

# Eth 125 syllabus course



**ASSIGN  
BUSTER**

College of Humanities ETH/125 Version 6 Cultural Diversity Copyright © 2010, 2009, 2007 by University of Phoenix. All rights reserved. Course Description

This course is designed to educate students about issues of race and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities. Policies

Faculty and students/learners will be held responsible for understanding and adhering to all policies contained within the following two documents:

- University policies: You must be logged into the student website to view this document.
- Instructor policies: This document is posted in the Course Materials forum. University policies are subject to change. Be sure to read the policies at the beginning of each class. Policies may be slightly different depending on the modality in which you attend class. If you have recently changed modalities, read the policies governing your current class modality.

Course Materials Schaefer, R, T. 2006). Racial and ethnic groups (10th ed. ). Upper Saddle River, NJ: Pearson Prentice Hall. Associate Level Writing Style Handbook, available online at [https://ecampus.phoenix.edu/secure/aapd/CWE/pdfs/Associate\\_level\\_writing\\_style\\_handbook.pdf](https://ecampus.phoenix.edu/secure/aapd/CWE/pdfs/Associate_level_writing_style_handbook.pdf)

All electronic materials are available on the student website. Week One: Race and Ethnicity: Key Concepts Details Due Points Objectives 1. Recognize key terms and sociological concepts related to race and ethnicity. 2. Describe subordinate group creation and consequences. Course Preparation Read the

course description and objectives. Read the instructor's biography and post your own.

Reading Read Appendix A. Reading Read Ch. 1 of Racial and Ethnic Groups.

Checkpoint Defining Race and Ethnicity Write a 200- to 300-word summary that answers the following questions: •What do the terms race and ethnicity mean to you? •Why are these concepts important to United States society?

Tuesday 15 CheckPoint TheSociologyof Race and Ethnicity Resource: Ch. 1 of Racial and Ethnic Groups Utilize Appendix B to match key terms with their correct descriptions. Post the completed Appendix B as an attachment.

Thursday 15 Assignment Journal Entry of a Subordinate Group Member

Resources: Ch. 1 of Racial and Ethnic Groups and the U.

S. Census Bureau American Fact Finder website at<http://factfinder.census.gov> Select one of the following subordinate groups from Ch. 1 of the text.

Because the chapter does not list all subordinate groups, you may select any other group that has a documented history in the United States.

•Subordinate Groups: Native Americans, African Americans, Chinese Americans, Japanese Americans, Arab Americans, Filipino Americans, Korean Americans, Vietnamese Americans, Asian Indians, Hawaiians, Irish Americans, Polish Americans, Norwegian Americans, Jewish Americans, Cuban Americans, MexicanAmericans, and Puerto Ricans.

Identify and describe which, if any, of the following creation and consequence situations the group has faced: •Creation: migration, annexation, or colonization •Consequences: extermination, expulsion, secession, segregation, fusion, or assimilation Write a fictional, first-person

account of the creation and consequence situations of a subordinate group in the United States in the form of a 700- to 1,050-word journal entry.

Describe, as if you were a member of that subordinate group, where the group originated, how it came to the United States, and one or two locations in the United States where members of your group live.

Be creative in your fictional descriptions, and accurate with your facts.

Research your text, the Internet, or the University Library for information about your chosen group. Of particular usefulness is the People section of the U. S. Census Bureau American Fact Finder website at <http://factfinder.census.gov>

Cite your sources consistent with APA guidelines. Post your journal entry as an attachment. Sunday 100 Week Two: Recognizing and Overcoming Prejudice Details Due Points Objectives 1. Recognize how people are impacted by stereotypes. 2. Prescribe methods for strengthening modern efforts to reduce prejudice. 3.

Recognize difficulties in analyzing prejudice. Reading Read Ch. 2 of Racial and Ethnic Groups. Reading Read Ch. 3 of Racial and Ethnic Groups. Reading Read Ch. 4 of Racial and Ethnic Groups. Participation Participate in class discussion. 4 days/wk 10 Discussion Questions Respond to weekly discussion questions. Tue/Thur 10 CheckPoint Implicit Association Test Complete the Harvard-Hosted Implicit Association Test (IAT) using the following instructions. The test should take about 10 minutes to complete. •Navigate to the Project Implicit® home page at <https://implicit.harvard.edu/implicit/> and click Demonstration. At the IAT home page, click on the Go to the Demonstration Tests link. •At the Measure Your Attitudes page, find and click on the I wish to proceed link. •You will be prompted to select a test. Take <https://assignbuster.com/eth-125-syllabus-course/>

one of the following IAT tests: ? Race IAT ? Arab-Muslim IAT ? Native IAT ? Asian IAT ? Skin-tone IAT Post a 200- to 300-word summary that answers all of the following questions: •What was the result of your IAT? Do you think that the test produced valid results in your case? •In your opinion, is it difficult to accurately measure prejudice? Why or why not? •Describe other measurements sociologists utilize to calculate prejudice.

Friday 30 Week Three: Countering Discrimination, Immigration in the United States Details Due Points Objectives 1. Recognize sources of discrimination in your environment. 2. Describe your personal cultural background. 3.

Associate being an immigrant to the United States with its inherent challenges. CheckPoint Modern Challenges in Immigration Resources: Ch. 4 of Racial and Ethnic Groups and the U. S. Citizenship and Immigration Services (USCIS) website at [www.uscis.gov](http://www.uscis.gov) Browse through the USCIS website, paying special attention to immigration forms, fees, fingerprinting, services, and benefits.

Select an immigrant group from Ch. 4 of the text. Imagine yourself as a current member of your selected group, and consider the following question: Would I want to immigrate to the United States, and why? Think about what opinion you would have of the immigration process, including naturalization, the costs, fingerprinting, and so forth. Consider whether the process would seem easy or difficult for you as an immigrant. After you have thought about your answers, proceed to the next step of this CheckPoint. Post a 200- to 300-word summary that answers all of the following questions: Should United States government policy favor certain kinds of immigrants? •Should citizenship preference be given to the neediest applicants? The most

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talented? The most oppressed? The richest? •Should applications from certain countries be given priority? (Feltey, 2006, p. 11) Thursday 30

Assignment Ethnic Groups and Discrimination Resources: Racial and Ethnic Groups, the Internet, and the University Library Select an ethnic group to which you belong. If you identify with more than one group, choose the group with which you most identify or about which you would like to learn more.

Write a 700- to 1, 050-word essay in which you answer the following questions: •Conduct research to determine if the group colonized or if it immigrated to the United States. Did the group face prejudice, segregation, racism, or any combination of the three? If so, how and why? Include your research findings in your essay. You may search through chapters of the text as part of your research. •Was this group affected by any of the following forms of discrimination, or did it participate in any of the following forms of discrimination? If so, describe: ? Dual labor market Environmental justice issues ? Affirmative action ? Redlining ? Double jeopardy ? Institutional discrimination ? Reverse discrimination ? Glass ceiling, glass walls, or glass escalator •Do you culturally identify more with the ethnic group you examined, with United States mainstreamculture, or with both equally?

Format your essay consistent with APA guidelines. Post your paper as an attachment. Sunday 100 Week Four: African American Group Progress, Modern African American Dynamics Details Due Points Objectives 1.

Describe the effects of slavery on modern America. . Associate African American leaders and groups with their successes of theCivil Rightsand Black Power movements. 3. Weigh persisting social inequities endured by African

Americans. Reading Read Ch. 7 of Racial and Ethnic Groups. Reading Read Ch. 8 of Racial and Ethnic Groups. Reading Read Ch. 11 of Racial and Ethnic Groups. Participation Participate in class discussion. 4 days/wk 10 Discussion Questions Respond to weekly discussion questions. Tue/Thur 10 CheckPoint Leaders and Legislation of the Civil Rights and Black Power Movements Research Ch. of the text and Appendix C to identify events and leaders of the Civil Rights and Black Power movements and their contributions to their respective causes. Complete both Parts I and II of Appendix C. Post the completed Appendix C as an attachment. Friday 30 Week Five: Muslim and Arab Americans Details Due Points Objectives 1. Describe the impact of Orientalism on Muslim and Arab Americans. 2. Identify causes of prejudice and discrimination against Muslim and Arab Americans. 3. Compare and contrast United States-centric views of Muslim and Arab Americans with United States-centric views of Christian Americans. CheckPoint

Characteristics of Orientalism, Prejudice, and Discrimination Resource:

Appendix D Post a 200- to 300-word response in which you complete the following:

- Explain the difference between Muslims and Arabs.
- According to research and news reports within the past 2 years, what are some of the changes the United States has made to policies concerning the treatment of Muslim and Arabic members of society?
- List two to three characteristics of Orientalism. How may Orientalism and prejudice contribute to hate crimes against these groups?
- What may individuals do to promote tolerance and reduce prejudice in their towns and cities?

For ideas, visit the Teaching Tolerance website at <http://www.tolerance.org>, and the Southern Poverty Law Center website at <http://www.splcenter.org>.

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Thursday 30 Assignment United States-Centric Views Comparison Provide a copy of Appendix D to a friend or family member and ask that person to complete the table contained therein. In doing so, your chosen participant will consider what he or she thinks are the common United States-centric viewpoints on Muslim and Arab American and Christian American groups. Ask your participant to return their completed appendix at least 1 day before this assignment is due.

Complete a duplicate copy of Appendix D, following the same directions as your participant. Write a 350- to 500-word summary in which you compare and contrast your participant's answers with your own answers, and address the following questions:

- How are your table answers similar? How are they different?
- Do either tables list descriptors in the Both Groups category? Describe.
- From either or both tables, name one or two descriptors that you think represent true facts about each group and one or two descriptors that you think are false.
- How do you think an average American's perceptions of each group are created?

Post your summary and both completed copies of Appendix D as Microsoft® Word attachments in your Assignments Section. Sunday 100 Week Six: Native American Cultures Details Due Points Objectives 1. Evaluate the overall effectiveness of Native American organizations in the advancement of their people's needs. 2. Recognize how key policies shape the relationship between tribal Native Americans and the federal government. 3. Differentiate among causes of tribal poverty and prosperity. 4. Describe levels of Native American assimilation within mainstream society.

Reading Read Ch. 6 of Racial and Ethnic Groups. Reading Read Ch. 9 of Racial and Ethnic Groups. Reading Read Ch. 10 of Racial and Ethnic Groups. Participation Participate in class discussion. 4 days/wk 10 Discussion Questions Respond to weekly discussion questions. Tue/Thur 10 CheckPoint Legislation Legacy Resources: National Congress of American Indians website <http://www.ncai.org> and the Indian Country Today website at <http://www.indiancountry.com> Post a 200- to 300-word summary of a current issue between Native Americans and the federal government.

Identify the legislation that you think is linked to the issue, and explain why you think there is a connection. Consult the National Congress of American Indians website, the Indian Country Today newspaper, or another online source for examples of pertinent issues. Friday 30 Week Seven: Hipic American Diversity Details Due Points Objectives 1. Describe cultural interests important to modern Hipic Americans. 2. Give examples of diversity among Hipic American groups. CheckPoint The Official Language Movement Resources: Racial and Ethnic Groups, the Internet, and the University Library

Investigate the official language movement, which is an important Hipic American cultural interest, described on pp. 243–244 of the text by researching bilingualism in education and politics in the United States. Find four to six credible websites or articles that support, oppose, or present information about bilingualism in education or politics. Most sources will focus exclusively on either topic of education or politics; therefore, try to find at least two sources per topic. Write one paragraph about each source, summarizing the main points presented. Provide APA-formatted reference citations.

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Submit all of your summaries in a 200- to 300-word post. Thursday 30

Assignment Hipic American Diversity Resources: Racial and Ethnic Groups, the University Library, and the Internet Write a 1, 050- to 1, 400-word research paper in which you identify the linguistic, political, social, economic, religious, and familial conventions or statuses of four Hipic groups living in the United States. Your paper must address Mexican Americans, Puerto Ricans, and two groups of your choice from Ch. 9 of the text. Dedicate an equal portion of your paper to each Hipic group.

Conclude your essay by summarizing major differences and commonalties apparent among the groups. Format your paper consistent with APA guidelines. Post your paper as an attachment. Sunday 100 Week Eight: Asian American Relations Details Due Points Objectives 1. Recognize the cultural makeup of Asian American and Asian Pacific Islander minority groups present in United States society. 2. Compare and contrast the cultural experiences of Chinese and Japanese Americans. Reading Read Ch. 12 of Racial and Ethnic Groups. Reading Read Ch. 13 of Racial and Ethnic Groups. Participation Participate in class discussion. 4 days/wk 10 Discussion Questions Respond to weekly discussion questions. Tue/Thur 10 CheckPoint Asian Americans According to the U. S. Census Bureau Complete the matrix in Appendix E using information from the Asian Pacific American Heritage Month press release located under the Materials tab on the student website. Post the completed Appendix E as an attachment. Friday 30 Week Nine: Core Concept Application Details Due Points Objectives 1. Describe the effects of the expansion of race and ethnicity on United States society. Capstone CheckPoint

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Write a 200- to 300-word summary that answers all of the following questions:

- What information about race and ethnicity in the United States has helped you better understand or relate to specific minority groups?
- Have you learned something new about your own cultural history?
- Trends in immigration will continue to shape the face of the United States. What will this face look like in the year 2050?
- How might the country best prepare for the changing race and ethnicity of its current and future citizens?

Thurs. 30  
Final Project Race and Your Community Resource: Appendix A.

Write a 1, 400- to 1, 750-word autobiographical research paper that analyzes the influences of race as it relates to your community. In your paper, write your first-person account of how human interactions in your community have been racialized. For the community, you may consider relations within your neighborhood, local government, service groups, clubs, schools, workplace, or any environment of which you are a part. Answer the following questions and provide examples:

- Do members of your community look like you? In what ways do they look the same or different? How do leaders within your community treat people who are like you? How do they treat people who are different?
- How do other members of your community treat people who are like you? How do they treat people who are different?
- Do your texts or work manuals contain information by or about people like you?
- Do the local media represent people like you? If so, in what ways?
- What are some similarities and differences between you and the people who are in leadership positions in your community? Do you think minority group interests are represented within your community? If you could resolve any inequities within your community, what would you change? How and why?

- Which main concepts from the text relate to race? Apply some of these concepts to your project. Include the following elements in your paper:
- The thesis addresses racial issues in your local community.
- The content is comprehensive and accurate.
- The paper itself draws on your personal experiences with and opinions about cultural diversity in your community.
- Three sources are used, and one source is a community member, leader, or representative from a local community organization. The paper is written in first-person point of view, with an autobiographical approach.
- Text concepts are applied to your observations.
- Assignment questions are answered.
- The paper includes perspectives from supporting sources.
- The conclusion is logical, flows from the body of the paper, and reviews the major points.
- Paragraph transitions are present.
- The tone is appropriate.
- Sentences are well-constructed.
- The paper, title page, and references follow APA guidelines.
- Rules of grammar, usage, and punctuation are followed.
- Spelling is correct.

Post your completed research as an attachment. Sunday 250 Copyright University of Phoenix® is a registered trademark of Apollo Group, Inc. in the United States and/or other countries. Microsoft®, Windows®, and Windows NT® are registered trademarks of Microsoft Corporation in the United States and/or other countries. All other company and product names are trademarks or registered trademarks of their respective companies. Use of these marks is not intended to imply endorsement, sponsorship, or affiliation. Edited in accordance with University of Phoenix® editorial standards and practices.