

Instructor: Replace the red bold type in this syllabus with content relevant to your course.



PSY 211 01W - GLB/Diversity Online section
COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: William G. Masten, PhD, Associate Professor

Office Location: Henderson 209, TAMUC campus, Commerce, TX 75429

Office Hours: by appointment. Department phone 903 886 5594 Office phone 903 886 5596.

Office fax 903 886-5510

University Email Address: william.masten@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: during semester 48 hours

COURSE INFORMATION

Textbook Required for Psy 211: Schaefer, R. T. (2014). *Racial and ethnic diversity in the USA*.

Pearson: Boston. Isbn-10: 0-205-181188-0. Reading assignment: Chs. 1-9

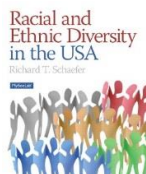


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1. Exploring Race and Ethnicity in the United States
2. Prejudice
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4. Immigration and Ethnicity
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8. Asian Americans
9. Diversity: Today and Tomorrow

Software Required PC version of Word and PowerPoint

Optional Texts and/or Materials: See doc sharing

Greetings

I am excited about this new semester and the additional students that I will meet over the Internet. I encourage you to view the Units and the syllabus to know the class content, quizzes, discussions, essays and course requirements. You should go ahead and begin the first assignment. I will be responding to questions sent to my email (william.masten@tamuc.edu).

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Course Description

Notice: Online versions of this course have the same requirements regardless of the semester offered. I reserve the right to add to or change this syllabus.

Important Announcement

All quizzes in this course are timed, usually 1 minute per item. If you are a “slow reader” or have other problems taking tests; there is assistance on campus. Be sure contact

1. Office of Student Disability Resources and Services or call
2. Trio at 903-886-5833 or the
3. Community Counseling & Psychology Clinic (903) 886-5660 or
4. Texas A&M University-Commerce Counseling Center, Student Services Building, Room 204, Phone: 903-886-5145.

Software Required: Word, PowerPoint

Materials: those articles under Doc Sharing.

include the university catalogue description and any necessary prerequisites. Also, you may choose to include your own description of the course.

Psychology 211 COURSE OVERVIEW

This course will examine diversity in psychological functioning and the relationship between diversity and the self. This course will include, but is not limited to, topics relating to culture, intergroup relations, and the influence of one’s own and others’ cultural diversity for understanding others, one’s self, and the world.

Student Learning Outcomes: Psychology 211

1. Learning Objectives for Quality Enhancement Plan (QEP)

The Quality Enhancement Plan (QEP), for the University is Preparing Students for an Interconnected World.

Learning Outcome 1: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Learning Outcome 2: Students will be able to apply knowledge of the interconnectedness of global dynamics.

Learning Outcome 3: Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

2. Learning Objectives Psychology 211 – Diversity, Hours: 3

Students will be able to demonstrate knowledge of diversity in psychological functioning and the relationship between diversity and the self.

Students will be able to demonstrate knowledge of topics relating to culture, intergroup relations, and the influence of one’s own and others’ cultural diversity for understanding others, one’s self, and the world.

People First Language

In special education, general education, and psychology, it is important to refer to individuals who have a disability (or a D.S.M. diagnosis) in “people first” language as described in the federal special education law, I.D.E.A. 2004. We do this to focus on the individual first, not the disability. Always refer to the person first, and the disability second. For example, you would **not** discuss a person as “an A.D.H.D. student,” but as “a student with A.D.H.D.”

Diagnosis in Special Education

The syllabus/schedule are subject to change.

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We will follow the federal special education law IDEA 2004, to guide our use of use of the various diagnoses in special education. Some individuals do not like this however, I did not write the law! We will follow IDEA to avoid confusion. For example, I.D.E.A. used autism, not autism spectrum disorder.

Required assignments

Assessment Essays, Discussions and Quizzes as well as due dates under located under specific Units. Read and learn all assigned chapters, study the PowerPoints, study all documents under doc sharing, complete all assignments. All assignments must be posted to eCollege, sending it in an email message is not acceptable.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Examples include: Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

Instructional Methods

This section describes how the learning process will be conducted (delivery modalities, course structure, Getting Started and types of learning activities and assessments).

Student Responsibilities or Tips for Success in the Course

Minimal Technical Skills Needed

Using the D2L learning management system, using Microsoft Word, PsycINFO, and PowerPoint.

Instructional Methods

Delivery modalities: lectures, readings, course structure,

Getting Started: How to find this course. Go to the university web site, (<https://www.tamuc.edu/>). Click on the box My Leo at the bottom of the screen (<https://leo.tamuc.edu/>). This will take you to the D2L sign in page (<https://leo.tamuc.edu/>). Enter your Username / CWID and password, then click login. This takes to where you may sign in to D2L. Then find my courses, click on it, go the current semester, then click on this course.

Types of learning activities: Reading, Discussions, Assignment Essays.

Assessments: There will be 3 types of assessments: Assignment Essays, Discussions and multiple choice quizzes. There are 15 Discussions, one every Unit. The 3 quizzes are in Units 1, 8 and 15.

Student Responsibilities or Tips for Success in the Course

All students should weekly log into the course website; amount of weekly study is 10 hours and participation time for Discussions is 30 minutes hours per week. Check you email every day.

Assumptions Related to Successful Completion of this Course:

1. You have access to a computer with a reliable internet connection. There are a number of computer labs on campus.
2. Ability to use "MS Word" word processing.
3. You have adequate writing abilities. You may seek the assistance of the University Writing Lab. There will be no loss of points for using the University Writing Lab.
4. You are able to read the required reading materials.

Study Recommendations:

1. Study the syllabus, Units and know the due dates.
2. Do not wait until the last minute to post your Discussions or essays. Post an assignment early as opposed to the last minute. Remember Murphy's Law: "Anything that can go wrong will go wrong." Murphy's Extended Law: "If a series of events can go wrong, they will do so in the worst possible sequence." The same laws apply to the quizzes.

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How to Submit an Assignment

To access the assignments for this course, click on “Activities” from the Navigation Bar at the top of the page and select “Assignments.” Assignment titles and descriptions will obviously change with each unit; however, for all assignments in this course, please make sure you submit a Microsoft Word document that has a .doc or .docx extension. If you do not use this format I may not be able to open/view/read your document and you may receive a 0 points for the assignment. If for some reason you are not able to submit your .doc or .docx assignment, please contact D2L technical support at 1-877-325-7778 or chat with an expert at: <https://community.brightspace.com/support/s/contactsupport>. From time to time D2L may not work. When this happens, be sure to notify me. You will not lose points if you explain the problem, the time, and date of the problem.

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Grading & Assessments

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Also, the relationship between the assessments and course-level student learning outcomes should be explained. Consider creating a table to show the alignment.

Grading of Assessment Essays

If you go the extra mile on every Assessment Essays, you will be rewarded. If you have everything “down pat” from the book, documents, PowerPoint, videos, etc. you will gain a higher score on the quizzes. Each time you post an Assessment Essays, copy and paste the question. In this way, everyone will know which question you are answering. Always save the Assignment essay on your hard drive just in case you lose the Essay in D2L. Each one of the Assessment Essays has been designed to enhance your skills and abilities in various areas, which correspond, to the course objectives. I usually give comments on the Assessment Essays. All assignments must be posted to D2L, sending it in an email message is not acceptable.

No dissertations, websites, blogs, or thesis as references
Assessments: No screen shots are permitted for any assignments.

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Assessment Essays grades will be based on quality of responses, not length of responses; completeness and accuracy are the measures.

Essay Score = 100%-90%.

This essay is a highly effective response to the assignment, no errors were noticed, has more than 2 references. It has the following additional characteristics:

- Good organization and overall coherence.
- Clear explanation and/or illustration of main ideas.
- Variety of sentence syntax.
- Facility in language usage.
- Complete freedom from mechanical mistakes.
- No Errors in word usage and sentence structure.
- Has 2 in text citations

Essay Score = 89%-80%

This essay displays competence in response to the assignment, has 2 references. It has the following additional characteristics:

- Adequate organization and development.
- Explanation and illustration of some key ideas.
- Adequate language usage.
- Some mechanical but inconsistent errors and
- Mistakes in usage or sentence structure.
- Has 2 in text citations

Essay Score = 79%-70%

This essay shows some competence but is plainly flawed, has 1 reference. Additionally, it has the following characteristics:

- Inadequate organization or incomplete development.
- Inadequate explanation or illustration of main ideas.
- A pattern of mechanical mistakes or errors in usage and sentence structure.
- Has 1 in text citation

Essay Score = 69%-60%

This essay shows limited competence and is severely flawed. Additionally, it has the following characteristics:

- Poor organization and general lack of development.
- Little or no supporting detail.
- Serious mechanical errors and mistakes in usage, sentence structure, and word choice

Essay Score = 59%-50%

This essay shows a fundamental lack of writing skill. Additionally, it has the following characteristics:

- Practically nonexistent organization and general incoherence.
- Severe and widespread writing errors. No screen shots are permitted for any assignments.

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Essay Score = “0”

A “0” essay does not address the topic assigned.

A “0” essay does not have a reference, or used a website, blog, newsletter, etc.

A “0” essay did not complete the assignment.

A “0” for assignments not answered by the due date.

A “0” for essays that have direct quotes longer than 3 consecutive words from a source.

A “0” essay used dissertations, websites, blogs, or thesis as a reference.

A “0” for no in text citations.

Notes on acceptable Assessment essays

You must post your essays in D2L, do not send me the essay via email. I expect you to proofread, utilize spell-check and grammar-check software prior to submitting your assignment. Each essay will have at least 200 words, 2 references and 2 in text citations.

APA Format

You are required to use A.P.A. format to cite the source of all ideas (including our textbook and journal articles). Any time you cite facts, you need a reference. If it is not your idea, then you must cite the source by using a reference.

Grading of Discussions

Two posts will receive 10 points; 1 post = 5 points. No post = 0.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

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Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. **Each student needs to have a backup method to deal with these inevitable problems.** These methods might include the availability of a backup PC at home the TAMUC Library, or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab and you can “checkout” computers from the TAMUC Library, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work, Missed Quizzes and Extra Credit

Generally **late work** is not accepted. If you are late, explain why in an email message by the due date. If you **miss a quiz**, explain why in an email message by the due date. There is no **extra credit**.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Spring 2019 Assignments Psy 211

UNIT 1: All assignments & quiz due 1/18/2019 at 11:59 pm

No screen shots are accepted for Assignments Essays

LEARNING OBJECTIVES UNIT 1:

Recognize plagiarism
Identify correct APA style references
Distinguishing scholarly from non-scholarly journals
Identify the steps in searching PsycINFO

Unit 1 Discussion question: your opinion: **Why should students avoid Plagiarism?**

For every Discussion, post your opinions, in a separate post be sure to respond to one of your fellow students about some aspect of their Discussion.

Assignments Unit 1

Knowledge gained from these assignments will be covered on the Unit 1 quiz.

1. Complete How to Recognize Plagiarism

tutorial <https://www.indiana.edu/~academy/firstPrinciples/index.html> (Link opens in a new window). You must complete your own Plagiarism tutorial. This tutorial is divided

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into sections. Complete each section. When finished take the test. Send the results to your email address. ***Do not*** send them to your instructor.

2. COMPLETE the APA Tutorial

<http://www.lib.usm.edu/legacy/tutorials/apatutorial/tutorialindex.html> (Link opens in a new window.) If the web site does not load, copy and paste the URL to your browser.

After completing the APA Tutorial, take the quiz. **Do not send results to me or my email address.** Send them to yourself, so you can see how you did.

Study and learn the Online Writing Lab

<https://owl.english.purdue.edu/owl/resource/560/01/>

(Link opens in a new window.) If the web site does not open, copy the URL and paste to your browser.

Complete these modules

Reference List: Basic Rules

Reference List: Author/Authors

Reference List: Articles in Periodicals

Reference List: Books

In-Text Citations: The Basics

In-Text Citations: Author/Authors

3. Complete APA PowerPoint Slide Presentation (Link opens in a new window.) Transcript APA In-Text Citations. Copy the

URL: <http://owl.excelsior.edu/img/media/pdfs/APAIn-TextCitations.pdf> (Opens in a new window.)

4. References in APA Style: **Study and learn these basic formats:**

Basic Format for Journal Articles:

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.

Basic Format for Books:

Author, A. A. (Year of publication). *Title of work: The subtitle.* Capital letter also for subtitle. Location: Publisher.

Basic Format for Chapter in a Book:

Author, A. A. (Year of publication). Title of chapter. In author of book. *Title of book* (pages of chapter). Location: Publisher.

Example for a chapter in a book:

Swiss, G. P. (1911). A trip of terror. In A. Columbus. *The glory of a space trip.* (pp. 17-32). New York, NY: Appleton.

5. PsycINFO: Complete the following tutorials on using PsycINFO via

EBSCOhost. Copy and paste each URL to your browser. Do not click on the URL to get into the tutorials.

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How (and Why) to Use the APA Thesaurus When Searching PsycINFO via EBSCOhost - <https://www.youtube.com/watch?v=WUoy4DNZxq8> (Opens in new window.) Transcript

PsycINFO Thesaurus Tutorial - <https://www.youtube.com/watch?v=liW7rBBNdDg> (Opens in new window) Transcript

Sample PsycINFO Search on EBSCOhost - <https://www.youtube.com/watch?v=fhhctbaVXvk> (Open in new window) Transcript
psycINFO (EBSCO 2.0 Platform) - <https://www.youtube.com/watch?v=XFTGfmeB5IA> (Open in new window) Transcript

6. Read and learn: Magazine or Scholarly Journal (below) and Distinguishing Scholarly from Non-Scholarly Periodicals at <http://guides.library.cornell.edu/c.php?g=31867&p=201758> (copy and paste to your browser; will open in a new window)

Magazine or Scholarly Journal

There are several types of periodicals found in academic library collections. Knowing something about the characteristics of each type--popular or scholarly--will help in identifying the appropriate type of periodical titles.

POPULAR PERIODICALS

- Tend to have short articles (1-5 pages)
- Cover a variety of topic/subject areas (Time, The New Yorker, National Review). They may also cover a single subject area with the intention of informing or entertaining the readership (Sports Illustrated or Audubon).
- Contain articles that do not contain a bibliography or cited reference page. The reader cannot check the author's information by tracking down and reading the original information source.
- Intended for a non-academic, non-specialized audience.
- Use conventional/conversational language, as opposed to a specialized vocabulary.
- Provide articles written by journalists, rather than researchers or specialists in a given field.
- Provide articles often accompanied by photographs or other illustrations.
- Include extensive commercial advertising.
- Issued frequently (i.e. come out weekly, bi-weekly or monthly).
- Are sometimes in newspaper format.

SCHOLARLY PERIODICALS

- Include lengthy articles (five to fifty+ pages) which contain original research or results of a study done in a specific subject area (e.g. music theory, psychology, medicine).
- Contain articles with footnotes or cited reference pages. The cited references allow the reader to consult the same material that the author used in his/her research.

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- Intended for an academic or scholarly audience and use technical or specialized vocabulary.
- Publish articles written by scholars, specialists, or researchers in the field (as opposed to articles written by journalists reporting on or synthesizing research).
- Publish reviews of the literature.
- Include articles with charts or tables: news photos and other types of graphics are often not used except in the case of articles on visual subjects such as art, design, or architecture.
- Produced under the editorial supervision of a professional association (e.g. Journal of the American Medical Association) or by a scholarly press (e.g. University of Washington Press).
- Contain little or no advertising or photographs.
- Issued less frequently than magazines (i.e. two to twelve times per year).

Unit 1 due date 1/18/2019

Unit 1 Quiz 1. To be taken from 12:00 am to 11:59 pm. Do not make plans to be somewhere you cannot complete this Quiz. This Quiz will cover material from the syllabus; material studied for Unit 1 and correct use of APA style references.

Unit 1 Quiz

The content of the quiz:

- A. Syllabus
- B. In-text Citations
- C. Avoiding Plagiarism & TURNITIN tutorials APA Tutorial
- D. References in APA style
- E. PsycINFO How to search for an article
- F. Magazine or Scholarly Journal (below) and
- G. Distinguishing Scholarly from Non-Scholarly Periodicals
- H. Learning Objective

UNIT 2: due date 1/25/2019

Readings for Units 1-4: Study and learn chapters 1-5 and the corresponding PowerPoints.

UNIT 2 Read and learn Chapter 1 and the associated PowerPoint

Discussion Question: Your perception: Why do Americans seem “so caught up” on the subject of race.

For every Discussion, post your opinions, in a separate post, be sure to respond to one of your fellow students about some aspect of their answer.

1/1/2019

Chapter 1 Objectives

- Explain how groups are ranked.

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- Describe the different types of groups.
- Explain what is meant by race being socially constructed.
- Define biracial and multiracial identity.
- Describe how sociology helps us understand race and ethnicity.
- Restate the creation of subordinate groups.
- Use the Spectrum of Intergroup Relations.
- Restate the consequences of subordinate groups.
- Articulate how change occurs in racial and ethnic relations.

UNIT 3: due 2/1/2019

Read and learn Chapter 2 and the associated PowerPoint

Discussion Question: Your opinion: What is the relationship between prejudice and poverty? For every Discussion, post your opinions, and in a separate post, be sure to respond to one of your fellow students about some aspect of their answer.

Chapter 2 Objectives

Differentiate between prejudice and discrimination.

Apply White privilege.

Paraphrase the theories of prejudice.

Describe stereotyping.

Put into your own words color-blind racism.

Discuss how members of subordinate groups respond to prejudice.

Explain how hostility is present among racial and ethnic groups.

Illustrate research on reducing prejudice.

Identify ways to reduce hate.

UNIT 4: due 2/8/2019

Read and learn Chapter 3 and the associated PowerPoint

Chapter 3 Objectives

Distinguish between relative and absolute deprivation.

Define hate crimes.

Summarize how institutions discriminate.

Describe how discrimination can be documented today.

Illustrate how wealth inequality is discrimination's legacy.

Discuss environmental justice.

Explain affirmative action.

Analyze reverse discrimination.

Put into your own words the glass ceiling.

Discussion Question your opinion: Is discrimination part of our genetic makeup?

For every Discussion, post your opinions, in a separate post, be sure to respond to one of your fellow students about some aspect of their answer.

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UNIT 5: Due 2/15/2019

Read and learn Chapter 4 and the associated PowerPoint

Chapter 4 objectives

Summarize the general patterns of immigration to the United States.
Characterize how immigration was controlled in the nineteenth century.
Describe how restriction sentiment increased in the twentieth century.
Identify the concerns about immigration policy today.
Discuss the scope of and issues related to illegal immigration.
Outline the process of naturalization.
Understand the special role of women in immigration.
Illustrate the relationship of globalization with respect to immigrants.
Interpret how immigration is related to the environment.
Restate the United States' policies toward refugees.

Discussion Question your opinion: What is the effect on minority teens of early (before age 6) immigration?

For every Discussion, post your opinions, in a separate post, be sure to respond to one of your fellow students about some aspect of their answer.

UNIT 6: Due 2/22/2019

Read and learn Chapter 5 and the associated PowerPoint

Chapter 5 objectives

Understand what is meant by "Whiteness."
Describe how people rediscover ethnicity.
Recall the German American experience.
Identify the major periods of the Irish American
Put into your own words the Italian American experience.
Restate the Polish American immigration story.
State what is meant by religious pluralism.
Interpret how the courts have ruled on religion.

Discussion Question: Your opinion: how do stereotypes affect the self-esteem or self-concept of Native Americans? Do not summarize an article. For every Discussion, post your opinions, in a separate post, be sure to respond to one of your fellow students about some aspect of their answer.

UNIT 7: Due 3/1/2019

Read and learn this Article:

Leyens, J.-P., Paladino, P. M., Rodriguez-Torres, R., Vaes, J., Demoulin, S., Rodriguez-Perez, A., & Gaunt, R. (2000). The emotional side of prejudice: The attribution of secondary emotions to ingroups and outgroups. *Personality and Social Psychology Review*, 4, 186-197.

Discussion Question: your opinion: What do you think are the negative effects on the mental health of people who experience prejudice? Do not summarize the article. For

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every Discussion, post your opinions, in a separate post, and be sure to respond to one of your fellow students about some aspect of their answer.

UNIT 8: Due 3/8/2019

Discussion question your opinion: Explain the necessity of an entire course devoted to the study of racial and ethnic diversity.

Unit 8 Quiz. To be taken from 12:01 am to 11:00 pm. Do not make plans to be somewhere you cannot complete this Quiz. Quiz will cover chapters 1, 2, 3, 4, 5. This Quiz is based on readings, and PowerPoint presentations.

UNIT 9: Due 3/15/2019

Read and learn chapter 6 and the associated PowerPoint.

Discussion question your opinion: In general, African Americans have a much lower economic standing than White Americans. Using elements in chapter 6, explain this fact. For every Discussion, be sure to respond to one of your fellow students about some aspect of their answer.

Chapter 6 objectives

What impact have treaties had right up to the present?

How do federal policies affect Native Americans?

What collective action have Native Americans taken?

What are the different aspects of American Indian identity?

What are the special challenges to economic development, education, health care, and the environment?

How are religion and spirituality expressed?

UNIT 10: Due 3/29/2019

Read and learn Chapter 7 and the associated PowerPoint

Discussion Question your opinion: Some, not all, **Hispanics US citizen** have low skill jobs. Explain why you think this is so. For every Discussion, be sure to respond to one of your fellow students about some aspect of their answer.

Chapter 7 objectives

Explain how slavery influences life today.

Address the challenge of Black leadership in the early twentieth century.

Discuss the reemergence of Black protest.

Summarize the outcome of the Civil Rights Movement.

Identify how urban areas in the 1960s and 1970s refocused Black–White relations.

Describe the special role religion has within the African American community.

Examine how recent immigration is adding to the Black community.

UNIT 11: Due 4/5/2019

Read and learn Chapter 8 and the associated PowerPoint.

Discussion Question: your opinion; Census data reveal on the average, Asian Americans make money than White Americans. Tell why this is true. Do not summarize

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the article. Discussion, be sure to respond to one of your fellow students about some aspect of their answer.

Chapter 8 objectives

Describe the major educational issues facing African Americans.

Understand the economic situation of Black Americans.

Identify the strengths of and challenges facing family life.

Articulate the housing situation in the African American community.

Identify the present concerns about the criminal justice system.

Explain the healthcare dilemma.

Address the current role of African Americans in politics.

UNIT 12: Due 4/12/2019.

Unit 12 QEP Global Citizen Assignment Essay

The purpose of this question is to increase your ability to see yourself as a global citizen, using the Learning Outcome 3. Include your personal story, personal history, experiences, feelings, etc. **only in this Essay.** Using the term "Globalization" (or other related terms) find (at least) 2 journal articles from PsycINFO EBSCO that include (at least) 4 characteristics of a Global Citizen. Do not use Google or other search engines. List these 4 characteristics, include the references where you found the characteristics. Create (at least) a 200 essay (including the 4 characteristics) on why you believe people are global citizens (at least 2 references). Put your essay in 1 file under QEP Assignment Essay. No use of direct or verbatim quotes, no use of websites as references. Post under QEP Global Citizen Essay Unit 12. Make sure you have in-text citations.

Do not use these as references; they are not journals articles.

Israel, Ron. (2012). What does it mean to be a global citizen? Kosmos, Spring/Summer 2012

Sefcik, M. (2010). Beyond Borders: International Education and Global Citizenship. Education Canada, 50(3).

Zeichner, N. (2012). Global Education: Bringing the world to your classroom. TLN Teachers Leaders Network.

Reading assignment: Read and learn Ch. 8 and associated PowerPoint.

Discussion Question your opinion: Why do you believe Korean Americans had conflict with other minorities in Los Angeles in 1992? For every Discussion, be sure to respond to one of your fellow students about some aspect of their answer.

Unit 13 due date 4/19/2019

Read and learn chapter 9 and the Associated PowerPoint

Chapter 9 objectives

Instructor: Replace the red bold type in this syllabus with content relevant to your course.

Discussion Question your opinion: Why is the study of different ethnic groups' literature, poems, paintings, discoveries, in American public schools important? Explain your rational. For every Discussion, be sure to respond to one of your fellow students about some aspect of their answer.

UNIT 14: Due 4/26/2019

Discussion Question your opinion: What are the advantages for the USA to have people born in other countries in the American workplace? For every Discussion, be sure to respond to one of your fellow students about some aspect of their answer.

Unit 15 due date 5/6/2019

Quiz due date 5/6/2019

Discussion explain the bamboo ceiling; cite data (numbers, with a reference) that confirm this phenomena. In other words, prove that it exists with data, do not accept someone's thought or feelings or hearsay evidence.