Hello and welcome to the Issues of Diverse Populations class at American River College! This syllabus is filled with important information about this class, its requirements, and my expectations so read it thoroughly and carefully. The Table of Contents below will help you to navigate through this syllabus.

**Syllabus Disclaimer**

**The professor reserves the right to modify the class syllabus at anytime and will notify students of any changes that might occur prior to their implementation.**
HSER 330 / PSYC 365 – Issues of Diverse Populations

Spring 2014 Syllabus

HSER330 #10106 or PSYC 365 #10145
Mondays and Wednesdays
1:30-2:50pm
Davies 204

HSER 330 #10107 or PSYC 365 #10146
Mondays and Wednesdays
3:00-4:20pm
Davies 204

Course Information

Professor: Lori Hokerson, Assistant Professor
Voicemail #: (916) 484-8162
Office: Davies Hall, 374
Email: hokersl@arc.losrios.edu
Course Website: http://d2l.losrios.edu

Student Hours

Monday, 4:30-5:30pm (Davies 374)
Tuesday, 5:00-6:00pm (Davies 374)
Wednesday, 11-12pm (CDC)
Wednesday, 12-1pm (Davies 374)
Thursday, 12-1pm (Online via Line)

The quickest way to get in touch with me is via email: hokersl@arc.losrios.edu. I check my email and voicemail each day and you can expect a response within 24 hours (weekdays), except weekends, college holiday, or breaks. To ensure a prompt response please be sure to include your full name, student ID#, and class information (section # and title) with a clear explanation of your inquiry. If you are having difficulty with any part of the class please don’t hesitate to contact me - I am here to help 😊

Required Texts

Both books are mandatory and can be purchased in the ARC Bookstore; copies are also available on reserve and for checkout through the ARC Library. The book “Why Are All the Black Kids Sitting Together in the Cafeteria” is not scheduled until the 8th week of the semester, so you can purchase this anytime.

Title: Psychology of Prejudice and Discrimination (2nd)
Publisher: Wadsworth
Authors: Whitley and Kite (2010)

Title: Why Are All The Black Kids Sitting Together in the Cafeteria?
Publisher: Basic Books
Authors: Tatum (1997)
Prerequisite Requirements

This class has mandatory writing and reading prerequisite requirements and enrollment in this class is contingent upon verification of completion of these prerequisites. You must be able to verify completion (not concurrent enrollment) of the identified courses below:

ENGWR 102 and ENGRD 116 with a grade "C" or better

or

ESLV 320 and ESLR 320 with a grade "C" or better

or

placement through the Assessment Process

How can I verify completion of these prerequisites if I completed the courses at ARC or another LRCCD college?

It is your responsibility to obtain a Prerequisite Verification Completion form from a counselor at the Counseling Center (I will not look at transcripts).

How can I verify completion of these prerequisites if I completed the courses at a college outside of LRCCD?

It is your responsibility to obtain a Prerequisite Verification Completion form from a counselor at the Counseling Center (I will not look at transcripts).

What if I haven’t completed the courses but think that I meet the writing and reading competencies?

It is your responsibility to go to the Assessment Center on-campus and be tested for competency. Upon completion of the assessment you will receive a printout of your placement level; bring this form to me if you are placed at a level above these prerequisites. Unfortunately if you are placed at this level then you do not meet the prerequisite requirements. For more information about the placement process please stop by on-campus or visit their website at:

http://www.arc.losrios.edu/Support_Services/Assessment.htm

Warning! Failure to verify completion of both prerequisites by the first day of the class may result in being dropped from the roster or your position on the waitlist.
Desire2Learn (D2L): http://d2l.losrios.edu

Although this class meets face-to-face it requires the use of web-based tools (e.g., Internet, D2L). Hence students enrolled in this class must be prepared to access the class website at least weekly and to complete most assessments online. Students are also responsible for accessing the class website to obtain and print all relevant class materials. By enrolling in this class you acknowledge the use of web-based tools and accept full responsibility for ensuring completion of all web-based activities.

Student Learning Outcomes

This is the beginning of our journey together. Over the course of the next 16 weeks you will engage in a variety of assessments both in and outside of the classroom and upon completion of the class you will be able to:

1. identify and examine specific values, beliefs, and practices of diverse populations by race, ethnicity, gender, sexual orientation, ability/disability, age, and class
2. evaluate the impact of bias, stereotyped thinking, prejudice, and discrimination in working with diverse populations
3. analyze the issues of racism, sexism, heterosexism, ableism, ageism, and classism as they relate to working with diverse populations
4. develop culturally responsive prevention, intervention and/or resolution to identified issues and problems affecting diverse populations
5. assess one’s personal attitudes regarding diverse populations

You should be aware that the content of this course can be sensitive, provocative, and controversial. You will evaluate your personal attitudes, beliefs, and behaviors, explore the foundations of racism, classism, sexism, heterosexism, ableism, and ageism, and acquire a foundation for understanding these systems of oppression. Throughout the semester you might experience a variety of emotions including ambivalence, discomfort, frustration, and at times anger, but by the end of the semester you will have gained a deeper understanding of the issues that affect diverse populations and have developed strategies to become an effective ally. What’s an ally? You will learn more about this as the semester progresses!

This class is grounded in pursuing alternate perspectives on these topics, or what I describe as “thinking about old things in new ways.” You are expected to behave in ways that foster critical thinking and create positive learning opportunities in the classroom and hence are expected to adhere to the classroom ground rules at all times.
Classroom Ground Rules

1. **Respect the learning environment.**
   - Arrive on-time.
   - No “in and out” privileges.
   - No mobile electronic devices (except with prior approval).
   - No texting or side conversations.
   - No sleeping.

2. **Respect the experiences, beliefs, & ideas of everybody.**
   - Do not interrupt.
   - Listen.
   - Listen.

3. **Make educated contributions to the conversation.**
   - Statements should be relevant to the class discussion.
   - Contributions should be short and to the point.

4. **Create a positive learning experience.**
   - Think before you speak.
   - Avoid inflammatory statements (no “put downs” or derogatory language)

5. **Strive to think critically, not be critical.**
   - Be specific, don’t generalize.
   - Apply what is being learned.

**Failure to adhere to these guidelines may result in being asked to leave the classroom for the day, up to being removed for two unexcused class sessions**
Classroom Behavior

Class time will include lecture and hands-on learning activities, and you are expected to come to class prepared to actively engage in learning. Active participation includes but is not limited to:

- Paying attention, listening, and/or asking or answering questions
- Interacting on-topic with other students during activities
- Being prepared (having read the chapter in advance of class, bringing the textbook to class)

Behaviors that are disruptive to learning and will not be tolerated include but are not limited to:

- Repeated disregard for any of the established Class Ground Rules
- Rude or disrespectful comments or behavior to the instructor
- Rude or disrespectful comments or behavior to other students
- Rude or disrespectful comments or behavior towards persons in general
- Any use of telephones or technological devices (that haven’t been approved by me)
- Sleeping, arriving late, or side conversations

Problem Behavior: If I see OR suspect any of these disruptive behaviors you may be moved to the front of the room. Repeated disruptive behavior may result in being dismissed from class without warning, which is equivalent to being absent and forfeits any associated points for the day.

Attendance Policy

You are expected to attend all scheduled class sessions for a total of 54 hours this semester.

- If you miss class on the first day I reserve the right to drop you for non-attendance.

You are expected to be in your seat at the start of class (1:30pm or 3:00pm) and I will begin class promptly. If you arrive late but within 5 minutes of the official start of class please wait in the hall; I will invite late students into the classroom one time as a group – do not walk in when you show up. If lateness becomes a persistent problem for you or the class then I will modify this policy accordingly.

- Students more than 5 minutes late will not be allowed in.
Throughout the semester I will randomly record attendance; keep in mind that per the College’s policy on attendance I can drop a student for excessive absences if he/she is absent more than 6% of the total class time. Therefore if you miss more than 3 classes I reserve the right to drop you, however you should not depend on me to do this. If at any time you have no intent on fulfilling the requirements of the class it is your responsibility to officially drop this class with eServices. Failure to drop the class may result in a failing grade. Here are some important dates to keep in mind:

The last day to drop the class for a full refund is: **January 31, 2014**
The last day to drop the class with no notation on your record is: **February 2, 2014**
The last day to withdraw with a W on your transcript is: **April 20, 2014**

Here are the situations in which you will be marked absent:

- Arriving more than 5 minutes late
- Being asked to leave for Problem Behavior (see page 5)
- Leaving the classroom early
- Non-attendance (only jury duty, court dates, and military deployment may be considered “excused” absences with documentation only with prior notification)

For more information about the Colleges attendance policy refer to the Course Catalog section on Attendance Requirements (page 24).

**Participation**

This semester you will engage in a variety of participation activities, both inside and outside of class.

**Class Worksheets (80 points)**

You can expect to complete worksheets during class randomly throughout the semester; if you are absent you miss this worksheet – no make ups. You are required to keep each completed participation worksheet and will “cash” them in for points at the end of the semester. Do not lose these worksheets- lost worksheets cannot be replaced! At the end of the semester if you turn in a “perfect” packet (i.e. did not miss or lose any worksheets) you will receive 5 extra credit points!

If you do not actively participate in an activity you will be asked to leave and forfeit any associated points for the day. Failure to leave immediately may result in being removed from class for 2 unexcused class sessions.

- If you leave class early (no matter how much time remains) you must give back your worksheet; you cannot earn points when you leave early.


Critical Thinking Activities (50 points)
Throughout the semester you will analyze and discuss current events during class by reading a news article, listening to a podcast, or watching a video. The purpose of these participation activities is to show how the concepts being presented that day can be applied in real life situations. In addition you will develop a variety of critical thinking skills, including how to: (1) annotate, (2) identify main points, (3) summarize issues, and (4) propose solutions. These in-class activities are designed to help you develop and refine your critical reading and thinking skills.

Each activity is worth 5 points and must be turned in at the end of class. If you miss class you are allowed to complete this in-class activity and submit it by the next class session however you can only do this ONCE. You will earn points based on your demonstrated engagement in this process.

Analytical Writing (50 points)
This semester you are expected to submit analytical writing samples evaluating contemporary examples of oppression of diverse populations. Although we will cover 6 isms, you are only expected to submit an analytical writing sample for 5, which means that you get to skip one. Each submission is worth 10 points and must be turned in by class time as scheduled (see the printable class calendar for due dates and topics). Each submission must be 500-750 words (approximately 2 double spaced pages); complete instructions are posted in the Resources link in D2L. These writing samples are completed outside of class and there are no late submissions.

Student Journals (50 points)
Another participation activity completed outside of class is the student journal. The purpose of the journal is to encourage you to honestly (and anonymously) reflect on the sometimes difficult subjects that we cover in a safe and introspective process. The journal entries are scheduled throughout the semester and relate to the concepts being discussed in class, however completed journals will not be submitted until the end of the semester. To discourage you from falling behind, every day that a journal entry is due I will randomly call on a group of students to discuss the journal topic during class. These 5-10 minute discussions will take place at the beginning of class and students will earn 2 extra credit points per class discussion that they participate in (up to 10 extra credit points). If your name is called but you did not complete the journal, you will not lose points although you may feel embarrassment for being unprepared. Students are encouraged to bring your journal to each class. Complete instructions for each entry are posted in the Resources link in D2L, along with the format requirements for your Journal.

“Cafeteria” Book Discussion (20 points)
Near the end of the semester you will also participate in a class discussion of the book “Why Are All of the Black Kids Sitting Together in the Cafeteria.” After reading the book you will respond to a series of questions (posted in D2L) and submit your responses in the Dropbox before the scheduled class discussion; this is worth 10 points. During class you will be scored on your demonstrated understanding of the book as it relates to this class; your participation is worth an additional 10 points.

Penalties: There are no late submissions for your responses to the book. If you are absent on the day the discussion takes place you cannot make up for those missed in-class points, although you can still earn points for submitting your responses in the Dropbox on-time.
Quizzes and Exams

**Syllabus Quiz (20 points)**
As a college student I will assume that you have thoroughly read the syllabus during the first week of class and complete the Syllabus Quiz, which is MANDATORY and will help to clarify my expectations of you, your expectations of me, and to familiarize yourself and your computer with the online testing process in D2L. This quiz can be attempted as many times during the first week of class until the desired score is achieved. Completion of the Syllabus Quiz acknowledges agreement with the terms as set forth in this Syllabus.

- This quiz will be available through 11:59pm Sunday in Week 2.

**Book Quizzes (80 points)**
After reading each section of the book “Why Are All of the Black Kids Sitting Together in the Cafeteria” you will complete a 20 point, true-false question quiz. Unlike the Syllabus Quiz you are only given one attempt to complete each quiz hence it is essential that you have a strong understanding of the book’s corresponding section before attempting it.

- These mandatory quizzes must be completed by the due date in the printable Class Calendar.

**Exams (200 points)**
You will complete a Midterm and Final Exam this semester. The Midterm Exam covers the Studying Diversity and Assessing Attitudes Modules; the Final Exam covers the Isms and Moving Forward Modules.

To prepare for these exams you should use the corresponding module objectives (posted in the Resources link in D2L) to guide your reading and note taking. Exams consist of multiple choice, true-false, multi-select, and matching questions. Exams allow only one attempt, are timed, and must be completed once started.

- The Midterm Exam will be available for a 24 hour window in Week 8. The Final Exam will be completed during Finals Week. See the printable class calendar in D2L for exact dates and times.

**Chapter Quizzes (Optional)**
Posted in D2L are chapter quizzes which do not count toward final grades, however I strongly encourage you to attempt each chapter quiz until you have mastered its’ material. These quizzes will cover basic knowledge from each chapter and therefore once you have mastered this basic knowledge you will be better prepared to utilize the module objectives and be successful on the exams.
About Quizzes and Exams

Study, study, study! Although I will not be in the room with you as you complete your exams I can assure you that the amount of time allotted will NOT be enough time to look up the answers to each question therefore you should be adequately prepared before attempting an exam. To do well you will need to have read the chapters in advance of each class session and use the module objectives to guide your readings and organize your notes. I am also available 5 hours a week during my Student Hours.

Be responsible! Quizzes and exams must be completed outside of class-time therefore you are responsible for ensuring access to a computer during the scheduled window in the Class Calendar. I encourage you to make sure you have a distraction free area to complete these exams.

Watch the timer! Quizzes and exams are timed and will close as scheduled therefore you must finish the exam before time runs out or you will be locked out of the quiz/exam – if you do not complete the quiz/exam by the closing time will not be allowed to finish the exam. If you have a special accommodation you must still complete the exam by the posted deadline.

Computer issues! Quizzes and exams must be completed using a computer therefore it is YOUR responsibility to ensure that the computer you use is compatible with D2L; all computers on-campus are compatible with D2L. Here is a link you can use to do a Systems Check on your personal computer(s):

http://d2lresources.losrios.edu/welcome/system-check

If you encounter a technical problem while taking a quiz or exam YOU MUST contact the HelpDesk (see the last page of this syllabus) AND send me an email IMMEDIATELY! Unless it’s a district server issue, you are still expected to finish the quiz or exam as scheduled.

Conflict with Test Window

Since exams are available to you for 24 hours I can’t think of a justifiable reason for missing an exam, however if you think that you have one you MUST send me an email before the exam window opens - I will not approve any accommodations for requests made after that. Any accommodations for the Final Exam must be completed prior to the end of finals (see Final Exam Schedule). I reserve the right to deny any request that is unreasonable.

Special Accommodations

If you feel that you have a disability that may require special accommodation, it is your responsibility to obtain substantiation from Disabled Student Personnel Services (DSPS). All accommodations substantiated by DSPS will be honored once the official DSPS form has been given to me by a student, but it will not be retroactively applied.
Academic Integrity and Honesty

You are expected to adhere to ARC’s policy on academic integrity and to take the necessary preparatory steps to avoid plagiarism and learn how to effectively utilize American Psychological Association (APA) citations in all written work. Tutorials on Plagiarism and APA are posted in D2L.

You will be held responsible for submitting original work when it comes to all assessments, including quizzes and exams. I will verify academic integrity for all submissions using either traditional methods or Turnitin.com, which is an electronic resource for detecting plagiarism.

In my class I expect that you will…

- complete quizzes and exams without the aid or assistance of anybody else.
- keep the quiz and exam content confidential.
- be the author of all written submission.
- generate new or untested written work.
- thwart any violations of academic integrity.

Additionally I expect that you will not…

- submit any previously written work, even if you were the author.
- submit the work of any author other than yourself.
- allow other students to complete your quizzes or exams.
- engage in academic behavior that is dishonest.

Academic Integrity and Honesty Policy Violations

I reserve the right to question any student who I suspect to have violated my academic integrity and honesty policies. If I determine that you have engaged in a dishonest behavior, intentionally or not, you will be contacted by me, earn a zero for that assessment, be reported to the BSS Area Dean, and possibly to the campus disciplinary officer. I take academic dishonesty seriously…and so should you.

For more information about your rights and the College’s expectations of you as a student, please review ARC’s policies on academic integrity and honesty:

ARC’s Guide to Student Rights and Responsibilities Handbook (p. 4-6).
http://www.arc.losrios.edu/Documents/Support_Services/CampusLife/Student_Rights_Responsibilities.pdf
Extra Credit

At the end of the semester there are always a few students who ask me for extra credit - do not be this student because extra credit does not magically appear at the end of the semester. There are only a few opportunities for extra credit so I suggest taking advantage of them as they are presented:

- Chapter Quizzes – 5 points (1 pt. each, for completion of up to 5 different chapter quizzes)
- Reading Across the Discipline (RAD) - 4 points (enroll early as spaces are limited)
- Writing Across the Curriculum (WAC) - 4 points (enroll early as spaces are limited)
- Diversity Workshops at ARC – up to 4 points (2 points for each workshop attended, up to 2)

For more information about the RAD or WAC Programs please refer to the contact information posted on the last page of this syllabus. I will provide additional information about the Diversity Workshops at the beginning of the semester.

Final Grades

Your final grade will be calculated based on total accumulated points as follows:

- Exams = 200 points
- Quizzes = 100 points
- Participation = 250 points
- Total Points = 550

Exams = 200 points  A = 495 – 550
Quizzes = 100 points  B = 440 – 494
Participation = 250 points  C = 385 – 439
Total Points = 550  D = 330 – 384

F = 0 - 329

Final grades are earned, not given. Be sure that you complete all assessments and utilize all of the available resources so that at the end of the semester you don’t find yourself in a situation where you are asking me for extra work to bring up your grade – that won’t happen. If you actively participate in all facets of this class and utilize all of the available resources then I have no doubt that you will pass this class.

You are what your deep, driving desire is.
As your desire is, so is your will.
As your will is, so is your deed.
As your deed is, so is your destiny.

Brihadaranyaka Upanishad IV 4.5
ARC Student Services

Desire2Learn (D2) Help Desk (866) 353-9451
http://d2lresources.losrios.edu/welcome/help-desk

Students can use the helpful resources on this link or contact the HelpDesk via telephone Monday – Friday, 7:00am – 6:00pm or via email at LROHelp@losrios.edu. You’ll also find helpful information for using D2L, including video tutorials at the URL above.

Disabled Students Programs and Services (916) 484-8382
http://web.arc.losrios.edu/~dsp/

If you feel that you have a disability that may require special accommodations, it is your responsibility to obtain substantiation from Disabled Student Personnel Services (DSPS). All accommodations substantiated by DSPS will be honored and the official DSPS form must be given to me prior to implementation and cannot be retroactively applied.

Re-Entry and Veterans Information Center (916) 484-8391
http://www.arc.losrios.edu/Support_Services/Re-Entry.htm

The Re-Entry and Veterans Information Center provides the only program on campus that specializes in addressing the needs and concerns of adult students who are making the transition back to school or who are entering college for the first time. By taking advantage of our services, coming back to school will be less stressful and your chances for successful completion of your educational goals will increase greatly.

Writing Across the Curriculum Program (916) 484-8802
http://web.arc.losrios.edu/~wac/index.html

The Writing Across the Curriculum (WAC) Program can help students of varying writing ability to improve collegiate writing skills. Students can enroll in this half-unit course and receive one-on-one instruction. The WAC program has received instructions specific to the Ism Research Project and are prepared to assist students with outlining and writing this project. Upon completion of the WAC Program students must return the WAC certificate to me to verify completion and will then be awarded 4 extra credit points. Be sure to enroll early; slots are limited.

Reading Across the Discipline Program (916) 484-8053
http://www.arc.losrios.edu/Support_Services/Reading_Across_the_Diciplines_(RAD).htm

The Reading Across the Discipline (RAD) Program can help students to improve their reading ability and comprehension, with the goal of improving student success in the classroom. Students can enroll in this half-credit course and receive one-on-one instruction. At the end of the semester I will be notified of those students who have completed the RAD Program and will award each student 4 extra credit points. Be sure to enroll early; slots are limited.