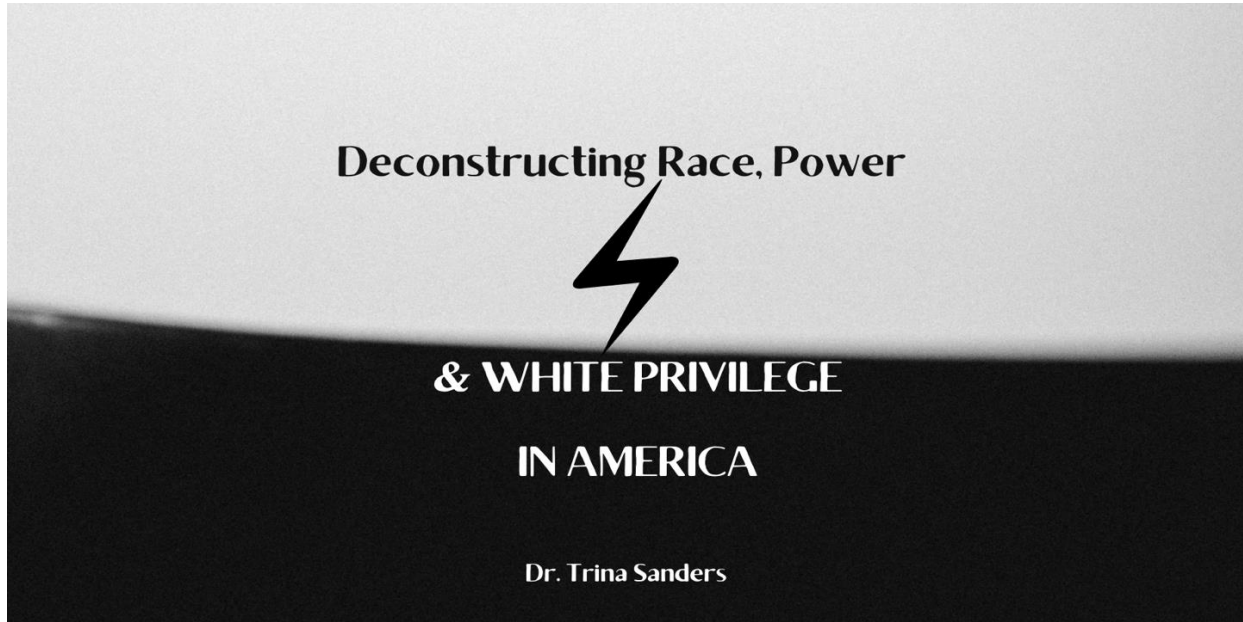


Honors Seminar: Deconstructing Race, Power & White Privilege in America

IDH3035-RVO

Spring 2023



Instructor:	Trina Sander, Ed.D.	Dept.	Honors College
Office Hours:	By appointment, via ZOOM.	E-mail:	trsander@fiu.edu

Course Time Zone | Eastern Standard Time (EST). Course due dates are according to this time zone.

Course Description

This course is designed as both a Global Learning and an interdisciplinary course and counts towards your FIU Global Learning graduation requirement. This course will explore the phenomena of race, class, oppression, power, and white privilege. Students will critically analyze their own identities within the context of power, privilege, and inequity. Through the course lectures, required readings, films/clips, and discussions, students will also critically examine and describe the social, political, and historical construction of inequality while recognizing structures of power and privilege in the U.S.

In addition, throughout the course, we will uncover your awareness of the experiences of people from different racial groups and create the opportunity for dialogue. **The global perspective of the course** will include course lectures, required readings, and discussions, students will acquire a better understanding how we in the United States are socialized into a system of racism and white privilege/advantage compared to other countries.

Course Objectives (CLO)

Upon successful completion of this course, students will be able to:

- CLO1. Examine the ways in which white privilege and racism has informed and reflected African American history and culture.
- CLO2. Recognize the role people from all racial groups can play in working for racial equality and justice.
- CLO3. Examine the concept of privilege, as an entitlement, right, and advantage.

Global Learning Outcome (GL)

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
- **Global Engagement:** Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem-solving.

Communication To/From Students

- I value frequent, open, honest communication with students. We will employ email, Canvas messaging, and as needed, zoom sessions to communicate with each other. All communication will remain appropriate, attuned to the needs of this course and your learning, and respect your privacy. When you choose to initiate contact with me, I will do my best to respond within 24-48 hours; please be patient with me, however, as I will be with you!
- I will also be posting announcements in our Canvas course when necessary (or every week. I will be happy to see you during my “Office Hours” or

by appointment. Since we are operating in a virtual environment, meetings with you outside of class will occur via various electronic modes, such as phone calls or Zoom meetings.

- Since the preferred method of communication in the course is FIU email (or Canvas email), please let me know if you have any trouble accessing your FIU email account. I will do my best to respond to questions within 24-48 hours.
- If you have any questions about anything related to our course materials or requirements, please reach out to me as early as possible so that I can address your concerns and assist you through whatever situation you have.
 - If you have any lingering questions after one of our virtual class meetings, I encourage you to reach out to me, the teaching assistant(s), or the learning assistant(s).
- Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

Student Success in Fully Online Courses

- You will find that many of the strategies that can make you successful in a face-to-face class will also make you successful in a fully online setting (e.g., proper time management, spending time studying, asking questions, and engaging in the class discussions).
- You may want to form your own study group. Take advantage of whatever tools and resources you have available to facilitate working with others on group projects (e.g., Zoom, Canvas groups, WhatsApp etc.). Working through questions and concepts together is an important part of learning.
- Find/establish a dedicated quiet space where you can study or work from. The university can provide you with resources if you have trouble with internet connectivity or getting access to a computer.
- To avoid the natural human tendency to procrastinate, especially during these overwhelming times, it's important to organize your time and set deadlines. If you find yourself struggling to keep up with course requirements, I'm happy to

help you brainstorm a plan for getting you back on track. Everybody needs support and understanding in this unprecedented moment.

Course Prerequisites

This course has a prerequisite(s): Admission to the Honors College

Review the [Course Catalog \(Links to an external site.\)](#) webpage for prerequisites information.

Reading Material

Required library resources, OER, and other suggested reading material will be provided on Canvas.

Assignments

*Podcast Assignment

Students will be able to create a framework to produce a new Podcast episode.

Group Assignment (*This assignment meets the college portfolio requirement*). This assignment will serve as an assessment of your **Global Awareness**.

Spoken Word/Poem Artistic Expression

Students will be able to compose an original piece that adheres to the conventions of a genre within the scope of Privilege.

Group Assignment

Reflection Papers

Students will reflect on the material covered in each module.

Individual Assignment. This assignment will serve as an assessment of your **Global Perspective**.

*Quizzes

Students will be assessed on the material covered in each module.

Individual Assignments (*Must be taken during the scheduled time unless the student makes provides proof of a medical or family emergency*)

Discussion Posts

Students will reflect on the material covered in each module.

Individual Assignment with Peer Interaction. This assignment will serve as an assessment of your **Global Engagement**.

*Midterm Exam

There are no make-up exams

Late assignments will be accepted up to one week after the due date; however, they will include a 5% deduction per day until the assignment is submitted (This does not include quizzes as these will not be accepted late).

- Individual Assignments (must be taken during the scheduled time unless the student makes provides proof of a medical or family emergency)

Grading

Course Grades Distribution Table

<i>Course Requirements</i>	<i>Weight</i>
<i>Discussions</i>	<i>25%</i>
<i>Quizzes</i>	<i>25%</i>
<i>Assignments (Podcast, Video Reflection, Musical Playlist Assignment, Artistic Expression)</i>	<i>30%</i>
<i>Midterm Exam</i>	<i>20%</i>
<i>Total</i>	<i>100%</i>

Letter Grade Distribution Table

<i>Letter</i>	<i>Range%</i>	<i>Letter</i>	<i>Range%</i>	<i>Letter</i>	<i>Range%</i>
A	93 or above	B	84 - 80	C	69 - 60
A-	92 - 89	B-	79 - 75	D	59 - 45
B+	88 - 85	C+	74 - 70	F	44 or less

University and Honors College Policies

Before starting this course, please review the following pages:

- [Policies](#)
- [Netiquette \(Links to an external site.\)](#)
- [Technical Requirements and Skills](#)

- [Accessibility and Accommodation](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)
- [Academic Misconduct Statement](#)

You are expected to adhere to the Academic Integrity Policy of The Honors College and Florida International University.

Religious Holidays

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at the BBC campus.

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action and will follow the procedures outlined in the [Academic Misconduct Procedures \(Links to an external site.\)](#).

Please refer to the following documents for additional information: [FIU Student Handbook \(Links to an external site.\)](#)

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide an in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements.

View [Honors College: Portfolios \(Links to an external site.\)](#).

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events on various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements.

View [Honors College: Engagement \(Links to an external site.\)](#).

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above.

View [Honors College: Community Service \(Links to an external site.\)](#).

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. View [Honors College: HEARTS \(Links to an external site.\)](#).

Course Calendar

The course is outlined in Modules. Everything you need to read, watch and complete can be found there, in order. You can find specific due dates in the Course Summary below.

Some dates/times may be changed, if necessary, with advanced notice.

The instructor reserves the right to make content and schedule changes as deemed necessary and appropriate at any time during the academic semester.

This course may also include optional Zoom sessions throughout the semester

Disability Notice

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center (DRC), if you have not done so already.

Reading Material

Tim Wise

