



COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: SOC 310 ID1, Race and Ethnicity

Semester and Term: Summer 2014

Day and Dates: Thursdays, 5/15/2014 – 6/12/2014

Time: 6pm – 10pm

Campus Location: Main Campus

Course Description:

Racial and ethnic stratification; causes and consequences of prejudice and discrimination; problems of assimilation and pluralism; racial and ethnic conflict in the U.S. and in other societies.

Prerequisite Course: SOC 101 or 102

Course Code: HS-PE, LA, SS, SsC

Instructor & contact information: Dr. Peter Umoh

Email: pumoh@bridgeport.edu

Required Textbook:

Marger, Martin, Race and Ethnic Relations: American and Global Perspectives, 9th edition
ISBN- 10:1-111-18638-3 / or 9781133317517 Wadsworth

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:

Upon completion of this course the student should be able to:

- Demonstrate an understanding of how race is a political concept and not biologically based.
- Demonstrate an awareness and understanding of how ethnic stratification facilitates inequality and an asymmetrical power balance.
- Identify current and future issues of race and ethnicity in the United States.
- Explore global issues of ethnic conflict and change in the 21st century.
- Examine ethnic relations from a comparative perspective through exploring case studies from South Africa, Brazil, Canada and Northern Ireland.

First Assignment Prior to the First Class:

Read: Race & Ethnic Relations: American and Global Perspectives Chapters 1-3.
Complete and Submit a reflection paper on the readings with an emphasis on how you think the study of race and ethnic relations is relevant to your current profession in particular and to the 21st century in general. Basic Concepts, Ethnic Stratification, Techniques of Dominance

Assignments:

Course Assignments:

Written Assignments- There will be five written assignments required of all students. Student's written assignments will be evaluated on demonstration of ***knowledge*** (definitions, descriptions, etc.), ***comprehension*** (inferences, summaries); and ***application*** (proposing changes, personal experiences, etc.) of the material. The student must demonstrate reflection on and reaction to the issues discussed in class and in the readings. These reactions may include personal insights, identified biases, and value conflicts.

***To be completed prior to first class session.**

Read *Race & Ethnic Relations: American and Global Perspectives* - Chapters 1-3. Submit a reflection paper on the readings with an emphasis on **how you think the study of race and ethnic relations is relevant to your current profession in particular and to the 21st century in general.**

Course Requirements and grading:

- **3 Weekly Reflection Papers 10 points each for a total of 30 points**
- **Attendance and Class Participation: 20 points**
- **Research Paper on Chosen Ethnic Group: 30 points**
- **Final Wrap up Paper: 20 points**

Reflection Journal Entries on Readings (30 points)

The reflection journal is an intellectual exercise to encourage students to critically examine their own personal viewpoints, thoughts, reflections, and feelings generated by the readings. Students will write entries into a reflection journal on a weekly basis. The entry will be composed of two sections. The first section is for reflecting on the reading assignment, the second section is for critical thinking questions that arise from the readings and the class sessions. Each class session will devote time to reviewing questions raised within the student's journals in order to receive peer responses to your questions.

All journals should consist of two clearly identified sections for each entry following this format:

REFLECTION PAPER METHODOLOGY

SECTION 1: Reflections on readings

What is the author saying and what do you think of what the author is saying? Take time to identify your insights, realizations or reactions to the key concepts in the text and any other reading materials on current events, sociological studies or any other pertinent material. Make sure that these entries are a critical evaluation of the readings. Make certain you are doing analysis and not just describing what you have read. This assignment is not an exercise in sharing your personal opinions without critical reflection or without reference to the concepts in the text.

SECTION 2: Questions:

What significant questions occurred as a result of the readings, class periods and from your experience? What issues would you like to discuss with your fellow students? If you are practicing critical thinking then new questions will constantly arise. Not having any questions is

a warning sign that you are simply being feed information and accepting everything without critical reflection.

Attendance and In-class Participation 20 points

A portion of the grade will be based on your participation in class discussion, participation in group activities and other relevant work.

*Please note that **attendance** is a requirement for this portion of your grade, so failure to attend class will result in a low discussion grade.*

Research Paper: 30 points

(Papers should be typed, double-spaced; in-text referenced, and includes no less than 10 references) minimum 5 PAGES **WITHOUT COUNTING** COVER AND REFERENCE PAGES

Research paper Part 1

Choose an ethnic group. Research and write about the current experience of that group in the United States.

1. Immigration history to the United States.
2. Difficulties faced by ethnic group members upon arrival (unique and/or similar to other ethnic group experiences).
3. Trends in opportunities experienced by your selected ethnic group, leading up to current day.
4. Current economic, educational, demographic and legal issues experienced by your selected ethnic group.
5. Predictions for the future.
6. Bibliography

Part 2

Interview someone from your chosen ethnic group, and find out the following information

1. Experience of this individual living in the United States vs. their country of origin.
2. Has this person, personally faced any discrimination or prejudice while living in the US.
3. Trends in opportunities experienced by your selected ethnic group in their home country leading to current day.
4. Current economic, educational, demographic and legal issues experienced in this country
6. Predictions for the future.

Final Wrap-up Paper 20 points

This 2-3 page paper will be due on the last day of class, and I encourage you to wait until the last week of class to complete it. The focus of this assignment is an overall reflection and celebration of what the course has been for you. Thinking about the following questions may help you complete the paper:

What meant the most to you?

What challenged you stretched your mind?

What aspect touched you emotionally?

What elements will have a lasting impact?
Will your relationship with other ethnic groups be different? How?
Are you different as person 'in some way'? How?
How has your perspective on race and ethnicity in the United States and abroad developed through your learning experience during this course? Express any emotions, insights or comments that are present as we conclude the class.

Description of Weekly Sessions:

Week 1

Chapters 1-3

Complete and Submit a Reflection Paper on the readings with an emphasis on how you think the study of race and ethnic relations is relevant to your current profession in particular and to the 21st century in general.

- Basic Concepts,**
- Ethnic Stratification,**
- Tools of Dominance**

Assignment due: Reflection Paper 2-3 pages

Week 2

Chapter 4-6

- Patterns of Ethnic Relations**
- Foundations of the American Ethnic Hierarchy**
- Native Americans**

Assignment due: Reflection Paper: 2-3 pages

Week 3

Chapter 7-11

- African Americans**
- Hispanic Americans**
- Asian Americans**
- White Ethnic Americans**
- Jewish Americans**

Assignment due: Reflection Paper: 2-3 pages

Week 4: Chapter 12-14

- The Changing Context of Americans Race and Ethnic Relations: Current and Future Issues**
- South Africa: Society in Transition**
- Brazil: Racial and Ethnic Democracy**

Assignment due: Research Paper Due

Minimum 5 pages of Research material. Cover and References pages are NOT counted.

Week 5

Chapters 15 - 16

□ **Canada: Ethnic Model for the Future?**

• **Global Issues of Ethnic Conflict and Change**

Assignment due: Final Wrap up Paper due 2-3pages

Grading Criteria:

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

Course Performance and Grading Criteria

In general, the end of course performance criteria or expectation for each letter grade can be defined as follows:

Grade	Requirements & Performance Criteria
A	Students achieving this level will have demonstrated the following:
	1. Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.
	2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.
	3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.
	4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.
	5. All assignments completed and submitted within the time allowed.
B	Students achieving this level will have demonstrated the following:
	1. All of the "A" work, but with less accomplishment.
	2. Accurate understanding of readings and issues, with the ability to do more

	than repeat the text.
	3. A critical stance, with some effort, not always successful, to defend that stance.
	4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.
	5. Very clear expression of thoughts and ideas.
C	Students achieving this level will have demonstrated the following:
	1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.
	2. Some attempt to take a critical stance, but with little effort or success in defending that stance.
	3. Some attempt to find personal meaning.
	4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses which create difficulties.
D	Students achieving this level will have demonstrated the following:
	1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.
	2. Generally lacking in critical stance or in a defense of that stance.
	3. Lack of understanding or an attempt to find personal meaning.
F	Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word

processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:

http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at:

<http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNNet account.

Obtaining a UBNNet Account

Every registered student should obtain a UBNNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on “New UBNNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <https://bridgeport.instructure.com/courses/985903>

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
<https://bridgeport.instructure.com/courses/829447/>

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu

Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
---	---

**To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243**