

Course Syllabus

COURSE: PSYT 1375 RACE AND ETHNIC RELATIONS (3:3:0)
 SEMESTER: Spring 2014
 INSTRUCTOR: Kathleen Phelan, CRC, LPC-Intern, PhD (ABD)
 CLASS MEETING: Wednesdays, 1:00 – 3:50 pm
 CLASS ROOM: Room 513
 OFFICE HOURS: by appointment
 PHONE: (806) 224-6779
 E-MAIL: SPC Blackboard Course Messaging System

"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

COURSE DESCRIPTION

This course provides a study of race and ethnic relations within the United States. Topics include: intergroup relationships within ranking systems, dominate-subordinate groups, and long-range consequences of ethnic interrelations.

STUDENT LEARNING OUTCOMES

Upon completion of the course, students will:	
Have an understanding of the basic concepts of race and ethnic relations.	C5, C15, F1
Have a working knowledge of ethnic stratification.	F1, C6
Be able to discuss techniques of dominance; prejudice and discrimination.	F1, C6
Have an understanding of patterns of ethnic relations: assimilation and pluralism	F1, C6
Be able to describe the foundations of the American ethnic hierarchy.	F1, C6
Be able to describe the historical development, prejudice, discrimination, assimilation, social class, and special features of: Immigration Native Americans and Alaskan Natives Jewish Americans African Americans and Black Americans Hispanic Americans, Latino(a), Mexican, Cuban, and Puerto Rican Americans Asian Americans; Chinese and Japanese Americans White Ethnic America Global Issues of Ethnic Conflict and Change	F1, F11, C15
Demonstrate the ability to work with diversity.	C14

COURSE OBJECTIVES - Outline form (correlated to Scans and Foundations Skills)

The student will have a broad understanding of race and ethnic relations.

EVALUATION METHODS

Students will be evaluated based on midterm and final exam scores, written assignment(s), class presentation, and in-class/take-home assignments designed to evaluate student knowledge, as well as personal beliefs, values, and attitudes concerning culture, race, and ethnicity.

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences; possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as to final examinations, to daily reports, and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines, and other reference works, or from themes, reports, or other writings of a fellow student is guilty of plagiarism.

SCANS and FOUNDATION SKILLS

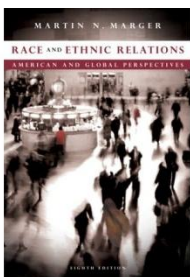
Refer also to Course Objectives. SCANS and Foundation Skills attached.

VERIFICATION OF WORKPLACE COMPETENCIES - CAPSTONE EXPERIENCE

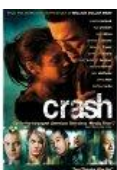
SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS

Marger, M. N. (8th Ed.) (2009). *Race and ethnic relations; American and global perspectives*. Belmont, CA: Wadsworth.



Video: Haggis, P. (Director). Haggis, P., & Moresco, R. (Writer). (2005). *Crash* [Motion picture]. U.S. and Canada: Lions Gate Films.



COMMUNICATION POLICY

- Electronic communication between instructor and students in this course will utilize the South Plains College Blackboard Messaging System. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC Blackboard on a regular basis.

STUDENT CONDUCT

- Students in this class are expected to abide by the standards of student conduct as defined in the SPC Student Guide.

SPECIAL REQUIREMENTS

- Cell Phones** – Cell phones are to be turned OFF during scheduled class periods, unless prior approval has been given from the instructor. This includes text messaging. Cell phones are to be used outside the classroom only.

ATTENDANCE POLICY

Class attendance will be recorded. After three absences, 5 points will be deducted per absence and if minimum course objectives cannot be met due to those absences, the student may be dropped from the course. In the event of an absence, it is the student's responsibility to turn in assignments by the due date. Material covered in class is critical to student learning; advantages of attending every class and reading the text cannot be overemphasized.

ASSIGNMENT POLICY

The student is required to complete 10 in-class/take-home assignments, write 2 journal entries, attend one cultural event, write an analysis of the movie "Crash", present to the class a 15 minute presentation of your own race, ethnic, and cultural group, and take 2 exams: mid-term exam and final comprehensive exam. Successful completion of course competencies is determined by regular class attendance, achieving a passing grade on assignments, and demonstrating the ability to work with diversity. All students are required to make up missed assignments. One point per day will be deducted for assignments turned in after the due date.

GRADING POLICY

Grades in this course will be determined using the following criteria:

10 In-Class/Take-Home Assignments (10 points each)	100 points
2 Journal Entries (5 points each)	10 points
Midterm Exam	80 points
"Crash" Movie Paper	50 points
Event Attendance	10 points
Student Presentation	50 points
Final Exam	100 points

TOTAL: 400 points

360 – 400 A

320 – 359 B

280 – 319 C

240 – 279 D

239 - F

ASSIGNMENTS

In-Class/Take-Home Assignments – 100 points

Ten in-class/take-home assignments, worth 10 points each, will be assigned throughout the semester and handed-out in class one week in advance. The assignments are designed to heighten self-awareness of one's own racial, ethnic, and cultural identity, increase awareness of racial, ethnic, and cultural identities of others, challenge how students view themselves in relation to others, and broaden students understanding and acceptance of diversity. Each Assignment is due *in class* for class discussion on the day designated in the Course Outline. Late assignments will receive ½ credit.

Journal Entries – 10 points

Each student is to write two Journal Entries throughout the semester, documenting your diversity journey. Writings may include evolving and changing thoughts and ideas, personal reflections, surprises, discoveries, frustrations, and accomplishments throughout the class experience, how these experiences have impacted or will impact your personal and professional life, a synthesis or critical analysis of *all* the experiences you have had in the course, or any changes in your identity development that have occurred. Each Journal Entry is worth 5 points and is due by the day designated in the Course Outline. Late submissions are not accepted, but early submissions are accepted. ***Entries must be typed and turned in via Blackboard "JOURNAL ENTRY" assignment tabs – see due dates.***

Midterm Exam – 80 points

The Midterm Exam will consist of true/false, multiple choice, matching, and brief discussion questions covering Chapters 1-6 of the course text. A Midterm review is posted on Blackboard and there are no make-up Midterm Exams.

"Crash" Movie Paper – 50 points

Each student is to watch the movie "Crash". The movie is available to rent or purchase (\$5); please contact me if you have difficulty locating the movie. ***Movie Papers are turned in via Blackboard "Movie Paper" assignment tab – due by 4/16 midnight.***

Each student will select FIVE scenes from the movie, and then identify 2 terms from the course that apply to each scene (for a total of 10 terms). Terms are to be taken from information learned throughout the course – i.e. discrimination, stereotyping, prejudice, racism, segregation, double standard, etc. *Each term can only be used once throughout the entire paper.*

Students earn 2 points per scene for properly identifying the applicable terms that apply to each scene (for a total of 20 points); and 2 points for critically explaining how each term pertains to the movie scene (for a total of 20 points). Points will be awarded to papers expressing individual depth of understanding about people and situations within each unique cultural context/scene. The purpose of this assignment is to broaden your understanding of concepts discussed in class through practical applications with real-world experiences.

Students may view the movie and discuss the issues together, however, each student is to write their own paper. The paper is to be 4-5 typed pages, double spaced, and 12 point font. 10 points (2 per scene) are awarded for correct organization of the paper.

For example:

Scene 1 – *briefly* describe the scene in 1-2 sentences

1. **Term & definition** that applies to the scene (i.e. discrimination) **2 points**
 - A. Critically explain how the term applies to the scene *in your own words* **2 points**
2. **Term & definition** that applies to the scene (i.e. prejudice) **2 points**
 - B. Critically explain how the term applies to the scene *in your own words* **2 points**

Scene 2 etc...

Student Presentations – 50 points

Each student will share their ethnicity and culture with the class. Presentations may include PowerPoint, collage, photo albums, food, artifacts/nostalgic memorabilia, guess speaker, clothing, music, art, language, handouts, quotations from books or articles, video, family-tree or any other means through which the student is able to inform the class of their race, ethnicity, and culture. Information presented must include at least 5 of the following: gender, cultural norms/expectations, spirituality/religion, mental and emotional beliefs, socioeconomic status, sociopolitical perspectives, family/marriage/childrearing, traditions, communication, and family history.

Grading will be based on student's ability to convey their own race, ethnic, and cultural identity to others, depth of knowledge and understanding of one's own race, ethnicity, and cultural identity, the depth of knowledge shared, creativity, and organization of the presentation.

A student sign-up sheet will be passed out noting which race, ethnicity, and culture the student will be presenting, as well as the date of the presentation. Presentations are to be at least 15 minutes each and a grading rubric will be provided. Please note that make-up presentations days are not available.

Event Attendance – 10 points

Each student is expected to attend or participate in one on or off-campus event *outside* of one's own ethnicity and culture. The purpose of this assignment is to increase student exposure to diversity through direct contact with cultures other than the student's own. Various events will be announced throughout the course and prior approval from the instructor is required. Proof of attendance is required, such as a signed brochure or event hand-out. Students may attend the event at any time throughout the semester. **Proof is due in class by 4/30.**

Comprehensive Final Exam – 100 points

The comprehensive Final Exam will consist of true/false, multiple choice, matching, and brief discussion questions covering Chapters 1-12 and Chapter 16. A review guide will be provided and there will be no make-up exam.

ACCOMMODATIONS

DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services. For more information, call or visit the Special Services Office in rooms 809 and 811, Reese Center Building 8, (806) 885-3048 ext. 4654.

FOUNDATION SKILLS

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading–locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing–communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic–performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics–approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening–receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking–organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking–generates new ideas.

F-8 Decision-Making–specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving–recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye–organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn–uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

COURSE OUTLINE

DATE	TOPIC	ASSIGNMENT DUE
Wed. 1/15	Review syllabus & course assignments Lecture: Basic Concepts	Assignment 1 – MAKSS pre-test (distributed in class)
Wed. 1/22	Lecture: Ethnic Stratification Assignment 2 distributed <i>Film: “Death of Two Sons”</i>	Read Chapters 1 & 2
Wed. 1/29	Lecture: Tools of Dominance; Prejudice & Discrimination Assignment 3 distributed	Read Chapter 3 Assignment 2 due
Wed. 2/5	Lecture: Patterns of Ethnic Relations; Assimilation & Pluralism Assignment 4 distributed	Read Chapter 4 Assignment 3 due
Wed. 2/12	Lecture: Native Americans Assignment 5 distributed	Read Chapter 6 Assignment 4 due
Wed. 2/19	Lecture: Immigration and the Foundation of the U.S. Ethnic Hierarchy <i>Film: “Island of Hope, Island of Tears”</i>	Read Chapter 5 Assignment 5 due
Wed. 2/26		Midterm Exam over Chapters 1-6
Wed. 3/5	Lecture: African Americans/Black Americans <i>Film Scenes from “Black History from Civil War through Today”</i> Assignment 6 distributed	Read Chapter 7 Journal Entry 1 due online by 3/6 midnight
Wed. 3/12	Lecture: Hispanic Americans/Cuban Americans, Puerto Rican/Latino(a)/Mexican Americans	Read Chapter 8 Assignment 6 due
3/17-3/21	Spring Break	
Wed. 3/26	Lecture: Asian Americans Assignment 7 distributed <i>Film: Internment Camps</i>	Read Chapter 9
Wed. 4/2	Lecture: White Ethnic Americans/Irish Americans/German Americans/French Americans Assignment 8 distributed	Read Chapter 10 Assignment 7 due
Wed. 4/9	Lecture: Jewish Americans/Arab Americans Assignment 9 distributed <i>Film: “American East”</i>	Read Chapter 11 Assignment 8 due
Wed. 4/16	Lecture: The Changing Context of America Race and Ethnic Relations & Global Issues <i>Film: “The Color of Fear”</i>	Read Chapter 12 & Chapter 16 Assignment 9 due CRASH Paper due online by 4/16 midnight
Wed. 4/23		Student Presentations
Wed. 4/30		Student Presentations Journal Entry 2 due online by 4/30 midnight Proof of Event Attendance due in class by 4/30
Wed. 5/8		Assignment 10 – MAKSS post-test (distributed in class) Final Exam



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Applied Rehabilitation Psychology and South Plains College.

Signature

Date