

## **AU Online Syllabus**

### **Soc 3350: Race, Ethnicity, and Culture**

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#### **Course Information**

- **Location:** Online via Moodle
- **Meeting Time:** AU Online courses are asynchronous (e.g., do not require virtual meetings) unless otherwise noted in the syllabus or class schedule. Instructors reserve the right to schedule virtual class meetings which are optional and recorded for students who are unable to attend.
- **Credit Hours:** 4
- **Prerequisites:** N/A

#### **Course Overview**

Why is it that even today discussions concerning ethnic diversity, race, color and the Constitutional promise and actual practice of equal opportunity continue to evoke uneasiness and personal discomfort? This is an interesting question since our cultural context and national identity are often admired as symbols of liberty. Whether we seek employment in education, business, or social services, we need to be aware of the factors that shape the unique experiences of diverse groups. To expand this awareness, the course analyzes how differences in ethnicity, skin color and other indicators of group membership impact vulnerability and opportunity for diverse groups. The legal and moral questions related to the responses by the mainstream population to racial and cultural minority groups, including the new immigrants are also examined. Stereotypes, prejudices, and discrimination of a wide range of social categories, and the role they play in shaping of the structures of power are also analyzed.

#### **Course Materials**

##### ***Required Course Materials***

Schaefer, R. T. (2019). *Racial and Ethnic Groups* (15th ed.). Pearson Higher Education.

ISBN: 927899246270198 (E-book)

ISBN: 9780134732855 (hardcover)

Coates, T.-N. (2015). *Between The World and Me*. Random House U.S.

ISBN: 9780812993547

#### **Outcomes**

By the end of this course students should be able to:

##### ***Multidisciplinary Interpretations of Race and Ethnicity***

- 1) Understanding of the multidisciplinary perspective on race, ethnicity and the foreign-born status;
- 2) Familiarity with the impact of various biological interpretations of race and other dimensions of “otherness”;
- 3) Appreciation of the historical evolution of the interpretations of race and ethnicity in the US.

#### ***Social Construction of Racial and Ethnic Groups***

- 4) Knowledge of the changing scripts constructed by the U.S. society for various immigrant groups, as well as for racial and ethnic groups;
- 5) Understanding of the importance of the familiarity with laws and policies developed by the U.S. government to regulate the expression of interracial and ethnic relations and to control the flow of the immigration waves;
- 6) Appreciation of the interplay between cultural values and norms, and the politics of race and ethnicity.

#### ***The Role of Power in Majority-Minority Relations***

- 7) Understanding of how various forms of invisible violence (structural, symbolic and normalized) shape the lives of people depending on their racial and ethnic identification;
- 8) Knowledge of the challenges faced by multi-racial and multi-cultural individuals;
- 9) Appreciation of the complex, fluid, and ambiguous ethical rules developed by societies to control racial and ethnic relations and relations between the host society and the foreign-born.

#### ***Shaping a World Truly Human***

- 10) Knowledge of the efforts undertaken by various individuals, organizations and governmental agencies to stop discrimination based on race and ethnicity;
- 11) Appreciation of the work done to stop various forms of hate crimes related to race and ethnicity;
- 12) Understanding of issues related to education about the contributions of representatives of various racial, ethnic and immigrant groups to our society and culture.

## **Description of Course Assignments**

### ***Discussion Forums***

There will be a total of 9 Discussion Forums (2 during the first module and one in each of the remaining modules). The minimum word count for the initial post is 250 words. Students must make two reply posts to classmates' posts and each of these replies must be 150 words long and use the “3C & Q” (Compliment, Comment, Connect, and Question) Method. Initial forum posts are due by Thursday at 11:55 p.m. and reply posts are due by Sunday at 11:55 p.m. CT. Please note that you will not see your classmates' messages until you create your initial post.

### ***Exams***

There will be 7 multiple-choice exams. One will be worth 25 points while the others will be worth 50 points.

### ***Reflection Papers***

There will be a total of 4 reflection papers in which you address the given prompt and demonstrate a mastery of the module/week's learning objectives. In these papers, you will draw on the assigned readings for the week to help explain your evaluations and analyses. You may relate the readings and class concepts back to events and happenings you are exposed to in the real world, to personal experiences, or to information you have learned in other classes. Papers must succinctly address the given prompts and demonstrate a mastery of the module's learning objectives. Papers should be 2-3 pages long, double-spaced, and use 11-point font, with 1-inch margins.

### ***Writing Assignments***

In this course, you will have three writing assignments:

- 1) **Racial/Ethnic Autobiography-** This paper is an invitation to explore your own racial and ethnic background. In 5-7 pages, your assignment is to write an autobiographical sketch, viewed through the lens of race/ethnicity, in which you analyze the significant experiences (including cumulative experiences of "small things that add up") that have, in part, made you the person you are today.
- 2) **Current Event Summary & Analysis-** It is important for us to be aware of the events that are going on around us locally and nationally. In this writing assignment, you will choose two news articles and complete a current event summary/analysis for each. You are restricted to articles that deal with events of politics, government, social life, etc. related to racial/ethnic relations in the United States. Your summary/analysis for each article should be at least two pages, double-spaced, 11-point font.
- 3) **Social Problem Photo Essay-** Photo essays are essays that use images to convey a message. The photos themselves, along with narrative text, tell a story. This assignment offers you an opportunity to create your own photo essay to capture and reflect on one specific social issue. For this writing assignment, you will need to select a series of 10 photos that document/illustrate one of the social problems pertaining to race/ethnicity that we have focused on in Soc. 3350. The final product of the project should be a slide presentation (PowerPoint or Google Slides) of no less than 13 and no more than 24 slides.

### ***Double-Entry Journal***

In this course, you will maintain a double-entry journal as follows: Pick one idea each week from the readings to reflect on in your DEJ. Your DEJ is a way to record information and to reflect on and react to that information. It is a way of "making sense" of what you read, capturing your thoughts, questions, and other reactions regarding the text. You must complete 1 one-page DEJ for each module.

### ***Final Project***

During the 8-week semester, you will read the book, *Between the World and Me*, by T. N. Coates. The final project will focus on connecting this book to course concepts in regard to race/ethnicity. There are two parts of this final assignment: 1) Visual Book Summary, and 2) Letter to a Young Person. The purpose of a Visual Summary is to create a visual representation of what has been learned from the reading of the text. Visual Summaries show, through a visual

representation, the important information and main ideas learned. In the second part of this final assignment, you will write a letter to a young person about the future of racial/ethnic relations in America, similar to how Coates wrote his book addressed to his young son.

## Class Schedule

Week	Learning Essentials	Connection and Application
<p><b>Week 1</b></p>	<p><b>Required Reading and Viewing Resources</b></p> <p><b>Read Books</b></p> <p>Schaefer, R. T. (2019). <i>Racial and Ethnic Groups</i> (15th ed.). Pearson Higher Education.            Chapter 1: Exploring Race &amp; Ethnicity</p> <p>Coates, T.-N. (2015). <i>Between the World and Me</i>. Spiegel &amp; Grau.            Pages 1-39</p> <p><b>Articles:</b></p> <p>Brown, A. (2020, February 25). <i>The changing categories the U.S. census has used to measure race</i>. Pew Research Center.  <a href="https://www.pewresearch.org/fact-tank/2020/02/25/the-changing-categories-the-u-s-has-used-to-measure-race/">https://www.pewresearch.org/fact-tank/2020/02/25/the-changing-categories-the-u-s-has-used-to-measure-race/</a></p> <p>Casselman, B. (2014, November 26). <i>The Census Is Still Trying to Find the Best Way to Track Race in America</i>. FiveThirtyEight.  <a href="https://fivethirtyeight.com/features/the-census-is-still-trying-to-find-the-best-way-to-track-race-in-america/">https://fivethirtyeight.com/features/the-census-is-still-trying-to-find-the-best-way-to-track-race-in-america/</a></p> <p>Coleman, A. L. (2019, March 28). <i>What's Intersectionality? Let These Scholars Explain the Theory and Its History</i>. Time; Time.  <a href="https://time.com/5560575/intersectionality-theory/">https://time.com/5560575/intersectionality-theory/</a></p> <p>Gannon, M. (2016, February 5). <i>Race Is a Social Construct, Scientists Argue</i>. Scientific American.  <a href="https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/">https://www.scientificamerican.com/article/race-is-a-social-construct-scientists-argue/</a></p> <p>Steinmetz, K. (2020, February 20). <i>She Coined the Term "Intersectionality" over 30 Years Ago. Here's What It Means to Her Today</i>. Time.  <a href="https://time.com/5786710/kimberle-crenshaw-intersectionality/">https://time.com/5786710/kimberle-crenshaw-intersectionality/</a></p>	<p>1) Discussion Forum            2) Discussion Forum #2            3) Reflection Paper #1            4) Double-Entry Journal            5) Exam 1</p>

	<p><b>View</b></p> <p><i>PowerPoint</i> Chapter 1 PowerPoint</p> <p><i>Videos</i> Kimberlé Crenshaw: What is Intersectionality? <a href="https://youtu.be/ViDtnfQ9FHc">https://youtu.be/ViDtnfQ9FHc</a> Crash Course Sociology: Race/Ethnicity <a href="https://youtu.be/7myLgdZhzi0">https://youtu.be/7myLgdZhzi0</a> The myth of race, debunked in 3 minutes. <a href="https://youtu.be/VnfKgffCZ7U">https://youtu.be/VnfKgffCZ7U</a></p>	
<p><b>Week 2</b></p>	<p><b>Required Reading and Viewing Resources</b></p> <p><b>Read</b></p> <p><b>Book:</b> Schaefer, R. T. (2019). <i>Racial and Ethnic Groups</i> (15th ed.). Pearson Higher Education. <b>Chapter 2:</b> Prejudice <b>Chapter 3:</b> Discrimination</p> <p>Coates, T.-N. (2015). <i>Between the World and Me</i>. Spiegel &amp; Grau. Pages 39-57</p> <p><b>Supplemental Articles</b></p> <p>Crosley-Corcoran, G. (2014, May 8). <i>Explaining White Privilege to A Broke White Person</i>. HuffPost; HuffPost. <a href="https://www.huffpost.com/entry/explaining-white-privilege-to-a-broke-white-person_b_5269255">https://www.huffpost.com/entry/explaining-white-privilege-to-a-broke-white-person_b_5269255</a></p> <p>Mcintosh, P. (1988). <i>White Privilege: Unpacking the Invisible Knapsack</i>. <a href="https://psychology.umbc.edu/wp-content/uploads/sites/57/2016/10/White-Privilege_McIntosh-1989.pdf">https://psychology.umbc.edu/wp-content/uploads/sites/57/2016/10/White-Privilege_McIntosh-1989.pdf</a></p> <p><b>View</b></p> <p><i>PowerPoints</i> Chapter 2 PowerPoint. Chapter 3 PowerPoint</p> <p><i>Videos</i> <i>Colorblind: ReThinking Race</i>. (n.d.). Wwww.youtube.com. Retrieved November 20, 2022, from <a href="https://www.youtube.com/watch?v=uQkJnLSPf5k&amp;ab_channel=WYCCPBSChicago">https://www.youtube.com/watch?v=uQkJnLSPf5k&amp;ab_channel=WYCCPBSChicago</a> <i>Discrimination individual vs institutional   Individuals and Society   MCAT   Khan Academy</i>. (n.d.).</p>	<p>1) Discussion Forum 2) Writing Assignment #1 (Personal Racial/Ethnic Autobiography) 3) Double-Entry Journal 4) Exam 2</p>

	<p>Www.youtube.com. Retrieved November 20, 2022, from</p> <p><a href="https://www.youtube.com/watch?v=2eTTJMrINNo&amp;ab_channel=khanacademymedicine">https://www.youtube.com/watch?v=2eTTJMrINNo&amp;ab_channel=khanacademymedicine</a></p> <p><i>The History of Affirmative Action</i>   <i>The New York Times</i>. (n.d.). Www.youtube.com. Retrieved November 20, 2022, from</p> <p><a href="https://www.youtube.com/watch?v=OWYNNFu1aQk&amp;ab_channel=TheNewYorkTimes">https://www.youtube.com/watch?v=OWYNNFu1aQk&amp;ab_channel=TheNewYorkTimes</a></p> <p><i>Prejudice vs discrimination</i>   <i>Individuals and Society</i>   <i>MCAT</i>   <i>Khan Academy</i>. (n.d.). <a href="http://www.youtube.com">Www.youtube.com</a>. Retrieved November 20, 2022, from</p> <p><a href="https://www.youtube.com/watch?v=Lto6oQcGF_8&amp;t=1s&amp;ab_channel=khanacademymedicine">https://www.youtube.com/watch?v=Lto6oQcGF_8&amp;t=1s&amp;ab_channel=khanacademymedicine</a></p> <p><i>Racial/Ethnic Prejudice &amp; Discrimination: Crash Course Sociology #35</i>. (n.d.). Www.youtube.com. Retrieved November 20, 2022, from</p> <p><a href="https://www.youtube.com/watch?v=gSddUPkVD24&amp;t=47s&amp;ab_channel=CrashCourse">https://www.youtube.com/watch?v=gSddUPkVD24&amp;t=47s&amp;ab_channel=CrashCourse</a></p> <p><i>White Privilege</i>. (n.d.). Www.youtube.com. Retrieved November 20, 2022, from</p> <p><a href="https://www.youtube.com/watch?v=ZLgbw_A1mLI&amp;ab_channel=SociologyLive%21">https://www.youtube.com/watch?v=ZLgbw_A1mLI&amp;ab_channel=SociologyLive%21</a></p>	
<p><b>Week 3</b></p>	<p><b>Required Reading and Viewing Resources</b></p> <p><b>Read Books:</b></p> <p>Schaefer, R. T. (2019). <i>Racial and Ethnic Groups</i> (15th ed.). Pearson Higher Education.</p> <p><b>Chapter 4: Immigration</b></p> <p><b>Chapter 5: Ethnicity, Whiteness, and Religion</b></p> <p>Coates, T.-N. (2015). <i>Between the World and Me</i>. Spiegel &amp; Grau.</p> <p>Pages 57-71</p> <p><b>Supplemental Articles</b></p> <p>10 years after DACA was announced, Dreamers remain in limbo. (n.d.). <i>NPR.org</i>.  <a href="https://www.npr.org/2022/06/17/1105474882/daca-10-years-immigration-dreamers">https://www.npr.org/2022/06/17/1105474882/daca-10-years-immigration-dreamers</a></p> <p><i>Faces of Dreamers</i>. (n.d.). Remember the Dreamers Campaign. Retrieved November 30, 2022, from</p>	<ol style="list-style-type: none"> <li>1) Discussion Forum</li> <li>2) Reflection Paper #2</li> <li>3) Double-Entry Journal</li> <li>4) Exam 3</li> </ol>

<https://www.rememberthedreamers.org/faces-of-dreamers/>

ProCon.org. (2020, June 18). *Are DACA and the DREAM Act Good for America?* ProCon.org.

<https://www.procon.org/headlines/are-daca-and-the-dream-act-good-for-america/>

ProCon.org. (2017, August 31). *Should the Government Allow Immigrants Who Are Here Illegally to Become US Citizens? - Immigration - ProCon.org.* Immigration.

<https://immigration.procon.org/questions/should-the-government-allow-immigrants-who-are-here-illegally-to-become-us-citizens/>

Jens Manuel Krogstad, Passel, J. S., & Cohn, D. (2019, June 12). *5 facts about illegal immigration in the U.S.* Pew Research Center; Pew Research Center.

<https://www.pewresearch.org/fact-tank/2019/06/12/5-facts-about-illegal-immigration-in-the-u-s/>

#### **View PowerPoints**

**PowerPoint Chapter 4  
PowerPoint Chapter 5**

#### **Videos**

*Animated Map Shows History of Immigration to the US.* (n.d.). Wwww.youtube.com.

<https://youtu.be/Fc79i1mu-mc>

*What is chain migration?* (n.d.). Wwww.youtube.com.

Retrieved November 29, 2022, from

<https://youtu.be/W2B0oKIT5kA>

*1965 Immigration and Nationality Act.* (n.d.).

Wwww.youtube.com. Retrieved November 29, 2022, from

<https://youtu.be/ivnWXxiKERs>

*Congress Passes Resolution expressing regret for Chinese Exclusion Laws.* (n.d.). [Wwww.youtube.com](http://www.youtube.com).

Retrieved November 29, 2022, from

<https://youtu.be/4Vwd2YIS9wA>

*German Immigration.* (n.d.). Wwww.youtube.com. Retrieved December 3, 2022, from

<https://youtu.be/tuCf-2idBs4>

*Irish Immigration 1800s.* (n.d.). Wwww.youtube.com.

Retrieved December 3, 2022, from

[https://youtu.be/sZ\\_uCUcoFwo](https://youtu.be/sZ_uCUcoFwo)

*Italian Immigrants to America: How They Lived.* (n.d.).

Wwww.youtube.com. Retrieved December 3, 2022,

from <https://youtu.be/VQv8dXHyZw>



<b>Week 4</b>	<p><b>Required Reading and Viewing Resources</b></p> <p><b>Read</b></p> <p><b>Books</b></p> <p>Schaefer, R. T. (2019). <i>Racial and Ethnic Groups</i> (15th ed.). Pearson Higher Education.  <b>Chapter 6: Native Americans</b>  <b>Chapter 11: Muslim &amp; Arab Americans- Diverse Minorities</b></p> <p>Coates, T.-N. (2015). <i>Between the World and Me</i>. Spiegel &amp; Grau.  Pages 72-88</p> <p><b>Supplemental Articles</b></p> <p>Cyca, M. (n.d.). <i>9 Facts About Native American Tribes</i>. HISTORY. <a href="https://www.history.com/news/native-american-tribes-facts">https://www.history.com/news/native-american-tribes-facts</a></p> <p>History.com Editors. (2019, January 15). <i>Native American History Timeline</i>. History; A&amp;E Television Networks. <a href="https://www.history.com/topics/native-american-history/native-american-timeline">https://www.history.com/topics/native-american-history/native-american-timeline</a></p> <p>Nix, E. (2018, November 30). <i>At Least 3,000 Native Americans Died on the Trail of Tears</i>. HISTORY. <a href="https://www.history.com/news/7-things-you-may-not-know-about-the-trail-of-tears">https://www.history.com/news/7-things-you-may-not-know-about-the-trail-of-tears</a></p> <p>Office of Minority Health. (2019). <i>American Indian/Alaska Native - The Office of Minority Health</i>. Hhs.gov. <a href="https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&amp;lvlid=62">https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&amp;lvlid=62</a></p> <p><i>100 Questions and Answers about Arab Americans</i>. (n.d.). Cottenceau1.Free.fr. Retrieved November 7, 2022, from <a href="http://cottenceau1.free.fr/news/WTC/arabs/in76A.htm">http://cottenceau1.free.fr/news/WTC/arabs/in76A.htm</a></p> <p><i>What Is Islamophobia? - Bridge Initiative</i>. (2018). Bridge Initiative. <a href="https://bridge.georgetown.edu/about-us/what-is-islamophobia/">https://bridge.georgetown.edu/about-us/what-is-islamophobia/</a></p>	<p>1) Discussion Forum  2) Writing Assignment #2 (Current Event Summary &amp; Analysis)  3) Double-Entry Journal  4) Exam #4</p>
	<p><b>View</b></p> <p><b>PowerPoints</b>  Chapter 6 PowerPoint  Chapter 11 PowerPoint</p>	



	<p><b>Videos</b></p> <p>Children, A. (2011, October 14). <i>Inside life on the Lakota Sioux reservation I Hidden America: Children of the Plains PART 1/5</i>. YouTube.  <a href="https://youtu.be/IJapHc7B8Xs">https://youtu.be/IJapHc7B8Xs</a></p> <p><i>The Dawes Act-Excerpts from American Indian Homelands</i>. (n.d.). Www.youtube.com. Retrieved December 4, 2022, from  <a href="https://youtu.be/GTfRNtjTMKs">https://youtu.be/GTfRNtjTMKs</a></p> <p>The Indian Removal Act Explained in 5 Minutes: US History Review. (n.d.). <a href="http://www.youtube.com">Www.youtube.com</a>.  <a href="https://youtu.be/yQfP2Y2t45U">https://youtu.be/yQfP2Y2t45U</a></p> <p><i>25 Influential American Muslims</i>. (n.d.).  Www.youtube.com. Retrieved December 4, 2022, from  <a href="https://youtu.be/3b6Nz0_IMJQ">https://youtu.be/3b6Nz0_IMJQ</a></p> <p><i>I'm Muslim, But I'm Not...</i> (2015). YouTube.  <a href="https://youtu.be/JMQjyRc7eiY">https://youtu.be/JMQjyRc7eiY</a></p> <p><i>What is Islamophobia?   Newsround</i>. (n.d.).  Www.youtube.com. Retrieved December 4, 2022, from  <a href="https://youtu.be/Eqs2keDO4Pc">https://youtu.be/Eqs2keDO4Pc</a></p> <p><i>Youth—United! Enough is Enough (A Teaching Tolerance film)</i>. (n.d.). Www.youtube.com. Retrieved December 4, 2022, from  <a href="https://youtu.be/1I3n9gpDsbQ">https://youtu.be/1I3n9gpDsbQ</a></p> <p><b>Website/game</b></p> <p><i>The Middle East: Countries</i>. (n.d.). Www.geoguessr.com. Retrieved December 4, 2022, from  <a href="https://www.geoguessr.com/seterra/en/vqp/3049">https://www.geoguessr.com/seterra/en/vqp/3049</a></p>	
<p><b>Week 5</b></p>	<p><b>Required Reading and Viewing Resources</b></p> <p><b>Read Books</b></p> <p>Schaefer, R. T. (2019). <i>Racial and Ethnic Groups</i> (15th ed.). Pearson Higher Education.  Chapter 7: African Americans  Chapter 8: African Americans Today</p> <p>Coates, T.-N. (2015). <i>Between the World and Me</i>. Spiegel &amp; Grau.  Pages 88-99</p> <p><b>Supplemental Articles</b></p> <p>Hendricks, M. (2020, June 19). <i>A Timeline of African American History in the United States</i>. Social Studies.  <a href="https://www.socialstudies.com/blog/a-timeline-of-african-american-history-in-the-united-states/">https://www.socialstudies.com/blog/a-timeline-of-african-american-history-in-the-united-states/</a></p> <p>Lavizzo-Mourey, R., &amp; Williams, D. (2016). <i>Being Black Is Bad for Your Health</i>. US News &amp; World Report;</p>	<p>1) Discussion Forum  2) Reflection Paper #3  3) Double-Entry Journal  4) Exam #5</p>

	<p>U.S. News &amp; World Report. <a href="https://www.usnews.com/opinion/blogs/policy-dose/articles/2016-04-14/theres-a-huge-health-equity-gap-between-whites-and-minorities">https://www.usnews.com/opinion/blogs/policy-dose/articles/2016-04-14/theres-a-huge-health-equity-gap-between-whites-and-minorities</a></p> <p>Vasquez Reyes, M. (2020). The Disproportional Impact of COVID-19 on African Americans. <i>Health and Human Rights</i>, 22(2), 299–307. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7762908/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7762908/</a></p> <p>The U.S. student population is more diverse, but schools are still highly segregated. (2022, July 14). <i>NPR.org</i>. <a href="https://www.npr.org/2022/07/14/1111060299/school-segregation-report">https://www.npr.org/2022/07/14/1111060299/school-segregation-report</a></p> <p>NAACP. (2021, May 24). <i>Criminal Justice Fact Sheet</i>   NAACP. <i>Naacp.org</i>; NAACP. <a href="https://naacp.org/resources/criminal-justice-fact-sheet">https://naacp.org/resources/criminal-justice-fact-sheet</a></p> <p>School-to-Prison Pipeline. (2022). American Civil Liberties Union. <a href="https://www.aclu.org/issues/juvenile-justice/juvenile-justice-school-prison-pipeline">https://www.aclu.org/issues/juvenile-justice/juvenile-justice-school-prison-pipeline</a></p> <p><b>View</b></p> <p><b>PowerPoints</b> Chapter 7 PowerPoint Chapter 8 PowerPoint</p> <p><b>Videos</b> Why Are Schools Still So Segregated? (n.d.). <i>Www.youtube.com</i>. Retrieved December 9, 2022, from <a href="https://youtu.be/v2TG9n0vc-4">https://youtu.be/v2TG9n0vc-4</a></p> <p>COVID-19 may not discriminate based on race -- but U.S. health care does. (n.d.). <a href="http://www.youtube.com">www.youtube.com</a>. Retrieved December 9, 2022, from <a href="https://youtu.be/U5QdRwfIM9I">https://youtu.be/U5QdRwfIM9I</a></p> <p>Smart Pearson Player. (n.d.). <i>Mediaplayer.pearsoncmg.com</i>. <a href="https://mediaplayer.pearsoncmg.com/assets/video.true/sociology-2017-blue_chalk_videos-housing_discrimination">https://mediaplayer.pearsoncmg.com/assets/video.true/sociology-2017-blue_chalk_videos-housing_discrimination</a></p> <p>Smart Pearson Player. (n.d.). <i>Mediaplayer.pearsoncmg.com</i>. <a href="https://mediaplayer.pearsoncmg.com/assets/video.true/sociology_2017_blue_chalk_videos-is_racism_toxic">https://mediaplayer.pearsoncmg.com/assets/video.true/sociology_2017_blue_chalk_videos-is_racism_toxic</a></p> <p>School Segregation and Brown v Board: Crash Course Black American History #33. (n.d.). <i>Www.youtube.com</i>. <a href="https://youtu.be/NBlqcAEv4nk">https://youtu.be/NBlqcAEv4nk</a></p> <p>How Schools Are Funneling Black Students into The Prison System   Think   NBC News. (n.d.).</p>	
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	<p>Www.youtube.com. Retrieved November 18, 2022, from <a href="https://youtu.be/QZsgk9acYbo">https://youtu.be/QZsgk9acYbo</a></p>	
<p><b>Week 6</b></p>	<p><b>Required Reading and Viewing Resources</b></p> <p><b>Read</b></p> <p><b>Books</b></p> <p>Schaefer, R. T. (2019). <i>Racial and Ethnic Groups</i> (15th ed.). Pearson Higher Education</p> <p style="padding-left: 40px;"><b>Chapter 9: Latinos- Growth &amp; Diversity</b></p> <p style="padding-left: 40px;"><b>Chapter 10: Mexican Americans &amp; Puerto Ricans</b></p> <p>Coates, T.-N. (2015). <i>Between the World and Me</i>. Spiegel &amp; Grau</p> <p style="padding-left: 40px;">Pages 99-114.</p> <p><b>Supplemental Articles</b></p> <p>Lopez, M. H., Krogstad, J. M., &amp; Passel, J. S. (2022, September 15). <i>Who is Hispanic?</i> Pew Research Center. <a href="https://www.pewresearch.org/fact-tank/2022/09/15/who-is-hispanic/">https://www.pewresearch.org/fact-tank/2022/09/15/who-is-hispanic/</a></p> <p>Key facts about U.S. Latinos for National Hispanic Heritage Month. (2022, September 23). <i>Pew Research Center</i>. <a href="https://www.pewresearch.org/fact-tank/2022/09/23/key-facts-about-u-s-latinos-for-national-hispanic-heritage-month/">https://www.pewresearch.org/fact-tank/2022/09/23/key-facts-about-u-s-latinos-for-national-hispanic-heritage-month/</a></p> <p>Office of Minority Health. (2018). <i>Hispanic/Latino - The Office of Minority Health</i>. Hhs.gov. <a href="https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&amp;lvlid=64">https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=3&amp;lvlid=64</a></p> <p>Mora, L. (2022). <i>Hispanic enrollment reaches new high at four-year colleges in the U.S., but affordability remains an obstacle</i>. Pew Research Center. <a href="https://www.pewresearch.org/fact-tank/2022/10/07/hispanic-enrollment-reaches-new-high-at-four-year-colleges-in-the-u-s-but-affordability-remains-an-obstacle/">https://www.pewresearch.org/fact-tank/2022/10/07/hispanic-enrollment-reaches-new-high-at-four-year-colleges-in-the-u-s-but-affordability-remains-an-obstacle/</a></p> <p>Little, B. (2019, July 12). <i>The U.S. Deported a Million of Its Own Citizens to Mexico During the Great Depression</i>. HISTORY. <a href="https://www.history.com/news/great-depression-repatriation-drives-mexico-deportation">https://www.history.com/news/great-depression-repatriation-drives-mexico-deportation</a></p> <p>Diaz, J. (2022, September 23). 5 numbers that show Hurricane Fiona's devastating impact on Puerto Rico. <i>NPR</i>. <a href="https://www.npr.org/2022/09/23/1124345084/impact-hurricane-fiona-puerto-rico">https://www.npr.org/2022/09/23/1124345084/impact-hurricane-fiona-puerto-rico</a></p> <p><b>View PowerPoints</b></p>	<p>1) Discussion Forum</p> <p>2) Writing Assignment #3 (Photo Essay)</p> <p>3) Double-Entry Journal</p> <p>4) Exam #6</p>

	<p>Chapter 9 PowerPoint Chapter 10 PowerPoint</p> <p><b>Videos</b> <i>Defining Latino: Young People Talk Identity, Belonging   NBC Latino   NBC News.</i> (n.d.). Www.youtube.com. <a href="https://youtu.be/QePAmlmu2wA">https://youtu.be/QePAmlmu2wA</a> <i>Cesar Chavez - American Civil Rights Activist   Mini Bio   BIO.</i> (n.d.). Wwww.youtube.com. Retrieved December 12, 2022, from <a href="https://youtu.be/Ns5NMHTk-yY">https://youtu.be/Ns5NMHTk-yY</a> <i>What was the Mexican Repatriation Act?   US HISTORY HELP: The Great Depression.</i> (n.d.). Wwww.youtube.com. Retrieved December 12, 2022, from <a href="https://youtu.be/7-0sRgATO0Y">https://youtu.be/7-0sRgATO0Y</a></p>	
<p><b>Week</b> <b>7</b></p>	<p><b>Required Reading and Viewing Resources</b></p> <p><b>Read</b></p> <p><b>Books</b> Schaefer, R. T. (2019). <i>Racial and Ethnic Groups</i> (15th ed.). Pearson Higher Education <b>Chapter 12: Asian Americans- An Array of Nationalities</b> <b>Chapter 13: Chinese Americans &amp; Japanese Americans</b></p> <p>Coates, T.-N. (2015). <i>Between the World and Me.</i> Spiegel &amp; Grau. Pages 114-132</p> <p><b>Supplemental Articles</b> Budiman, A., &amp; Ruiz, N. G. (2021, April 29). <i>Key facts about Asian Americans, a diverse and growing population.</i> Pew Research Center. <a href="https://www.pewresearch.org/fact-tank/2021/04/29/key-facts-about-asian-americans/">https://www.pewresearch.org/fact-tank/2021/04/29/key-facts-about-asian-americans/</a> Noe-Bustamante, L., Ruiz, N. G., Lopez, M. H., &amp; Edwards, K. (2022, May 9). <i>About a third of Asian Americans say they have changed their daily routine due to concerns over threats, attacks.</i> Pew Research Center. <a href="https://www.pewresearch.org/fact-tank/2022/05/09/about-a-third-of-asian-americans-say-they-have-changed-their-daily-routine-due-to-concerns-over-threats-attacks/">https://www.pewresearch.org/fact-tank/2022/05/09/about-a-third-of-asian-americans-say-they-have-changed-their-daily-routine-due-to-concerns-over-threats-attacks/</a> Ruiz, N, Shao, S, &amp; Shah, S. (2022, August 2). <i>What It Means to Be Asian in America.</i> Pew Research Center Race &amp; Ethnicity. <a href="https://www.pewresearch.org/race-">https://www.pewresearch.org/race-</a></p>	<p>1) Discussion Forum 2) Reflection Paper #4 3) Double-Edge Journal 4) Exam #7</p>

	<p><a href="https://www.pewresearch.org/race-ethnicity/interactives/in-their-own-words-the-diverse-perspectives-of-being-asian-in-america/">ethnicity/2022/08/02/what-it-means-to-be-asian-in-america/</a></p> <p><i>In Their Own Words: The Diverse Perspectives of Being Asian in America.</i> Pew Research Center Race &amp; Ethnicity. Retrieved December 20, 2022, from <a href="https://www.pewresearch.org/race-ethnicity/interactives/in-their-own-words-the-diverse-perspectives-of-being-asian-in-america/">https://www.pewresearch.org/race-ethnicity/interactives/in-their-own-words-the-diverse-perspectives-of-being-asian-in-america/</a></p> <p>Blackburn, S.-S. (2019, March 21). <i>What Is the Model Minority Myth?</i> Learning for Justice; Southern Poverty Law Center. <a href="https://www.learningforjustice.org/magazine/what-is-the-model-minority-myth">https://www.learningforjustice.org/magazine/what-is-the-model-minority-myth</a></p> <p><i>12 Facts About Japanese Internment in the United States.</i> (2019, February 19). Mentalfloss.com. <a href="https://www.mentalfloss.com/article/548358/facts-about-japanese-internment-united-states-world-war-ii">https://www.mentalfloss.com/article/548358/facts-about-japanese-internment-united-states-world-war-ii</a></p> <p><b>View</b></p> <p><b>PowerPoints</b> PowerPoint Chapter 12 PowerPoint Chapter 13</p> <p><b>Videos</b> <i>Can stereotypes ever be good? - Sheila Marie Orfano and Densho.</i> (n.d.). Www.youtube.com. Retrieved December 20, 2022, from <a href="https://www.youtube.com/watch?v=aFXmyNUaXFo&amp;ab_channel=TED-Ed">https://www.youtube.com/watch?v=aFXmyNUaXFo&amp;ab_channel=TED-Ed</a></p> <p><i>The history of anti-Asian hate crimes in America.</i> (n.d.). Www.youtube.com. Retrieved December 20, 2022, from <a href="https://www.youtube.com/watch?v=JX-GD4fGFHk&amp;ab_channel=CBSSundayMorning">https://www.youtube.com/watch?v=JX-GD4fGFHk&amp;ab_channel=CBSSundayMorning</a></p> <p><i>Ugly History: Japanese American incarceration camps - Densho.</i> (n.d.). Www.youtube.com. Retrieved December 20, 2022, from <a href="https://www.youtube.com/watch?v=hl4NoVWq87M&amp;t=1s&amp;ab_channel=TED-Ed">https://www.youtube.com/watch?v=hl4NoVWq87M&amp;t=1s&amp;ab_channel=TED-Ed</a></p> <p><i>Voices: Do You Have A "Tiger Mom"?</i>   NBC Asian America. (n.d.). Www.youtube.com. Retrieved December 20, 2022, from <a href="https://www.youtube.com/watch?v=mrUgCe4e7t4&amp;ab_channel=NBCNews">https://www.youtube.com/watch?v=mrUgCe4e7t4&amp;ab_channel=NBCNews</a></p>	
<p><b>Week 8</b></p>	<p><b>Required Reading and Viewing Resources</b></p> <p><b>Read</b></p> <p><b>Books</b></p>	<p>1) Discussion Forum</p> <p>2) Final Project (Visual Book Summary &amp; Letter)</p>

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**View Videos**

	<p>5 Tips for Being an Ally. (n.d.). YouTube.  <a href="https://youtu.be/dg86g-QIM0">https://youtu.be/dg86g-QIM0</a>  <i>Looking back in history to help inform and improve future race relations.</i> (n.d.). <a href="http://www.youtube.com">www.youtube.com</a>.            Retrieved January 2, 2023, from  <a href="https://youtu.be/5NCR7Wh48Bo">https://youtu.be/5NCR7Wh48Bo</a></p>	
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If you are a student who will be graduating at the end of this term, please inform your instructor to discuss advanced deadlines for the final week of the course.

## Teaching Methods/Class Format

Students will be learning through reading assigned books and supplementary readings, watching videos to further explicate course concepts, and participating in active discussions regarding course content.

## Student Learning Assessment and Grading Policy

### Grade Computation

Grades will be determined by your demonstration of understanding course content through completion of the following assignments.

Assignment	Points Possible
Discussion Forums (9 @ 25)	225
Exams	325
Reflection Papers (4 @ 20)	80
Double-Entry Journals (8 @ 15)	120
Writing Assignments (3 @ 50)	150
Final Project	100
Total Points	1000

### Aurora Grading Scale

Letter	Percentage	Points
A	90-100%	900-1000 points
B	80-89%	800-899 points
C	70-79%	700-799 points
D	60-69%	600-699 points
F	59% and below	0-599 points



### ***Grading Criteria Rubric***

Aurora University professors have adopted the following explanatory rubric for grades.

<b>Grade</b>	<b>Definition</b>
A	4 quality points per semester hour. Denotes performance that consistently exceeds expectations and demonstrates comprehensive understanding of the subject.
B	3 quality points per semester hour. Denotes performance that meets and at times exceeds expectations and indicates good preparation in the subject.
C	2 quality points per semester hour. Denotes performance that meets expectations and demonstrates adequate preparation in the subject.
D	1 quality point per semester hour. Denotes performance that is inadequate or inconsistently meets expectations and makes it inadvisable to proceed further in the subject without additional work.
F	0 quality points per semester hour. Failure. Denotes performance that consistently fails to meet expectations

### **Course Policies**

#### ***Moodle Use***

The use of Moodle is governed by the University Computer Use Policy. See the A-Book for more information.

#### ***Attendance Policy***

All AU Online students are expected to be actively engaged in their online courses. Specific requirements for participation in discussion forums, projects, and other activities are provided in the syllabus. You should plan to log into our classroom at least 3-4 times a week. You should expect to spend 18-20 hours each week on this course. Block off time on 4-7 days to devote to this class.

#### ***Late Work***

Late work will generally not be accepted in this course. Requests for extensions may be submitted in writing (i.e., via email) at least 24 hours prior to the deadline. Requests submitted less than 24 hours prior to, or after, the deadline, will only be considered in extreme circumstances. A penalty for late submission of 10% per day may be applied, at the discretion of the instructor. Requests for extensions will be approved or denied at the discretion of the instructor. Participation in the weekly discussion forums is mandatory and posts submitted after the forum closes will not be graded.

#### ***Guidelines for Assignment Submission***

All assignments must be submitted via Moodle before the specified deadlines. If you are a student who will be graduating at the end of this term, please inform your instructor to discuss advanced deadlines for the final week of the course.

### ***Final Exam Policy***

There will not be a comprehensive final exam in this class. Each of the 7 exams will focus on the material covered in that week's module. During the last module, students will complete a Final Project (see details above).

### ***Consequences for Cheating and Plagiarism***

See the University Code of Conduct for more information.

### ***Classroom Etiquette: Netiquette***

In order to maintain a positive online environment for this class, everyone needs to follow the etiquette guidelines summarized below. All learners are expected to:

1. Show respect for the instructor and for other learners in the class.
2. Respect the privacy of other learners.
3. Express differences of opinion in a polite and rational way.
4. Maintain an environment of constructive criticism when commenting on the work of other learners.
5. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.
6. Use appropriate grammar and structure in on-line communication.
7. Never use all caps since this is the equivalent of yelling in the online environment.

The following list summarizes the kind of behavior that is not acceptable. Items listed below are grounds for removal from the class. Learners should not:

1. Show disrespect for the instructor or for other learners in the class.
2. Send messages or comments that are threatening, harassing, or offensive
3. Use inappropriate or offensive language.
4. Convey a hostile or confrontational tone when communicating or working collaboratively with other learners.

## **Bibliography of Additional Readings**

### **Module 1**

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Map: *Race and ethnicity across the US*. (n.d.). Wwww.cnn.com. <https://www.cnn.com/interactive/2021/us/census-race-ethnicity-map/>

## Module 2

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## Module 3

*Dreamers' Stories* | U.S. Senator Dick Durbin of Illinois. (n.d.). Wwww.durbin.senate.gov. Retrieved November 28, 2022, from <https://www.durbin.senate.gov/issues/immigration-and-the-dream-act/dreamers-stories>.  
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## Module 4

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## Module 8

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## Academic Policies

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### AURORA UNIVERSITY MISSION STATEMENT

Aurora University is an inclusive community dedicated to the transformative power of learning.

### AURORA UNIVERSITY LEARNING OUTCOMES

#### *Effective Communication*

Students will communicate clearly and offer well-supported arguments in their writing and speaking.

### ***Critical Thinking***

Students will demonstrate skills of analysis, problem solving, and application.

## **AURORA UNIVERSITY GENERAL EDUCATION LEARNING OUTCOMES**

### ***Creative Thinking***

Students will demonstrate original or imaginative ways of thinking about, reacting to, or working in the fine, performing, or literary arts.

### ***Discovery and Reflection***

Students will demonstrate how discovery and reflection in regard to the world have affected how they view their sense of purpose.

### ***Quantitative Reasoning***

Students will evaluate and utilize quantitative evidence, methods, and models effectively

### ***Intercultural Knowledge***

Students will demonstrate an understanding of cultural differences and human diversity.

### ***Social Scientific Inquiry and Analysis***

Students will utilize scientific principles, models, or theories to promote and demonstrate understanding of social phenomena.

## **ACADEMIC SUPPORT**

### ***Academic Support Center***

The ASC offers free professional writing, math, and science tutoring for specific courses to all registered AU students, at all levels and locations. The instruction provided is intended to enhance classroom learning. The support is provided through recitations, group and individual tutoring, and drop-in study sessions. Students are encouraged to schedule appointments to ensure a tutor is available to meet their learning needs. Located in Phillips Library, the office is open six days a week and students can contact the ASC via the web at <http://aurora.edu/asc> or by calling (630-844-5520).

### ***Phillips Library***

The library is the premier destination for scholarly, credible sources. High-quality sources increase the likelihood of producing a high-quality paper. Scholarly and popular

journals as well as e-books can be located through the library website ([aurora.edu/library](http://aurora.edu/library)). Librarians are a valuable resource; please do not hesitate to ask a librarian (<http://aurora.libanswers.com/>) for assistance with any research questions. They are available by chat, text, phone or in person by walk-in or appointment.

## **Attendance and Participation in an Online Course**

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### **8-week courses**

All AU Online students are expected to be actively engaged in their online courses. Specific requirements for participation in discussion forums, projects, and other activities are provided in the syllabus.

Attendance is not figured as a separate grade in this course. You are expected to contribute periodically to group discussions as part of your grade. You should plan to log into our classroom at least 3-4 times a week. You should expect to spend 18-20 hours each week on this course. Block off time on 4-7 days to devote to this class.

### **IDS-1100**

All AU Online students are expected to be actively engaged in their online courses. Specific requirements for participation in discussion forums, projects, and other activities are provided in the syllabus. Attendance is not figured as a separate grade in this course. You are expected to contribute periodically to group discussions as part of your grade. You should plan to log into our classroom at least 3-4 times a week.

## **Academic Policies**

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Please see your Moodle course shell for the most recent Academic Policies.