

## Course Information

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### **Intro to Ethnic Studies (SS)**

ETHS 2400-003

Fall 2025

## Course Section Information

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Classroom Location: Online/Canvas

\*This is a fully asynchronous class. There are no specific meeting days or times.\*

## Course Description

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A comparative look at the experience of ethnic groups designed to develop a consciousness of the social, economic, political, cultural and historical forces that shape the development of ethnic groups; provide a framework for a socio-cultural analysis of discrimination and prejudice in the experiences of people of color; foster cross-cultural communication; and enrich individual cultural identity.

Semester(s) Taught: Fall, Spring

## Textbooks, Readings, and Course Materials

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**Title: All material will be provided in Canvas.**

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Course Student Learning Outcomes

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- Analyze race as a social construct and evaluate its impact on the racial, ethnic, and indigenous groups presented in the course.
- Evaluate how other social identities (e.g. gender, class, disability, sexuality) intersect with the racialization of groups presented in the course to shape experiences in various institutions (e.g. schools, prisons, family).
- Examine the histories of immigration, imperialism, colonization, enslavement and diaspora of the racial, ethnic, and indigenous groups covered in the course, describing key patterns and consequences.
- Interpret social science qualitative and quantitative data to analyze contemporary political, social and economic issues impacting racial, ethnic, indigenous communities in relation to historical experiences.
- Evaluate the strategies and impact of social movements used by ethnic, racial, and indigenous groups in calling for justice.
- Analyze artistic and cultural representations as methods of counter storytelling and activism.
- Reflect and evaluate the role of race, ethnicity and/or indigeneity in their personal and educational lives, and their current or future professional lives.

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Weekly Discussion Template</a>	Discussion	50
	<a href="#">What Questions Do You Have?</a>	Discussion	0
8/31/25	<a href="#">Introduce Yourself</a>	Discussion	10
8/31/25	<a href="#">Orientation Quiz</a>	Quiz	11

Due Date	Assignment Name	Assignment Type	Points
8/31/25	<a href="#">Papelitos Guardados #1</a>	Quiz	5
9/14/25	<a href="#">Bonilla-Silva, E. (2022). The central frames of color-blind racism.</a>	Assignment	10
9/14/25	<a href="#">De Novais, J &amp; Spencer, G. (2019). Learning to Unlearn Racism</a>	Assignment	10
9/14/25	<a href="#">Foundations Conclusion</a>	Assignment	2
9/14/25	<a href="#">Hall, S. (1997). Race: The floating signifier</a>	Assignment	10
9/14/25	<a href="#">History of Ethnic Studies</a>	Quiz	10
9/14/25	<a href="#">Introduction to Ethnic Studies Discussion</a>	Discussion	50
9/14/25	<a href="#">Introduction to Race Discussion</a>	Discussion	50
9/14/25	<a href="#">Morgan, H. (2024). Ethnic studies programs in America</a>	Assignment	10
9/22/25	<a href="#">GE Part I: Topic Selection</a>	Assignment	20
10/6/25	<a href="#">GE Part 2: Annotated Bibliography [Chican*/Latin* Experiences]</a>	Assignment	35

Due Date	Assignment Name	Assignment Type	Points
10/15/25	<a href="#">Midterm: Reflection on Racial, Ethnic or Indigenous Identity</a>	Assignment	100
10/20/25	<a href="#">GE Part 2: Annotated Bibliography [African American/Black Experiences]</a>	Assignment	35
11/3/25	<a href="#">GE Part 2: Annotated Bibliography [Asians American Experiences]</a>	Assignment	35
11/17/25	<a href="#">GE Part 2: Annotated Bibliography [Native American Experiences]</a>	Assignment	35
12/1/25	<a href="#">GE Part 2: Annotated Bibliography [Pacific Islander American Experiences]</a>	Assignment	35
12/11/25	<a href="#">GE Part 3: Final Presentation</a>	Assignment	60
12/15/25	<a href="#">GE Final Reflection</a>	Assignment	50

## Coursework & Assignment Descriptions

Table of Assignments & Percentage Breakdown	
Assignment	Percentage of Final Grade
1. Module Activities	35%
	10%

1. Papelitos Guardados	
1. Midterm	20%
1. Final Signature Assignment	20%
1. Final Reflection	15%

### Module Activities

The course is organized into eight modules. Within these modules students will engage in reading, listening and watching course content and completing accompanying weekly assignments. In addition to this, student will participate in a weekly discussion with classmates.

### Papelitos Guardados

Throughout the semester, students will be required to complete brief reflections called papelitos guardados, or “writings tucked away” (from Telling to Live, 2001). The aim of the papelitos guardados is to provide a writing space/time to “contemplate thoughts and feelings” as they relate to course content and student personal experiences. I will provide templates for these reflections.

### Midterm: Reflection on Racial, Ethnic or Indigenous Identity

Description: For this assignment students will have an opportunity to consider the development of their racial, ethnic or indigenous identity. In addition to using course material, students will be required to use one additional peer-reviewed article that

speaks directly about identity development of individuals from the race, ethnicity, or indigeneity they identify with. In her introductory chapter, Ijeoma Oluo states, "as a Black woman race has always been a prominent part of my life. I have never been able to escape the fact that I am a Black woman in a white supremacist country" (p. 1). With this statement, Oluo makes clear how visible race has been in her life. However, Dyer (2005) argues that race has been only attributable to non-white people. In other words, whiteness as a race has been invisible insofar as "whites are not of a certain race, they're just the human race" (p. 11). The purpose of this essay is to provide you space to reflect on the meaning that race, ethnicity or indigeneity has had in your life and to consider whether that has been largely visible or invisible and to give examples.

- Requirements: Write a 2-3 page double-spaced paper responding to the prompts below. You are required to cite class material in your response. Finally, find an additional article that focuses on racial, ethnic, or indigenous identity development of the group you identify with.
- Prompts
  1. When were you first aware of your race, ethnicity, or indigeneity and what impact did it have in that moment or time?
    1. How has class material impacted your understanding?
  2. Would you say your racial, ethnic, or indigenous identity is a prominent part of your life? Why?
    1. Give at least two specific examples (can be past or present).
  3. Write about the article you found and discuss whether and how it speaks to your own identity and/or identity development.
  4. What more would you like to know or understand about the impact of your racial, ethnic, or indigenous identity as it relates to your everyday lived experiences?

### Final Signature Assignment

Description: Students will choose one topic to explore across the racial, ethnic and indigenous groups they are learning about. For each racial, ethnic and indigenous

group, students will find and summarize two peer-reviewed articles related to their topic. There will be various assignments and due dates throughout the semester, culminating in a final presentation.

### Parts of the Signature Assignment

1. Topic (Due week 4): By the end of week four, you will decide on a topic or research question you are interested in learning more about. While not required, I do encourage those of you with a declared major, to consider a question connected to your studies. For example, if you are in education you may be interested in the factors that promote educational engagement. Or, if you are in nursing, you may be interested in learning about access to health care or the experiences of nursing students or nurses based on race. There really is no requirement other than you choose a topic that can be learned about across different racial/ethnic groups. I have included topic ideas at the end of this document.
2. Annotated Bibliographies: Annotated bibliographies assignment is a set of sources that relate to a common topic. A bibliography is a list of citations to sources (books, articles, films, websites, etc.) that you've used when researching a topic. The annotated bibliography includes a summary and evaluation of each source. These annotations are written in paragraph form and include a summary and evaluation of the article. Find two peer-reviewed sources per racial, ethnic, or indigenous group (Asian American, Black/African American, Chican\*/Latin\* American, Native American, Pacific Islander American) and submit an annotated bibliography for each. Please keep all annotated bibliographies in one document titled, LAST NAME\_ETHS 2400\_SigAssignment\_AnnotatedBib. You will submit this to your ePortfolio.
3. Presentation [Online]: Students will create and present the overall findings from their annotated bibliography. The information above must be presented in a PPT video with your voice presentation recorded over it. Clear instructions for this will be included in canvas. The presentation must include the following:
  - i. An introduction of your topic or research question, including a description of why you made that choice.
  - ii. A summary of what you found, and how your annotated bibliographies helped you answer your research question or contributed

to your learning. Think about what you learned about your topic or question and share!

- iii. An overall reflection of the meaning of this information for you. This may be personal, professional, academic, or all the above. Also, this portion must include two questions related to your topic or research question that you would like to discuss with your classmates.

### Final Reflection

"Reflection provides us with opportunities to understand ourselves, our families, our communities, our cultures, and our learning. Reflection helps us get past our surface understanding of something and connect to deeper insights and layers of awareness. Reflection also helps us integrate what we have learned with our daily lived experience and our hopes for ourselves."

<https://www.slcc.edu/eportfolio/index.aspx>

Submit a 2-3 paged double- spaced paper responding to TWO of following questions:

1. What skills did the signature assignment help you practice? What aspects of the signature assignment supported this?
2. How did your thinking about your research question or topic evolve over the semester? Discuss specific experiences that you had while working on the assignments. What went according to plan and what surprises did you encounter?
3. Make connections between what you learned from your signature assignment and what you have learned in other classes at SLCC or before.
4. Reflect on how you thought about (course topic) before you took this course and how you think about it now that the course is over. Have any of your assumptions or understandings changed? Why? What assignments/ activities/readings were influential in this process?



## Grading Scale

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Grades for the course will be determined once assignments have been completed and turned in. The following scale will be used:

A = 94-100 A- = 90-93 B+ = 87-89 B = 84-86 B- = 80-83 C+ = 77-79 C = 74-76 C- = 70-73  
D+ = 67-69 D = 64-66 D- = 60-63 E = <60

## Engagement Plan

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- I will respond to email within 24 hours. I will offer feedback on major assignments within [insert your timeline]. The best way to contact me is through the Canvas Inbox, as I will prioritize this method over other modes of communication.
- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.

## How to Navigate to Canvas

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This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

## General Education Information

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This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

## How to Succeed in the Course

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1. Create a consistent schedule.
2. Work on assignments throughout the week- do not wait until the last minute to complete module assignments.
3. Use a planner.
4. Submit assignments on time.
5. Complete all assignments.
6. Ask for help.
7. Actively and thoughtfully engage in class discussions

## Course Content Advisory

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Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events

- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## Learning Support and Tutoring Services

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We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any

questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Online Tutoring

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Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to [elarningsupport@slcc.edu](mailto:elarningsupport@slcc.edu).

## Advising and Counseling Support Services

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At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

# Intro to Ethnic Studies (SS)

ETHS - 2400 003

## Student Academic Calendar

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

## Late Policy

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Modules will remain open for one week after the assignment due dates. During this one week window, students may submit assignments. One point will be deducted for each day assignments are late. After a week, module assignments will close.

## Module Schedule

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- August 26-August 31: Orientation □ (MODULE 1)
- September 1: Labor Day
- September 2-September 14: Foundational Concepts (MODULE 2)
- September 15- September 28: Latine Experiences (MODULE 3)
- September 29-October 12: African American Experiences (MODULE 4)
- October 13-October 15: Midterm
- October 16-19: Fall Break
- October 20-November 2: Asian American Experiences (MODULE 5)
- November 3-November 16: Pacific Islander Experiences (MODULE 6)
- November 17-November 26: Native American Experiences (MODULE 7)
- November 27-November 30: Harvest Break
- December 1-December 7: Conclusions (MODULE 8)
- December 8-December 11: Finals