



**DOMINICAN
COLLEGE
DOMINICAN COLLEGE OF BLAUVELT
Orangeburg, NY
SO/SW 330V EV: ETHNIC GROUP INTERACTION
SUMMER 2019**

Course Number: SO/SW330V	Instructor: Michael Swanwick, LCSW
Unique Number:	Semester: Summer 6/17/19- 7/19/19
Class Time: online	Class Location: online
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As a course in GEC IIIb, Ethnic Group Interaction focuses explicitly on a present day values issue. The goal is to engage the student in a process that requires some distancing from preconceptions, prejudices, and pre-formed opinions. It requires the development of a reflective stance on the student's received culture and its beliefs. The expectation is that the student ultimately will take a position on the issue, which is informed and well thought-out as well as, cognizant and respectful of other opinions on the issue.

COURSE DESCRIPTION:

This course will focus on personal, institutional, and cultural levels of ethnic group formation, development, and maintenance in the United States. Several theoretical perspectives, value frameworks, and current empirical studies with regard to ethnicity, ethnic group salience, prejudice, and discrimination will be discussed and examined in relation to behavior toward ethnic group members. Personal value positions will be identified and explored as to their influence on understanding of ethnic groups and their interactions. Topics will include prejudice and discrimination, immigration vs. colonization, intermarriage as an indicator of assimilation, and the part religion plays in interaction.

COURSE OBJECTIVES:

The purpose of this course is to study racial and ethnic relations within the United States as well as to identify and examine some of the problems that result from interracial and interethnic contacts. Specifically, the course will examine the situation of racial and ethnic minorities in America today and in the past.

The course content is designed to accomplish the following tasks:

- Introduce sociological concepts, topics, and issues related to racial and ethnic minorities in the United States
- Examine the growth of ethnic diversity and the historical patterns of race and ethnic relations in the United States
- Explore the issues, problems, and achievements of ethnic and racial minorities in the United States
- Encourage discussion and critical thinking

LEARNING OUTCOMES:

Students will accomplish the following:

- Understand the contributions of all ethnic groups to the building of American culture
- Understand the nature of conflict between ethnic groups and articulate this understanding through written assignments and participation in the discussion board.
- Identify your own value framework as it relates to political ideology, in order to identify its influence on views of ethnicity
- Prepare a report based on an interview of a family member and their experiences and examine the claims made by research about the different characteristics and customs of an that ethnic group
- Examine the historical patterns of race and ethnic relations in the United States to help understand the continuing racial and ethnic tensions in this country

COURSE EXPECTATIONS:

- Not surprisingly, the more that student actively participates in class, the more they will gain from this course. Students therefore, are expected to attend to follow the online schedule, participate on the discussion board both with original posts and responses (at least two) to classmates in a timely fashion.
- All graded assignments must be completed in order to receive a passing grade.
- Any assignments turned in late will automatically be marked down one full letter grade.
- Maintaining a positive and respectful learning environment is a priority and essential for a successful and rewarding experience. **Respect**—maximum mutual respect-for others and oneself is expected as you read and comment on each other's work..
- Students will be penalized for lateness throughout the semester. This means more than two (2) late posts result in the lowering of the grade.

METHOD OF INSTRUCTION

1. Assigned readings
2. Videos (obtainable on You-tube)
3. Reflections and analysis of READINGS AND VIDEOS

Students are encouraged to read critically and express diverse opinions in an environment that is conducive to learning and reflection.

COURSE ORGANIZATION

This course will be based on each student READING and watching the VIDEOS assigned, posting the answer to the Instructor's Discussion Board questions and posting questions on the READINGS and VIDEO as well as posting on two other students comments. As the instructor I will post responses to questions raised by you and I encourage your classmates to respond to your questions, as well. Therefore, you are encouraged to ask questions on the READINGS AND VIDEOS: and posted comments of your classmates. This requires you to go back and read your classmate's postings on the discussion board. I will sometimes post a direct response to an individual student and, at other times, I will post a general response to the thread. Further, it is not expected that you will always agree with the perspectives of the instructor or the authors of the text but your postings **MUST** always reflect facts not opinions or beliefs. As have all human beings, the text authors and I have been influenced by the values of our society, as well as our roles in various social structures. However, it is the duty of the sociologist to acknowledge these influences and attempt to minimize their effects upon his analysis. Should the resulting analyses be counter to your perceptions, **challenge them on the basis of empirical fact, logic, and reason – not ideology, prejudice, wishful thinking, or “politically correct” assertions.** The goal is for you to develop your own critical thought processes and world view, not for you to blindly accept any one perspective.

TEXTBOOK:

Schaefer, R. T. (2016) Racial and Ethnicity in the United States, Eighth edition. Pearson. Upper Saddle River, N.J.

COURSE REQUIREMENTS:

1. INDEPENDENT COMPONENT: Group Ethnic Heritage Essay: (25% of final grade) - 10 pages minimum (Submit to *Blackboard through Turnitin* and email me a copy as an *attachment*) DUE: April 15th, 2018

This paper should be written in the APA format. 12-point Times New Roman font, at least one-inch margin on four sides, and double-spaced pages. A reference page for any cited materials should be included at the end of the assignment (not included in the page requirement). Use the APA citation style.

Part One: (10 %) (5 pages)

In this essay, your group will be immersing itself in one of the ethnic groups prominent in the U.S. today. Included but not limited to are the specific European groups, Asian groups, and Latina groups. Identify the specific group you will be studying and submit the name of the group by March 4th, 2018 by email. The first aspect of the assignment is to interview a person or persons from your chosen ethnic group. Your interview will focus on immigration experience, discrimination, assimilation and coping strategies. Here are some suggestions for interview questions. However, you are not limited to these questions.

- What, in their opinion, were the pluses and minuses of emigration?
- How did they adjust to the new society?
- Which norms and values were changed and which remained the same?
- When their families arrived in the U.S., were they surprised by anything they found?
- Why did they choose to settle where they did?
- Did they feel that they were welcomed by the dominant society here?
- Were there any norms and values that created particular difficulties for them?
- Which customs from the old country do they continue to practice today?
- In your visit to their community what did you observe?

You should not merely report the questions and answers in a Q and A fashion. Instead, you should write a narrative of your interview that includes your observations and comments about the process of the interview. For example, was there anything that you learned from this interview that surprised you? Hopefully you will also have the opportunity to visit their community.

You will now research information obtained from the interview and also use observations from communities where this specific group lives.

Part Two: (15%) (Minimum of 5 pages)

You will now go to the literature (use the textbook and other recent peer reviewed articles-scholarly journals, and widely read books, ex. Race Matters by Cornel West) and examine the ethnic group's history. **(Use a minimum of 5 references besides the textbook).**

- When was the significant immigration pattern?
- Why did it occur?
- What issues oppression/discrimination/challenges were encountered?
- Any issues of cultural identity that this ethnic group has/had dealt with?
- History of oppression and discrimination experienced?
- What are the assimilation patterns?
- Where did they settle?
- What are the current demographics of your ethnic group?
- What are the challenges faced by people of your heritage?
- How do the facts you've discovered through this exercise coincide with your family interview?
- Which of your family member's experiences coincide with your literature review and which contrast? **Write a reflection about this assignment**

2. Ethnic Group Interaction Individual Project- examples of religions you can attend: (25%) DUE : March 25, 2018

[Judaism](#), [Christianity](#), [Islam](#), [Bahá'í Faith](#), [Hinduism](#), [Taoism](#), [Buddhism](#), [Sikhism](#), [Slavic neo-paganism](#), [Celtic polytheism](#), [Heathenism \(German paganism\)](#), [Semitic neo-paganism](#), [Wicca](#), [Kemetism \(Egyptian paganism\)](#), [Hellenism](#), [Italo-Roman neo-paganism](#).

The religions that are listed above are ones that are acceptable to visit and conduct research and give a history of your chosen religion. You must also include a reaction section to your paper. Your paper must be a minimum of five pages. Please note that other religions fall in sub categories under the main categories. i.e. Christianity has Amish, Quakers, and Baptist, Catholicism, protestant, Etc. to name a few, these are also acceptable.

You may use your textbook, and you must have three to four additional references for your historical component of the paper. The paper must be in APA format and points will be deducted if it is not.

You will visit a religious and or spiritual ceremony from one of the above listed religious and or spiritual traditional religious and or spiritual traditions. Please do not attend the religion to which you follow unless we have discussed it. Your papers will be due on Monday March 11, 2018. If you are having problems visiting a site or conducting your research, feel free to contact me regarding your papers and or research issues.

3.Discussion Board questions.(50%)

All questions are to be answered by midnight of the date identified. Students have up to two days after that initial date to post a response or question about a classmates response. **35% for discussion board question and 15% responses or questions about classmate's response. Students are also encouraged to post questions for the instructor)**

ACADEMIC INTEGRITY:

The College Student Handbook contains a *Statement on Academic Integrity*. It states, "Our standard of integrity precludes any form of knowing and willful misrepresentation of one's work or performance in fulfilling course requirements or any other requisites for certificates and degrees." It specifically lists seven practices that are breaches of academic integrity: Plagiarism, turning in copied or purchased materials, improperly obtaining examination material, giving or receiving information during an examination, using unauthorized information during an examination, signing another's name, and misrepresenting reasons why assignments are not completed on time. *Enrollment in the course is considered as an agreement to abide by the policy of academic integrity. Adherence to the policy is expected and breaches will be dealt with in an appropriate manner, which will include an "F" grade for the assignment in question, and may include failure for the course. **DON'T DO IT!***

DISABILITY STATEMENT

Students with disabilities are encouraged to notify the instructor and contact Student Services and the Learning Resource Center early in the semester so that reasonable accommodations may be implemented as soon as possible. Only documented disabilities will be acknowledged.

GRADING POLICY:

The following is a breakdown of how your final grade for this course will be determined:

Discussion Board	50%
Independent Component : Group Heritage	25%
Religion Assignment	25%

COURSE OUTLINE:

WEEK 1: Days 1,2,3,4 (June 17 - June 20)

EXPLORING RACE AND ETHNICITY

- Introductions
- Political Ideology as Value framework
- Review of Syllabus, assignments and class objectives and expectations
- Race and Ethnicity
- Types of Groups
- Sociology and the Study of Race and Ethnicity
- Sociology and the Study of Race
- Resistance and Change

Reading:

Article: Prejudice, Stereotyping and Discrimination - Theoretical and Empirical Overview - **Dovidio, Hewstone, Glick, and Esses**

Videos:

Who is Black? <https://www.youtube.com/watch?v=CWcs7YsZVuY>

What is Race, Nationality, and Culture? <https://www.youtube.com/watch?v=4p1h1pwBzEY>

What is Race, Nationality, and Culture? Part 2
<https://www.youtube.com/watch?v=h2EmNDcgxxw>

In the White Man's Image <https://www.youtube.com/watch?v=RUCIMqIztd0>

WEEK 2: Days 5,6,7,8 (June 24 – June 28)

PREJUDICE

- White Privilege
- Theories of Prejudice
- Stereotypes
- Intergroup Hostility
- Reducing Prejudice

Readings:

Schaefer, R. T. (2016) Racial and Ethnicity in the United States
Chapter 1 and Chapter 2

White Privilege by Peggy McIntosh (on blackboard)

Videos:

Chimamanda Adichie: The danger of a single story
<https://www.youtube.com/watch?v=D9lhs241zeg>

White Beauty ad
<http://www.cnn.com/2016/01/08/asia/thai-racist-white-beauty-ad/index.html>

The Race of Life
https://www.youtube.com/watch?v=FBQx8FmOT_0

White Privilege
<https://www.youtube.com/watch?v=uuXWJDyGct4>

Cracking the Code: Unconscious Bias
<https://www.youtube.com/watch?v=F05HaArLV44>

WEEK 3: Days 9 and 10 (July 1 and July 2) – NO CLASS JULY 3 AND JULY 4

DISCRIMINATION

- Understanding Discrimination
- Institutional Discrimination
- Discrimination Today
- Environmental justice
- Affirmative Action
- Reverse Discrimination

Readings:

Schaefer, R. T. (2016) Racial and Ethnicity in the United States
Chapter 3

Videos:

A Class Divided (a classic experiment in Discrimination based on prejudice)
<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>

Affirmative Action Problem or Solution
<https://www.youtube.com/watch?v=aapdI0JFkkE>

WEEK 4: Days 11, 12, 13 and 14 (July 8 - July 11)

IMMIGRATION

- The Global Phenomenon
- Patterns of Immigration to the United States
- Early Immigration
- Contemporary Social Concerns
- Illegal Immigration
- Illegal Immigration
- Paths to citizenship Women and Immigration
- Global perspective
- Environment and Immigration
- RefugeeS

Readings:

Schaefer, R. T. (2016) Racial and Ethnicity in the United States
Chapter 4

Videos:

America's Sources of Immigration (1850-Today)

<https://www.youtube.com/watch?v=behsmaHh2bg>

New Immigrants share their stories

<https://www.youtube.com/watch?v=33OINi3xVbc>

Immigration: The most Controversial issue today

<https://www.youtube.com/watch?v=-Yag2gYF8Qs>

WEEK 5: Days 15, 16, 17, 18 (July 15 - July 18)

IMMIGRANTS AND THEIR HISTORIES

- German Americans/Italian Americans/ Irish Americans/ Polish Americans
- Native Americans/ Black Americans
- Latinos/Asians

Readings:

Schaefer, R. T. (2016) Racial and Ethnicity in the United States

Chapter 5 (Page 155 to 169)

<http://www.pewhispanic.org/2017/09/18/facts-on-u-s-latinos/>

Videos:

Latino Americans:

Episode 1: Foreigners in their own land

<http://www.pbs.org/video/latino-americans-episode-1-foreigners-their-own-land/>

Making of Indians

<https://vimeo.com/53548115>

American sons **Part I(Asian Americans)**

<https://www.youtube.com/watch?v=v5W-QOFY7cQ> and

https://www.youtube.com/watch?v=4k6_hk7Mrpl

African Americans

28 Unknown Facts Black History

<https://www.youtube.com/watch?v=RckRFdicze4>

Hidden Black History

<https://www.youtube.com/watch?v=qW757tGXfLI>

WEEK 6: Days 19 and 20 (July 22 - July 23)

ETHNICITY AND RELIGION

- Ethnic Diversity
- Whiteness
- The Third Generation Principle
- Religious Pluralism and Controversies
- Religious pluralism

Readings:

Schaefer, R. T. (2016) Racial and Ethnicity in the United States
Chapter 5 (Pages 171 to 182)