threads. Late participation leads to up to 30% deduction of the participation grade.</p>	<p>The goal of this course is that you learn how to critically analyze issues of race and ethnicity in a world-wide context. Discussion forums are a great way to practice such analysis because you will have more time to think about the issues than in a face-to-face class and unlike in papers or exams, you will receive near immediate input from your classmates and the instructor to help you.</p> <p><b>SEVEN quality posts per week- FIVE posts total in A and B and TWO posts in section C. Answer both What stood out the most questions for section A and B. Additional TWO responses are required in the Current Issues Section (part C).</b></p> <p><b>Your attendance is based on whether or not you participate in the forum for that week. In order to count present in a particular week, you need to post at least five (5) times to that week’s forum (A and B). If you don’t do so by the end of the week, I will mark you as absent. However, I will change your absence into having been present if you post at least four times by the end of the following week. If you participate more than one week late, you will still earn participation points but your attendance will NOT be changed. Posting FIVE times per week is sufficient to be counted present but not to pass the class.</b></p> <p>Course Learning Outcome (CLO) alignment: 1, 2, 3, 4            General Education Outcome (GEO) alignment: 1, 2, 5, 6, 7, 9, 10, 11            Program Learning Outcome (PLO) alignment: 2, 4, 5</p>	<p><b>33%</b></p> <p>Extra credit will be awarded for exceptional participation (only if it’s on time)</p>

<p><b>Facilitation of Current Issue Discussion (Part C)</b></p> <p>Each week's discussion forum consists of three sections (=threads). Whereas the first two are based on your two textbooks and other reading assignments, the last section is meant to give us the opportunity to discuss a variety of current happenings. Each of you will be the facilitator for this section in one week. When you are the facilitator, you will select one recent news article (not scholarly journal article!) or blog post connected to race and ethnicity. Next, post the link to this text to the forum NO LATER THAN TUESDAY night and then guide a discussion with classmates on the subject matter.</p> <p>The text that is selected does not have to be about the same topic as what is covered in the other two parts of the forum in that week. However, bring in what we have discussed/read about in the class in previous weeks.</p> <p>You will be able to select in which week you would like to be the facilitator at</p>	<p>There is hardly a month or even week without matters connected to race/ethnicity coming up in the news. I cannot plan what issues may come up during the semester but this activity will give us the opportunity to discuss current happenings and thereby to practice applying the course content to a variety of contexts. Since you are in charge of selecting the topic, you can pick whatever interests you most.</p> <p>In addition, guiding a discussion (whether it is online or face-toface) is a skill that is required for many jobs, especially for social scientists, and this exercise is a way for you to practice this skill.</p> <p>CLO alignment: 1, 2, 4  GEO alignment: 1, 2, 5, 6, 7, 9, 10, 11  PLO alignment: 1, 2, 4, 5</p>	<p><b>5%</b></p>
<p>the beginning of the semester. In some weeks, there may be two facilitators. In that case, two separate threads will be set up.</p> <p>If you don't post anything to the forum by Tuesday night, you will lose that spot and I will facilitate that week's current issue discussion. You may sign up for being facilitator in another week (grade will be reduced by 20%). If you don't post anything by Tuesday again, you will not be able to make-up the assignment.</p>		
<p><b>Movie Report</b></p> <p>Select any feature movie theming race and ethnicity and analyze the happenings using the concepts and theories that are covered in this class.</p> <p>Your report is expected to include a brief summary of the movie with a detailed description of race and ethnicity issues, a description of the issues that are discussed explicitly in the movie, a connection to the reading assignments and discussions, an analysis of the issues that are not directly discussed in the movie but that are nonetheless noticeably, and your own view on how this movie portrays race and/or ethnicity.</p> <p>Your 600-word long report in APA format is due on Sunday in week 9. Late submissions are accepted until the end of the semester but the movie report grade will be reduced by 20% (whether your report is one day or one month late).</p>	<p>Social science courses are not just about memorizing information. Rather, the purpose is that you are able to apply the content to other contexts. You will practice doing so through the current issue discussion but most of us are much exposed to race and ethnicity matters not only through our own lives and the news, but also through the movies that we watch. The movie report will allow you to conduct a more in-depth analysis than the current issue analysis as you are writing a longer paper. In addition, this assignment allows you to practice writing analytical papers.</p> <p>CLO alignment: 1, 2, 4  GEO alignment: 2, 5, 7, 9, 10  PLO alignment: 2, 4, 5</p>	<p><b>7%</b></p>

<p><b>Case Study: Annotated Bibliography and Research Paper</b></p> <p>In your case study, you are asked to analyze a specific case of past or present race or ethnic relations. This means that you need to select a case in which two or more racial or ethnic groups are/were in regular contact, e.g. by living in the same country. In addition to selecting the groups, you are asked to choose a specific time period (e.g. the 21<sup>st</sup> century, first half of 20<sup>th</sup> century). This case cannot involve your own group in current times (you may, however, select race relations between your group and others at earlier times). In your case study, you analyze the race/ethnic relations between these groups at that time.</p> <p>The first part of the case study assignment consists of an annotated bibliography: Search for library sources that you can use for your case study and describe in form of an annotated bibliography how each source provides you with material for the analysis. You will receive detailed instructions on how to conduct this assignment.</p> <p>The annotated bibliography is due on Sunday in week 11. Late submissions will be accepted until the end of the semester but the grade will be reduced by 20%.</p> <p>After you have the annotated bibliography completed and therefore have the material for your case study, you write down the analysis in form of a research</p>	<p>Research papers require a lot of work but they are standard assignments for upper-level social science courses for good reasons: They require you to locate information on the topic, evaluate the trustworthiness of the source, comprehend and reflect on the material, and to put your thoughts on the subject matter into writing. These are skills that will become useful in many contexts, even if you don't have to write another research paper: As examples, for many jobs you will have to be able to locate information. This might not be through library databases as in this task but the process is similar. You also need to be able to determine whether a particular source is trustworthy or not. Another context for this would be trying to decide for whom to vote: just hearing/reading what one person says about a certain candidate, especially if that person is not that knowledgeable, will not provide you with the necessary data to be able to make an informed decision.</p> <p>The annotated bibliography assignment gives you experience in conducting literature search and evaluating the sources' trustworthiness and usefulness. It hopefully motivates you to start on your project early so you have enough time to reflect on the subject matter. Also, this assignment will allow me to support you in your case</p>	<p><b>Annotated Bibliography: 5%</b></p> <p><b>Research Paper: 13%</b></p> <p><b>TOTAL: 18%</b></p>
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<p>paper. Your paper needs to include the following:</p> <ul style="list-style-type: none"> <li>- Analysis of race/ethnic relations between these groups at that time:       <ul style="list-style-type: none"> <li>o What is the quality of race/ethnic relations between the two groups at that time? Is there a lot of conflict, discrimination, etc. or are the interactions predominantly peaceful?</li> <li>o What is the context for this specific case? This refers to past events that influenced race relations but also to influences from other geographic areas.</li> <li>o You are required to base your analysis on at least five library sources (books or scholarly journal articles). At least two different points of views need to be represented in these library sources and you need to include these differing interpretations in your analysis.</li> </ul> </li> <li>- How are race relations in that specific context similar or different to the race relations that you experience in your life?</li> <li>- How do your own race-related experiences impact how you look at the case that you are describing?</li> </ul>	<p>study project by giving you feedback on the sources that you are using.</p> <p>The research paper assignment allows you to immerse yourself in the chosen topic more than any other assignment. This will benefit your analytical and writing skills.</p> <p>CLO alignment: 1, 2, 3, 4        GEO alignment: 2, 5, 6, 7, 9, 10, 11        PLO alignment: 2, 3, 4, 5</p>	
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<p>The research paper needs to be at least 2000 words long (not counting title page or references) and in APA format. It is due on Sunday in week 14. You can send me a draft for feedback earlier. Submission during week 15 is reduced by 20%.</p>		
<p><b>Midterm Exam (Week 7)</b>  The midterm will consist of essay tasks about the reading assignments of weeks 1-6. The instructions will be online by week 6 and you will have time until Sunday in week 7 to write the essays. Late submissions will be accepted until the end of the semester but the exam grade will be reduced by 20% (regardless of how late the submission was). If you run out of time and are not able to write all essays by the due-date, it's best if you submit on time what you have ready by then and submit the remaining essays later.</p>	<p>Through your essays for the midterm and final exams you will show me that you have read and reflected on the assigned readings. To some degree, I will see this through your participation in the forums as well but the exam essays are a little longer than the usual discussion forum posts and therefore more thorough.</p> <p>You could earn a passing participation grade with only skimming the texts but in order to pass an exam, you will have to read the books. Having to complete exams will encourage you to take the class in a way that benefits you more.</p> <p>CLO alignment: 1, 2, 3, 4  GEO alignment: 2, 5, 7, 9, 10  PLO alignment: 2, 4, 5</p>	<p><b>16%</b></p>
<p><b>Final Exam (Week 15)</b>  The final will consist of essay tasks about the reading assignments of weeks 8-14. The instructions will be online by week 14 and you will have time until Sunday in week 15 to write the essays. Submissions after Sunday in week 15 will not be graded (except for a grade change, if a student qualifies).</p>		<p><b>19%</b></p>
<p><b>Syllabus Quiz (Week 1)</b>  During week 1 you are asked to complete a brief multiple choice quiz on this syllabus. This quiz will be closed by the end of week 2 so make sure you don't miss out on these points.</p>	<p>In face-to-face classes the instructor is able to go over the syllabus with the students. In online classes, I can't make sure that you read the syllabus. The syllabus is filled with information that will help you succeed in this course. I hope the syllabus quiz encourages you to read the document carefully.</p>	<p><b>2%</b></p>
<p><b>TOTAL</b></p>		<p><b>100pts. (100%)</b></p>

Extra Credit Options: There are extra credit options incorporated into the grading of forum participation. I may or may not provide additional opportunities. You are encouraged to do your assignments and turn them in on time, rather than hoping to redeem your grades through extra credit assignments.

All your assignments will be graded using the gradebook on Jenzabar so you can access your grade any time.

### Grading Scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

0% - 59% = F

Note: BA in Social Science majors need to earn at least a C in this course!

*A = Superior Quality Work: Mastery of course content at the highest level of attainment. The grade A indicates a student shows comprehensive knowledge and understanding of the subject matter. The student has demonstrated outstanding promise in discipline under study by scoring 90% or higher on course assignments.*

*B = Good Quality Work: Strong performance at a high level of attainment. The grade B indicates a student shows moderately broad knowledge and solid understanding of the subject matter. The student has demonstrated promise in the discipline under study by scoring 80-89% on course assignments.*

*C = Satisfactory Quality Work: Adequate, but not solid, level of attainment of course content. The grade C indicates a student shows reasonable knowledge and understanding of subject matter. By scoring 70-79% on course assignments, the student may continue to study in the discipline with reasonable hope of continued progress.*

*D = Marginal Quality Work: Minimal level of attainment of course content. The grade D indicates a student shows minimal knowledge and understanding of subject matter. By Scoring 60-69% on course assignments, the student has not demonstrated prospective growth in the discipline.*

*F = Unacceptable: Almost no attainment of course content. The grade F indicates a student shows an unacceptable low level of knowledge and understanding of subject matter. By scoring 59% or below, the student has not demonstrated the growth necessary for further study in the discipline.*

### Policies:

#### Oglala Lakota College Policies:

[http://www.olc.edu/local\\_links/registrar/docs/student\\_handbook.pdf](http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf)

All policies regarding students are fully disclosed in the Oglala Lakota College Student Handbook which may be accessed at the above link. Summaries of the most relevant policies regarding this course are summarized below but it is recommended that students review the full policies in the Handbook.

#### Disability Policy (85-600)

Oglala Lakota College recognizes physical and mental disabilities that include mobility, sensory, health, psychological, and learning disabilities, and provides reasonable accommodations and/or referrals once the disability is adequately documented. While OLC's legal obligations only extend to disabilities of a substantial and long-term nature, it is also the College's practice to honor reasonable requests for accommodations and/or referrals for temporary disabilities such as physical injury, illness, or complicated pregnancy. The purpose of the provided accommodations is to ensure students with disabilities equal access to education. **Student's Responsibility:** It is the responsibility of the student to make his or her disability and needs known in a timely fashion by submitting an application for service to the Coordinator of Student Affairs and to provide appropriate documentation and evaluations to support the accommodations the student requests.

The student should also notify instructors at the beginning of the semester.

Please contact the Coordinator of Student Affairs at 455-6083 if you have any questions regarding the application for service process including what documentation is needed and contact information for evaluation services.

**Academic Freedom (76-100)**

Academic freedom is the absence of restrictions placed upon the spirit of investigation, free inquiry and open discussion. In this spirit, the instructor exercises a professional judgment to select and interpret ideas, and the student has the right to challenge ideas and interpretations.

**Academic Dishonesty (76-300)**

Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; and/or knowingly breaks stated examination rules. A student may be expelled and barred from further classes upon proof in a hearing set up by the Vice President for Instruction.

**Dropping / Adding Courses (81-300)**

If a student discontinues a subject and fails to allow the prescribed procedure for dropping a course, it may be recorded on his/her permanent record as an "F." It is the student's responsibility to verify that their online schedule shows that the course is officially dropped.

If a class is dropped after the second week, the student will be liable for the total cost of the tuition.

**Attendance Policy (81-350)** If a student wishes to be excused from a class, it is the student's responsibility to clear the absence with the instructor. At that time the student must arrange for a make-up assignment. However, an excused absence is the same as an absence until the student has completed work equivalent to being in class within one week of the absence. Once the make-up assignment is completed, the instructor may change the absent to present depending on the circumstance and quality of work. This will only apply to no more than two absences. A student will be dropped from a course after three consecutive absences or after five total absences by the Registrar.

**Tardiness Policy (81-370)**

A student shall be considered tardy for class, if he/she arrives late for class, but during the first hour of the class. A student arriving later than this may be marked absent.

If an instructor is late for a class, students must wait for one-half hour. After this time, the class will be considered cancelled for that week and must be made up.

**Standards of Conduct (86-300)**

OLC students will abide by the standards of conduct while on college premises. Every student has the right to a safe learning environment. To ensure this safety, acts of misconduct are subject to disciplinary action. Acts of misconduct include a) any actual or threatened physical violence; b) gross disorderly conduct; c) verbal abuse or harassment; d) vandalism of OLC premises; e) attending classes under the influence of alcohol or drugs; f) failure to properly supervise children on college premises; g) any other student conduct that causes a disruption in classes or business transactions on college premises; and h) failure to abide by the College's Gun-free/Weapon-free Policy.

**Computer Account and Network Policy (93-500)**

Oglala Lakota College network access may be used to improve learning and teaching consistent with the educational mission of OLC. OLC expects legal, ethical and efficient use of the network. All OLC network account usage is subject to examination or investigation as needed without prior notification or consent of the user. The use of the information system is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges.

Forgery of e-mail messages, reading, deleting, copying, or modifying the e-mail of other users, and sending unsolicited junk e-mail or e-mail chain letters are prohibited.

## Course Specific Policies

The following statements describe how college-wide policies are followed in this particular course.

### Attendance in Online Class:

*Each week starts on Monday and lasts till Sunday. There is no assignment for which we all have to be online at the same time (no chats). You can complete your work at any time during the week, as long as your first three posts (Answer both What Stood Out the Most Questions from A and B and one post to C) are completed by Wednesday and additional FOUR (three more posts to A or B and one more post to C) posts by Sunday.* Students are dropped from the course when there are three (3) absences in a row or five (5) absences total!

A student counts as present in a particular week when he/she posts at least five (5) times in that week's forum (A and B). If the student does not do so by the end of the week (Sunday), the instructor will mark the student as absent. The absence will be changed into having been present if the student posts at least five times to that forum by the end of the following week. If a student participates more than one week late, the attendance will not be changed. **Looking for SEVEN quality posts per week- FIVE posts total in A and B. Answer both What stood out the most questions for section A and B. Additional TWO responses are required in the Current Issues Section (part C).**

**Posting FIVE times per week is sufficient to be counted present but not to pass the class.**

**Time Commitment and Weekly Interaction Requirements:** To be successful in this online course, you must be willing to allocate sufficient time to access course materials, participate in online classes and discussion groups, and complete all of the assignments. Log in throughout the week and participate in all three (a, b, c) of the forums.

**To maximize participation points (at least SEVEN quality posts to the forum per week): First THREE posts to forums by Wednesday (answer both What stood out the most questions from A and B and one response in C) and FOUR (three posts to A and B and one post to C) additional posts by Sunday.**

- **Your attendance is based on whether or not you participate in the forum for that week. In order to count present in a particular week, you need to post at least five (5) times to that week's forum (A and B). If you don't do so by the end of the week, I will mark you as absent. However, I will change your absence into having been present if you post at least four times by the end of the following week. If you participate more than one week late, you will still earn participation points but your attendance will NOT be changed.**
- **Looking for SEVEN quality posts per week- FIVE posts total in A and B. Answer both What stood out the most questions for section A and B. Additional TWO responses are required in the Current Issues Section (part C).**
- **Posting FIVE times per week is sufficient to be counted present but not to pass the class.**

However, it is highly recommended that students log in (and participate) more often. Students can do the work whenever it fits best, HOWEVER, grades for late work will be reduced as follows:

- Discussion forums (A, B, and C): see grade guide
- Research Project and other assignments: late submissions are reduced by 20%
- Exams: late submissions are reduced by 20%; partial on-time submission is recommended

NOTE: Please contact the instructor in case of extenuating circumstances!

### **Grade Change and Incompletes:**

In case of unexpected happenings which prevent a student from finishing the course on time, the student can contact the instructor and ask for the opportunity to submit additional work for a grade change. Such an extension is only granted if the student has earned between 40 and 69% at the end of the semester and counts present for at least 11 weeks without 3 absences in a row. The general policy of this instructor is that grades for work that is handed in after the end of the semester are reduced by 50%. An improvement of the participation grade is NOT possible after the end of the semester. The additional work will have to be submitted within two semesters. The highest grade that can be achieved after a grade change is a C (exceptions at the discretion of the instructor in case of extenuating circumstances).

This instructor does not give any Incompletes.

### **Navigating the Course**

**Getting Started:** The electronic classrooms for this course are located in *Virtual Campus*. OLC's Virtual Campus uses the Moodle content management system for online and hybrid courses delivery. The first time you log in, the user name AND the password are the same as your OLC email user name (initial of first name, first part of last name (prior to a space or hyphen), student ID). When you log into Virtual Campus for the first time, it will prompt you to change the password. The new password needs to be at least 6 characters long and has to contain a minimum of 1 number.

### **Virtual Campus**

- Open your Internet browser to the Oglala Lakota College Home Page
- Select the **Virtual Campus** link
- Click on “Login” in upper right-hand corner and login with your Username and Password
- The Welcome page will list your current courses
- Select this course (SoSc 353 Race and Ethnicity) and enter the *Virtual Campus* classroom ● If you need any technical assistance, don't hesitate to contact the instructor by email or phone!

### **Minimum technical requirements:**

- Access to email and the Internet
- Internet browser Internet Explorer version 8 or greater, Firefox 3.0 or Safari 3.0 or another equivalent level of browser.
- Current version of an operating system, a word processing package, a spreadsheet package, presentation software, Adobe Reader, and the Macromedia Flash Player ([www.macromedia.com](http://www.macromedia.com))
- Since this course may involve the sending and receiving large files of information and online meetings, a high speed Internet connection is advantageous.

**Layout of Class:** The class is organized according to topics, one for each week. At the very top, the beginning course materials, and activities that are not tied to a specific week can be found. Under the title of each week, the dates of the week are shown. Below, all course components for each week are listed:

- Lesson Objectives, Materials and Assignments: On this page, you will find information about the lesson objectives and activities, the lesson materials and detailed information on the required assignments. Note: In the “Key Learning Activities” section, all activities are listed in the order in which they need to be completed. If you wish to mostly work on the class when you are offline, you might want to print out this page.
- Below the link to “Lesson Outcomes, Materials and Assignments,” you will find the different assignments:
  - : This symbol marks individual assignments such as exams. Students will write papers in a word processing program and then upload the files in this section.

- 🗨️: This symbol marks discussion forums: The discussion forums are used to go into detail about the topic. Also, students are encouraged to ask questions if they have problems understanding the material.
- 📝: This symbol marks quizzes. The only quiz in this class will be the Syllabus Quiz

## Communicating Electronically

### Netiquette Expectations

Always practice Internet Etiquette when communicating electronically. The purpose of communicating electronically in an online course is to share information.

- Be respectful of other participants, their time, their bandwidth, and their opinions.
- Remember that you are communicating with people who do not have the advantage of seeing your body language or hearing your voice inflections, and who may interpret your message differently than you intended.
  - Using all caps may be interpreted as shouting.
  - Use humor and sarcasm carefully (we can't see the twinkle in your eye); add emoticons to provide a visual representation of your intent.
  - Keep your critiques constructive; antagonistic criticism is called "flaming" and may cause an unwanted reaction.
- Remember that you are judged by the quality of your writing.
  - Spelling and grammar do count.
  - Be coherent and succinct.
  - Don't plagiarize; respect copyrights.
  - Don't depend on a single source when contributing new information from external resources.
  - Be professional.

## Sending and Receiving Email

The instructor will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 24 hours (with the exception of extenuating circumstances). All email messages from the instructor will be sent to the student's Oglala Lakota College's email address.

## Where to Find Help

- Your instructor
- Virtual Campus tutorials: [http://wiki.olc.edu/index.php/DL\\_HowTos](http://wiki.olc.edu/index.php/DL_HowTos)
- APA Style tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- Student Support Services: [http://www.olc.edu/local\\_links/student\\_support/](http://www.olc.edu/local_links/student_support/)

## Course Outline and Assignments:

<i>Date</i>	<i>Session Topics / Lesson Outcomes / Alignment with Course Learning Outcomes (CLO)</i>	<i>Assignments</i>
<p>Oko Wanci</p> <p><i>January 22 to 28, 2018</i></p>	<p><b>Introduction to Theoretical Approach:</b></p> <ul style="list-style-type: none"> <li>Explain what is meant by “social construction” of groups (CLO 1)</li> </ul> <p><b>Introduction to the Examples Section:</b></p> <ul style="list-style-type: none"> <li>Interpret why Takaki’s book is called “A Different Mirror” (CLOs 1, 2)</li> <li>Summarize a basic history of race relations in the United States (CLO 2)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read the syllabus</li> <li><input type="checkbox"/> Ask questions re. the syllabus in the “Any Questions?” forum</li> <li><input type="checkbox"/> Complete the syllabus quiz by Sunday in week 2</li> <li><input type="checkbox"/> Introduce yourself to your classmates &amp; instructor in the “Getting To Know Each Other” forum</li> <li><input type="checkbox"/> Read Fenton Introduction by Wednesday</li> <li><input type="checkbox"/> Read Takaki chapter 1 by Wednesday</li> <li><input type="checkbox"/> 3 posts to the week 1 forum by Wednesday</li> <li><input type="checkbox"/> 4 additional posts to the week 1 forum by Sunday</li> </ul>
<p>Oko Nunpa</p> <p><i>January 29 to February 4, 2018</i></p>	<p><b>Terminology; Foundation of Race Relations in the U.S.</b></p> <ul style="list-style-type: none"> <li>Compare the concepts ethnicity, race, and nation (CLO 1)</li> <li>Apply the concepts ethnicity, race, and nation to examples (CLOs 1, 4)</li> </ul> <p><b>Foundations of Race Relations in the U.S.</b></p> <ul style="list-style-type: none"> <li>Examine perceptions that the English had of Native Americans and the Irish in the early part of the 17<sup>th</sup> century (CLOs 2, 3)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Fenton chapter 1</li> <li><input type="checkbox"/> Read Takaki chapter 2</li> <li><input type="checkbox"/> 3 posts to the week 2 forum by Wednesday</li> <li><input type="checkbox"/> 4 additional posts to the week 2 forum by Sunday</li> </ul>
<p>Oko Yamni</p> <p><i>February 5 to 11, 2018</i></p>	<p><b>Discourses of Ethnicity I</b></p> <ul style="list-style-type: none"> <li>Explain what social scientists refer to as discourse of ethnicity (CLO 1)</li> <li>Analyze how and why the discourse of ethnicity has changed over time in the United States (CLOs 2, 4)</li> <li>Compare discourses of ethnicity in the United States and in the United Kingdom (CLOs 2, 3, 4)</li> </ul> <p><b>Hidden Origins of Slavery</b></p> <ul style="list-style-type: none"> <li>Examine the factors and events that led to slavery in the United States and which factors played a role in the abolition of slavery (CLO 2)</li> <li>Compare and contrast treatment of African Americans and Native Americans by the English in the 17<sup>th</sup> century (CLOs 2, 4)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Fenton chapter 2 pp. 24-38 by Wednesday</li> <li><input type="checkbox"/> Read Takaki chapter 3 by Wednesday</li> <li><input type="checkbox"/> 3 posts to the week 3 forum by Wednesday</li> <li><input type="checkbox"/> 4 additional posts to the week 3 forum by Sunday</li> </ul>

<p>Oko Topa</p> <p><i>February 12 to 18, 2018</i></p>	<p><b>Discourses of Ethnicity II;</b></p> <ul style="list-style-type: none"> <li>Compare discourses of ethnicity in Asia and Latin America (CLOs 1, 2, 3)</li> </ul> <p><b>Enslaved and Free African Americans</b></p> <ul style="list-style-type: none"> <li>Compare perceptions and treatment of African Americans in</li> </ul>	<ul style="list-style-type: none"> <li>Read Fenton chapter 2 pp. 44-50 by Wednesday</li> <li>Read Takaki chapter 5 by Wednesday</li> <li>3 posts to the week 4 forum by Wednesday</li> </ul>
	<p>the North and South of the United States in the 19<sup>th</sup> century (CLOs 2, 4)</p> <ul style="list-style-type: none"> <li>Explain differences in perceptions and treatments of African Americans and Native Americans by the English in the 19<sup>th</sup> century (CLOs 2, 4)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li>4 additional posts to the week 4 forum by Wednesday</li> </ul>
<p>Oko Zaptan</p> <p><i>February 19 to 25, 2018</i></p>	<p><b>The Demise of “Race”</b> □ Explain how social scientists gradually switched from “race” to “ethnic” (CLO 1)</p> <p><b>Irish Immigrants</b></p> <ul style="list-style-type: none"> <li>Explain why many Irish moved to the United States in the early 19<sup>th</sup> century (CLOs 3, 4)</li> <li>Examine how Irish immigrants were treated in the U.S. (CLOs 2, 4)</li> <li>Compare and contrast treatment of Native Americans, African Americans, and Irish by the English (CLOs 2, 4)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li>Read Fenton chapter 3 pp. 51-59 by Wednesday</li> <li>Read Takaki chapter 6 by Wednesday</li> <li>3 posts to the week 5 forum by Wednesday</li> <li>4 additional posts to the week 5 forum by Wednesday</li> </ul>
<p>Oko Sakpe</p> <p><i>February 26 to March 4, 2018</i></p>	<p><b>The Emergence of “Ethnic”</b></p> <ul style="list-style-type: none"> <li>Explain how social scientists gradually switched from “race” to “ethnic” (CLO 1)</li> </ul> <p><b>Chinese Immigrants</b></p> <ul style="list-style-type: none"> <li>Explain reasons for the Chinese to migrate to the U.S. (CLOs 3, 4)</li> <li>Examine how Chinese immigrants were treated in the U.S. (CLOs 2, 4)</li> <li>Compare and contrast treatment of Native Americans, African Americans, Irish, and Chinese in the U.S. (CLOs 2, 4)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li>Read Fenton chapter 3 pp. 60-70 by Wednesday</li> <li>Read Takaki chapter 8 by Wednesday</li> <li>3 posts to the week 6 forum by Wednesday</li> <li>4 additional posts to the week 6 forum by Wednesday</li> </ul>
<p>Oko Sakowin</p> <p><i>March 5 to 11, 2018</i></p>	<p><b>Midterm Exam</b></p> <ul style="list-style-type: none"> <li>Demonstrate having reached the outcomes of weeks 1-6 in the Midterm Exam (CLOs 1, 2, 3, 4)</li> </ul>	<ul style="list-style-type: none"> <li>Submit the midterm exam by Sunday, 11:55pm</li> </ul>

<p>Oko Saglogan</p> <p><i>March 19 to 25, 2018</i></p> <p><i>Spring Break week of March 12th – No Class</i></p>	<p><b>Primordialism Debate</b></p> <ul style="list-style-type: none"> <li>Analyze the “primordialism debate” (CLO 1)</li> <li>Formulate your own opinion of primordialism (CLO 1)</li> </ul> <p><b>Russian Jewish Immigrants</b></p> <ul style="list-style-type: none"> <li>Examine what led many Russian Jews to migrate to the U.S. in the late 19<sup>th</sup> and early 20<sup>th</sup> century (CLOs 3, 4)</li> <li>Examine how Russian Jews were treated in the U.S. (CLOs 2, 4)</li> <li>Compare and contrast treatment of Native Americans, African Americans, Irish, Chinese, and Russian Jews in the U.S. (CLOs 2, 4)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Fenton chapter 4 by Wednesday</li> <li><input type="checkbox"/> Read Takaki chapter 11 by Wednesday</li> <li><input type="checkbox"/> 3 posts to the week 8 forum by Wednesday</li> <li><input type="checkbox"/> 4 additional posts to the week 8 forum by Sunday</li> </ul>
<p>Oko Napcinyunka</p> <p><i>March 26 to April 1, 2018</i></p>	<p><b>Scientific Racism</b></p> <ul style="list-style-type: none"> <li>Explain what is meant by scientific racism (CLOs 1, 4)</li> <li>Evaluate the role of social scientists during the Holocaust (CLOs 3, 4)</li> </ul> <p><b>Mexican Immigrants</b></p> <ul style="list-style-type: none"> <li>Analyze push and pull factors leading to an increase in Mexican immigration in the United States at the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> century (CLOs 3, 4)</li> <li>Compare and contrast treatment of Native Americans, African Americans, Irish, Chinese, Russian Jews, and Mexicans in the U.S. (CLOs 2, 4)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Schafft by Wednesday</li> <li><input type="checkbox"/> Read Takaki chapter 12 by Wednesday</li> <li><input type="checkbox"/> 3 posts to the week 9 forum by Wednesday</li> <li><input type="checkbox"/> 4 additional posts to the week 9 forum by Sunday</li> <li><input type="checkbox"/> <i>Submit the Movie Report by Sunday, April 1st</i></li> </ul>
<p>Oko Wikcemna</p> <p><i>April 2 to 8, 2018</i></p>	<p><b>World War II: American Dilemmas</b></p> <ul style="list-style-type: none"> <li>Examine how Japanese Americans, African Americans, Chinese Americans, Mexican Americans, Native Americans, and Jewish Americans were impacted by World War II (CLOs 2, 3, 4)</li> <li>Research Japanese internment camps (CLOs 2, 4)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Takaki chapter 14 by Wednesday</li> <li><input type="checkbox"/> 3 posts to the week 8 forum by Wednesday</li> <li><input type="checkbox"/> 4 additional posts to the week 10 forum by Sunday</li> </ul>

<p>Oko Ake Wanci</p> <p><i>April 9 to 15, 2018</i></p>	<p><b>How Real Are Groups I?</b></p> <ul style="list-style-type: none"> <li>Review multiple views regarding the “reality” of ethnic groups (CLO 1)</li> </ul> <p><b>Civil Rights Movement</b></p> <ul style="list-style-type: none"> <li>Analyze what led to the civil rights movement (CLOs 2, 4)</li> <li>Summarize key events of the civil rights movement (CLOs 2, 3, 4)</li> <li>Assess the impact of the civil rights movement (CLOs 2, 3, 4)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li>Read Fenton chapter 5 pp. 88-105 by Wednesday</li> <li>Read Takaki chapter 15 by Wednesday</li> <li>3 posts to the week 11 forum by Wednesday</li> <li>4 additional posts to the week 11 forum by Sunday</li> <li><i>Submit the Case Study: Annotated Bibliography by Sunday, April 15</i></li> </ul>
<p>Oko Ake Nunpa</p> <p><i>April 16 to 22, 2018</i></p>	<p><b>How Real Are Groups II?</b></p> <ul style="list-style-type: none"> <li>Review multiple views regarding the “reality” of ethnic groups (CLO 1)</li> </ul> <p><b>Recent Racial Relations</b></p> <ul style="list-style-type: none"> <li>Discuss ethnic/racial relations with the U.S. and between the U.S. and other countries since the end of World War II (CLOs 2, 3, 4)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li>Read Fenton chapter 5 pp. 106-114 by Wednesday</li> <li>Read Takaki chapter 16 by Wednesday</li> <li>3 posts to the week 12 by Wednesday</li> <li>4 additional posts to the week 12 forum by Sunday</li> </ul>
<p>Oko Ake Yamni</p> <p><i>April 23 to 29, 2018</i></p>	<p><b>Nationalism and Right-Wing Movements in Europe</b></p> <ul style="list-style-type: none"> <li>Analyze origin, views and procedures of right-wing movements in Europe (CLOs 3, 4)</li> </ul> <p><b>Ethnic and Race Relations Outside of Europe and the U.S.</b></p> <ul style="list-style-type: none"> <li>Examine race relations in a country outside of the U.S. or Europe (CLOs 3, 4)</li> </ul>	<ul style="list-style-type: none"> <li>Read Fenton chapter 8 by Wednesday</li> <li>Read one additional text (TBA) by Wednesday</li> <li>3 posts to the week 13 forum by Wednesday</li> </ul>
	<ul style="list-style-type: none"> <li>Compare experiences of the groups that were discussed throughout the semester (CLOs 2,3, 4)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li>4 additional posts to the week 13 forum by Sunday</li> </ul>
<p>Oko Ake Topa</p> <p><i>April 30 to May 6, 2018</i></p>	<p><b>Ethnicity and the Modern World: Conclusions</b></p> <ul style="list-style-type: none"> <li>Evaluate the theories and points of view discussed throughout this course using your own opinion (CLOs 1, 4)</li> </ul> <p><b>“We Will All Be Minorities”</b></p> <ul style="list-style-type: none"> <li>Discuss the future of ethnic/racial relations in the U.S. (CLOs 2, 4)</li> </ul> <p><b>Current Issue Discussion</b></p> <ul style="list-style-type: none"> <li>Analyze a current issue using concepts and theories of the course (CLOs 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li>Read Fenton chapter 9 by Wednesday</li> <li>Read Takaki chapter 17 by Wednesday</li> <li>3 posts to the week 14 forum by Wednesday</li> <li>4 additional posts to the week 14 forum by Sunday</li> <li><i>Submit the Case Study: Research Paper by Sunday May 6</i></li> </ul>

<p>Oko Ake Zaptan</p> <p><i>May 7 to 13, 2018</i></p>	<p><b>Final Exam</b></p> <p><input type="checkbox"/> Demonstrate having reached the course learning outcomes in the Final Exam (CLOs 1, 2, 3, 4)</p>	<p><input type="checkbox"/> <i>Complete Final Exam by May 13</i></p>
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**Early Alert System:** The Enrollment Management Program of Oglala Lakota College has an Early Alert System in place to provide support for students. This system will be utilized by the instructor to report concerns regarding attendance, missing assignments, or any other matters that may impact the student's ability to successfully complete the course.

**Disclaimer:** Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.