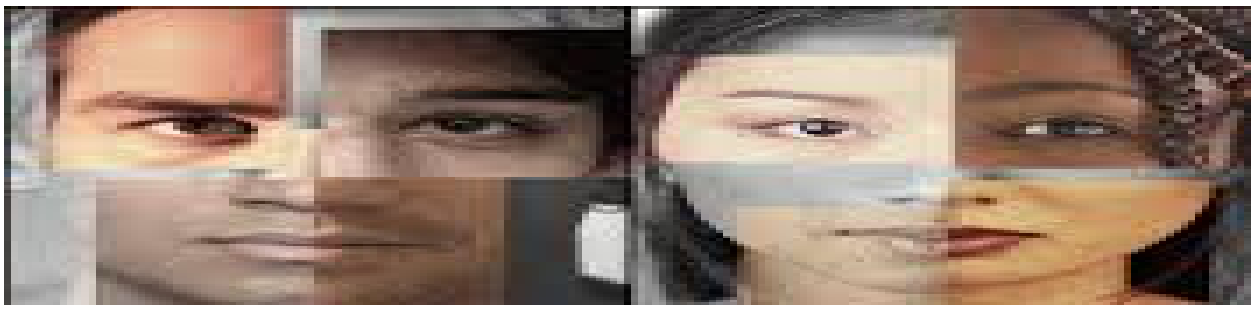
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of Ethnic and Race studies

Title of Course: ***AFL 125: Comparative Ethnic Studies***



Class Hours:

Laboratory Hours per Week.: N/A

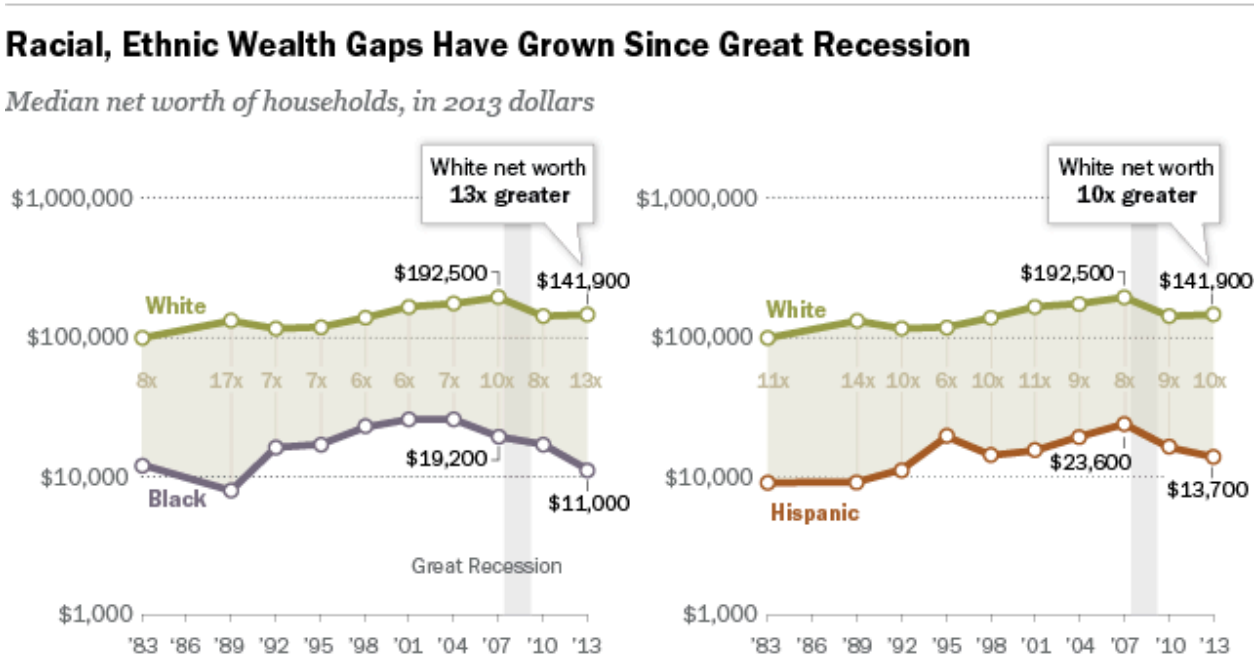
Credits: 3/3 hours

Semester: ***Fall 2021***

Instructor Information: Rigoberto Andino, (212) 220-8000 (Ext. 5587),
Room S623E, randino@bmcc..cuny.edu
Office Hours:

Course Description: Comparative Ethnic Studies is a hybrid class that explores the long history of cross-racial and inter-ethnic interactions between immigrants, migrants, people of color, and working-class people in the United States and elsewhere from the sixteenth century onward. By making inroads into the dynamic worlds that first peoples or indigenous people, peoples of African and Latin American descent, European American, and Asian American made and remade, the course aims to reach across borders to all kinds, including national boundaries, to cultivate global, transnational, and comparative perspectives on race and ethnicity. In particular, it places an emphasis on relationships and conflicts between diverse groups, especially how they were treated and defined in relation to each other. Broadly speaking, this course is concerned with how these groups struggle to stake out their place in a highly unequal world.





Basic Skills: *Eng 088, ESL 062, ACR094*

Prerequisites.: None

Co-requisites: None

Yang, Philip Q. Ethnic Studies: Issues and Approaches. New York: State University of New York Press, 2000. – ISBN # 0-7914-4491-1 – Price $21.95

Andersen, Margaret L., *Race in Society: The Enduring American Dilemma, Second Edition.* Second Edition (2022) Rowman & Littlefield – ISBN: 978-1-5381-2983-8 – Price paperback $54.00 – eBook $52.00

Other Resources: PDF articles and videos that deal with ethno-racial issues.

Use of Technology: Laptop, Blackboard

Use of Technology: Students are responsible for accessing Blackboard (BB) and keeping track of course updates through BB and/or email. You must have a laptop or access to a personal computer. It is not enough to rely only on, on-campus computers. Please see the course guide for further info on where and when to post assignments on Assignments or Discussion Boards.

Class Participation
Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in

in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

BMCC Mask Mandate Policy for In-Person Classes
CUNY has put in place a temporary mask mandate policy that requires the wearing of masks indoors in all campus buildings. See:
https://www.cuny.edu/coronavirus/university-updates/clarity-new-mask/

Face masks help prevent the spread of COVID-19. As it is possible to have or carry the coronavirus without having or showing symptoms, it is necessary for every person in our community to wear a mask even if you are fully vaccinated and/or have tested negative for COVID19, or think you are completely healthy. For appropriate/acceptable masks and guidelines on use, see CDC guidelines at: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html.

While the mask mandate is in effect, the following will apply to all in-person classes (including in-person classes associated with hybrid courses):

- In a classroom, if a fully vaccinated instructor is teaching a class and can maintain social distance from all others in the classroom, he/she may choose not to wear a mask (subject to any additional Department guidelines regarding the use of face shields or other layers of protection).
- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks before entering. Students who remove their masks during a class session will be asked by the instructor to put on their masks. Masks will be available for distribution for those who need one.
- Students may remove their masks momentarily during class (to drink something quickly), in classrooms other than labs, but must replace their masks immediately after that. The consumption of food is not permitted in any classroom or lab.
- Students who are not fully vaccinated are also required to maintain social distancing between themselves and all others in a classroom.

BMCC Policy on Plagiarism and Academic Integrity Statement
Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

FREE BMCC STUDENT SUPPORT SERVICES

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Advocacy and Resource Center (ARC) https://www.bmcc.cuny.edu/student-affairs/arc/ room S230, 212-220-8195, arc@bmcc.cuny.edu. If you are having problems with food or housing

insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, contact the Advocacy and Resource Center (formerly Single Stop) for assistance. Please contact us at arc@bmcc.cuny.edu, call 212-220-8195, or come by the office at room S230. You may also contact the Office of Student Affairs, S350, 212‑220‑8130, studentaffairs@bmcc.cuny.edu, for assistance.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140, counselingcenter@bmcc.cuny.edu. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, Students who need academic accommodations in connection with a disability must initiate the request with BMCC's Office of Accessibility (OA). Students need to register with the Office of Accessibility in order to officially disclose their disability status to the College and to determine eligibility for appropriate reasonable accommodations (including any prior IEPs or 504s). Please contact the OA at the start of the semester (or as soon as possible) to coordinate any accommodation request/s: www.bmcc.cuny.edu/accessibility, Room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, accessibility@bmcc.cuny.edu.

BMCC Policy on Plagiarism and Academic Integrity Statement **Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own** creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Evaluation and Requirements of Students:

Course Student Learning Outcomes (Students will be able to…)	**Measurements (means of assessment for student learning outcomes listed in first column)**
1. Explain and use key concepts, such as race, ethnicity, class, gender, globalization and citizenship.	**1.** Reading, summarizing, and synthesizing various texts
2. Analyze identity formation, transformations of communities and cultures; and working power relations	**2.** the use of class online presentation to assess how students are understanding the material; peer learning
3. Recognize the interconnectedness and difference between and among diverse racial and ethnic groups,	**3.** Deriving deeper and critical thinking skills from the reading material.

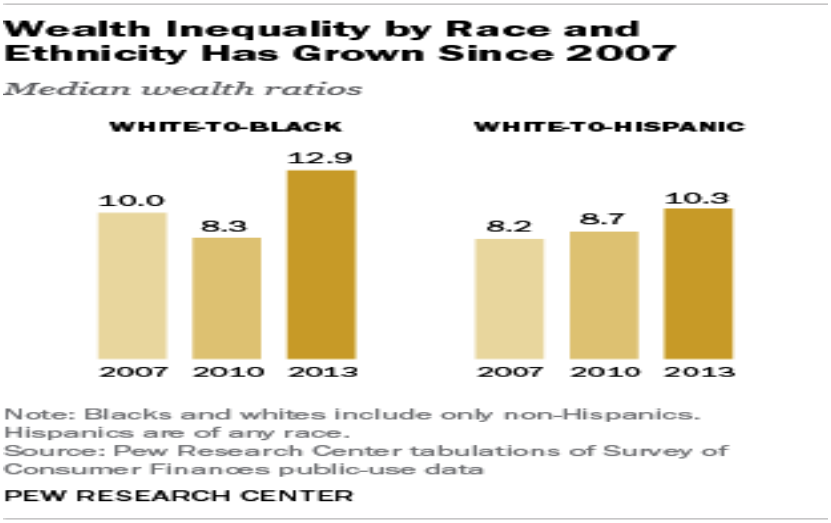
including immigrant, migrant, people of color, and working-class people.	
4. Explore multiple ways of performing socially responsible acts of global citizenship	**4.** Communicating thoughts and perspectives of others, as well as unexpected connections and relations in writing/discussions via the forum section of your blackboard.
5. Look at various way of how to use the comparative methodological approach.	**5.** Writing and revising papers to hone independent thoughts and keen analytical insights
6. To encourage the understanding of the diversity within racial and ethnic groups.	**6.** Cultivating sensitivities towards details and logical organization.
7. Critically engage the terms used to describe people and/or groups.	

Below are the college's general education goals. The goals that are checked in the left-hand column indicate goals that will be covered and assessed in this course.

	General Education Goals	**Measurements (means of assessment for general education goals listed in first column)**
☐	**Communication Skills-** Students will critically and effectively read and write in the forums, journal and the critical response papers assignments.	Students will read, write critically and effectively via online individual or group participation via a brief presentation and two individual critical response assignments.
☐	**Scientific Reasoning-** Students will understand and apply the concepts and methods of the natural sciences.	
☐	**Social and Behavioral Sciences-** Students will understand and apply the concepts and methods of the social sciences.	The student will be asked to compare various groups and to learn how to apply the various sociological, anthropological, and economic terms in their writing and class discussion
☐	**Arts & Humanities-** Students will develop knowledge and understanding of the arts and literature.	
☐	**Information & Technology Literacy-** Students will collect, evaluate and interpret information and effectively use information technologies.	

CUNY COMMON CORE Location U.S. Experience in its Diversity A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.

	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations**.**
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.



Learning Objectives:

Upon completion of this course, students should be able to:

- Explain how social scientist have defined and interpreted key terms relating to ethnicity and race (e.g., prejudice, discrimination, stratification, segregation, etc.);
- describe and explain why patterns of ethnic or racial prejudice, discrimination and segregation have varied over time in the United States;
- describe the importance of social factors (e.g., gender, race/ethnicity, etc.) in shaping the experience of marginalized groups and immigrants in the United States.
- explain the role of culture in shaping attitudes that help shape differences in socioeconomic achievement in the U.S;
- understand the social historical factors responsible for the emergence of race and racial issues;
- prepare and interpret tables and charts (using software such as Excel and other data analysis tools) that make use of basic quantitative data relating to segregation (percentages, ratios, etc.);
- access and make use of a variety of data sources pertaining to segregation (e.g., CensusScope); and
- track down and correctly cite library and Internet sources on the various forms of segregation (e.g., books, journal articles).

Evaluation and Requirements of Students
Students will participate in class and online (i.e. blackboard) Your participation will take different forms: from asking and answering questions to individual or group synchronous face to face, synchronous zoom, asynchronous responses via discussion board and or assignment sections of your blackboard.

Final Grade Percentage

Class participation:	**20%**
a) Data Analysis Assessments (5%)	
b) Discussion boards (15%)	
Quizzes	**10%**
Mid-term:	**10%**
Final examination:	**20%**
Writing assignments	**40%**
a) One critical thinking papers (10%)	
b) Journal writing assignment (10%)	
c) Survey research paper (20%)	

GRADING SCALE & COURSE EVALUATION

A	**100-93**	**B-**	**82-80**	**D+**	**69-67**
A-	**92-90**	**C+**	**79-77**	**D**	**66-63**
B+	**89-87**	**C**	**76-73**	**D-**	**62-60**
B	**86-83**	**C-**	**72-70**	**F**	**59 and below**

Participation: (20%) Active participation means adequate preparation for each class, engaging peers and the instructor in forum discussions, asking critical questions and taking informed or well-reasoned positions. **Active** is the operative word! Student participation grades are between (A -

F) and will be determined by the following scale (i.e., A = 10 points).

A (10 pts)	Students always take a voluntary, thoughtful, and active role in their own learning, challenging themselves daily. They initiate discussions and ask significant questions in the online forum discussions.
B (8 pts)	Students consistently take an active role in their own learning. They participate regularly in online forum discussions and frequently volunteer their ideas, ask thoughtful questions, and defend their ideas. They are respectful to their classmates and share ideas because of having completed assignments.
C (6 pts)	Students sometimes take an active role in their own learning, sharing relevant ideas and asking appropriate questions. Although reluctant to take risks, they contribute occasionally to the online forum discussions. These students read their peers' responses and respect their opinions. Their contributions are usually informed by preparation, although occasionally they are caught unprepared. They may need occasional reminders to stay on task, make the most of their assignments, and to increase their level of commitment.
D – F (4 or less pts)	Students rarely take an active role in their own learning. They often do not participate and rarely share ideas or ask questions in the online forum discussion sessions. These students display poor participation skills, and they may be intolerant of the opinions of others. As a result of being unprepared for or disengaged from the online forum discussions, these students often refuse to offer ideas even when called upon.

a) **Forum response** (15%) **(Forum section of blackboard):** Class participation grades entails that student respond to forum questions in a detailed manner. The initial response should be approximately 250 words with at least two citations from the reading and the next two responses to two of your peers should be about 150 words in each response. This applies to all discussion board questions.

b) **Data Analysis Assessments** (5% of class grade) The instructor in this class is participating in a CUNY-wide initiative, supported by the National Science Foundation, to infuse data analysis across the curriculum. As part of this initiative, faculty in courses across CUNY are administering assessments in their classes. These assessments are designed to measure students' attitudes and skills relating to data analysis and quantitative reasoning. There will be an assessment administered very early in the semester and one at the end of the semester. These assessments count for 5% of your class grade (each assessment is 2.5%), but you are NOT graded on your performance. That said, we do ask that you try your best since student performance on these assessments speaks to the skills and talents of CUNY students. Before you take the assessment, you have the option of indicating whether or not you want your assessment data to be used for research purposes. If you opt to allow the data to be used for research purposes, you will be compensated $5 for each assessment you complete. Additional information about the assessments will be provided in Blackboard.

1. **Writing assignments** (40%)

a. **Critical Response papers** (10%)– 2-3 pages, double-spaced**,** 12 fonts, standard essay margins, include an introduction and conclusion and, at least have two citations from the reading – students will be responsible to submit their papers via blackboard on the assignment's due dates.
b. **Journal writing assignment** (10%)**–** 1 page, double-spaced, 12 fonts, standard essay margins – students are to write a reflection paper on several documentary movies related to the topic covered in the online course.
c. **Data Analysis Paper** (20% of class grade) Over the course of the semester, students will engage in a survey research assignment that makes use of primary data from a class survey on race and or race relations we undertake. The paper will include several separate parts and detailed instructions will be provided. For this assignment, students will select a research topic of interest to them, put forward hypotheses, gather and analyze data, and draw conclusions. Students will make use of spreadsheets (Google Sheets) to analyze the data and they will present their findings to the class.

All assignments must be submitted onto blackboard on the date they are due. There are no make-up assignments, unless a note signed by a medical professional is handed to me or sent to me via email, you will receive an F for any missing assignments.

Rules of Conduct in the Classroom: The instructor encourages the free exchange of ideas in a safe, supportive, and productive learning environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Some may find topics in this course too strong. If you find yourself feeling uncomfortable, then you are advised to speak to the instructor in private. Some weeks require more readings than others. Students should pace themselves and plan accordingly. Be ready to devote a minimum of three to five hours each week for reading and preparing for assignments. Make sure to use a professional tone when addressing the professor via email.



Course Guide:

Dates: **Topic/Objectives**

Unit One: **Social Construction of Ethnicity and Race**

Week One: 1. Course introduction
August 26, 2021 2. Review of terms

Students will review the syllabus, DB, essay writing rubric and instructions. Students will demonstrate an understanding of ethnicity and race as non-biological terms via documentary films and videos.

Activities:

1. Review course syllabus and other items (i.e., instructions and rubrics, etc.,) due
2. Review course guide due
3. Faculty Development and Student Engagement in Data Analysis (FDSEDA) Pre survey poll. due
4. Watch the movie titled "The Human Family Tree"
5. Watch video titled: "The Myth of Race, Debunked in 3 Minutes." Source: Vox, published on January 13, 2015. – https://youtu.be/VnfKgffCZ7U
6. Watch video: Preparing Surveys Using Google Forms https://drive.google.com/drive/folders/1z_UeZabWqVN0rs4G6NzZLYVOT2KkLy2m

Assignments:

1. Discussion board question "What is ethnicity and race"? - Due August 26, 2021
2. Watch:
   - The importance of looking at data: https://www.youtube.com/watch?v=ezVk1ahRF78 - Due August 27, 2021
   - Correlations and causes: https://www.youtube.com/watch?v=8B271L3NtAw - Due August 27, 2021

Week Two:	1. Ethnicity and race as a social construction.
August 31, 2021	2. The introduction of Ethnic Studies programs in the U.S. university system.
	3. Ethnic Studies and Methodological research approaches

Students will explain how ethnicity and race are socio-historical constructions and interpret how they understand identity formation.

Activities:

1. Read Ethnic Studies: Issues and Approaches, by Philip Q. Yang - Chapter 1-3 – Due August 31, 2021
2. 5-minute writing drill:
   Question: What is the field of ethnic studies and when was it implemented in the U.S. universities? Due August 31, 2021
3. Group thinking exercise: Students will discuss which are the best research approaches in ethnic studies and why? Students will defend their claims.
4. Watch video: "Preparing and Interpreting Graphs Using Google Sheets" https://drive.google.com/drive/folders/1z_UeZabWqVN0rs4G6NzZLYVOT2KkLy2m
5. Watch video: "Preparing and Interpreting Stacked Bar Charts Using Google Sheets" https://drive.google.com/drive/folders/1z_UeZabWqVN0rs4G6NzZLYVOT2KkLy2m
6. Watch movie titled: Race The Power of An Illusion, episode I (The Difference Between Us) via BMCC's online library's "Kanopy" video streaming video service. Due September 02, 2021

Assignment:

1. Discussion board question(s): 1. Please describe the three schools of thought related to ethnicity? due August 31, 2021

Week Three: 1. The social historical origins of ethnicity and race.
(We do not meet this week face to face)

Students will explain how ethnicity and race are socio-historical constructions and interpret how they understand identity formation. Students will explore the historical construction of race via the one drop hypodescent rule, the myth of biological race, race as a modern idea and race formation.

Activities:

1. Read the following:
   - Americanity as a concept by Immanuel Wallerstein and Anibal Quijano. (PDF) (Course Material section of your blackboard) – Due September 09, 2021
   - Oliver C. Cox, Caste, Class and Race: A Study in Social Dynamics Introduction "The Concept – Race Relations pages 317-319 (PDF) (Course Material section of your blackboard) – Due September 09, 2021
   - Race in Society – Chapter 1 – Due September 09, 2021
2. Watch movie titled: Race the Power of An Illusion, episode II (The Story We Tell) via BMCC's online library's "Kanopy" video streaming video service. Due September 09, 2021
   this exercise?
3. Watch Exterminate All the Brutes (Episode One) via BMCC's online library's "Kanopy" video streaming video service. Due September 10, 2021

Assignment:

1. Write a 1-2-page reflection paper on the movie titled: Race the Power of An Illusion, Episode II (The Story We Tell) and Exterminate All the Brutes (Episode One) - submit at your "journal section" of your blackboard Due September 12, 2021

Week Four: 1. Race: A Thoroughly Social Idea
September 14, 2021 2. Prejudice, Racism, and Colorblindness

Students will learn the difference between prejudice and racism; define some of the consequences of prejudice and stereotypes; Assess the causal connection between prejudice and discrimination; Interpret changes in public attitudes about race and, compare and contrast the different forms of racism and understand the concept of color-blind racism

Activities:

1. Read Race in Society – Chapter 2 September 14, 2021
2. Racism Without Racists: Color-Blind Racism & the persistence of racial Inequality in America, Fourth edition by Eduardo Bonilla-Silva – pages 1-72 (PDF)– Due September 14, 2021
3. Watch video: "Making Bivariate Tables Using Spreadsheets – due September 14, 2021 https://drive.google.com/drive/folders/1z_UeZabWqVN0rs4G6NzZLYVOT2KkLy2m
4. Watch video: "Making and Interpreting Bivariate Tables Using Google Sheets" – due September 16, 2021 https://drive.google.com/drive/folders/1z_UeZabWqVN0rs4G6NzZLYVOT2KkLy2m
5. **Google survey research question:** Class research exercise where we prepare a google survey in which we ask the class the same question that was asked in the national poll shown on page 39 (figure 2.5): "Do you think there is too much, too little, or the right amount of attention paid to race and racial issues in our country these days?" For the class exercise we will ask the same question in these exact words in order to compare the results to the national sample represented in the chart. For the class exercise we will prepare a pivot table highlighting our results. Class questions: What are the results? How do our results compare to the national results? What explanation would you give for what we found? Due September 14, 2021

Assignments:
1. Discussion board questions:
    1. What is colorism, and how has it influenced the idea of race? Due September 16, 2021

Week Five: 1. "Controlling Images": Racism and the Media
September 21, 2021

Students will describe how the media produces stereotypes and controlling images about diverse racial groups; relate the history and origin of racial representations; analyze the demographics of media audiences and the racial-ethnic content of media images; explain the themes that typically represent people of color in the media and assess the impact of media images on people of color.

Activities:
1. Read Race in Society, - Chapter 3 Due September 21, 2021
2. Discussion question: Go back to the quotation by Maya Angelou that opened this chapter. How can popular culture and the media help build the esteem for multiple cultures in the United States that Angelou writes about?
3.Watch video: "Calculating and Interpreting Ratios" Due September 21, 2021
https://drive.google.com/drive/folders/1z_UeZabWqVN0rs4G6NzZLYVOT2KkLy2m

Assignments:
1. Watch the following videos:
    1. John Oliver "Whitewashing" [4 min.] [language is offensive at times] https://www.youtube.com/watch?v=XebG4TO_xss&fbclid=IwAR3QFRdPHc4sR3hprz6JU3oO_cXicrrLS0DCSMoRsXs9dlNgsPaCJAsDHOg Due September 23, 2021
    2. "#LatinitasSpeak: Latina Stereotypes in Media 2015." Source: Latinitas Speak, published on July 17, 2015. https://youtu.be/9WYHcTxtm9Q Due September 23, 2021
    3. "3 Black Female Stereotypes That Need to Die. Decoded: MTV News." Source: MTV News, published on May 11, 2016. - https://youtu.be/yQO7XoANYb8 Due September 23, 2021
    4. "Middle Eastern and Muslim Stereotypes in Media: Eefa Shehzad at TEDxYouth@ISBangkok." Source: TEDxYouth, published on March 12, 2014. - https://youtu.be/YRZQiwxB8lE Due September 23, 2021
2. Write a critical response paper explaining the relationship between race, racial prejudice and controlling images? Due September 24, 2021
3. Research question and two survey questions (selected from survey) as well as one comparison question (selected from survey) due September 21, 2021 (4%)

Week Six: 1. Racial Identities and Relationships
September 28, 2021

Student will understand the social-structural basis for racial identities; explain how multiracial identities challenge the traditional "Black/White" binary; detail the significance of racial microaggressions and discuss the factors that influence the development of interracial relationships

Activities:
1. Read Race in Society, - Chapter 4 Due September 28, 2021
2. Critical thinking question:
Does creating new categories to count "race" reify the idea of race is "real" and not a social construction? How can we recognize racial differences without stumbling into racism?

3. Group work "Open to Debate"
Census counts are important for purposes of representation and apportionment of seats in Congress. Some argue that creating new census categories to count multiracial people weakens the representation of others, especially African Americans. Other think, to the contrary, that multiracial people need to be recognized on their own terms. If you were the director of the census, what would you do and why? Defend your position.
4. Watch video: "Calculating and Interpreting Measures of Central Tendency using google Sheets" https://drive.google.com/drive/folders/1z_UeZabWqVN0rs4G6NzZLYVOT2KkLy2m - Due September 28, 2021

Assignment:
1. Quiz Race in Society – Chapters 1-4 – Due September 30, 2021
2. Discussion board question:
Describe the difference between identity contingency and matrix? - Due September 30, 2021

Unit Two: **Understanding Racial Stratification**

Week Seven: 1. Diverse Histories/Common threads: Race and ethnicity builds a nation.
October 05, 2021

Student will understand the significance of property, labor, and social control in the history of diverse racial-ethnic groups in American society; identify some of the key historical events that have shaped the experiences of diverse groups in the United States; relate the patterns of migration and settlement that have characterized the movement of different groups in U.S. society and explain how social policies have regulated the inclusion and exclusion of diverse groups in the United States

Activities:
1. Read Race in Society, - Chapter 5 – Due October 05, 2021
2. Five-minute writing drill: Question: Based on what you have learned in this chapter, what common experiences would you say diverse racial-ethnic groups have had during their incorporation into the United States? Do you see similar patterns as you examine contemporary immigration and race relations?
3. Watch Exterminate All the Brutes (Episode two) via BMCC's online library's "Kanopy" video streaming video service. Due October 05, 2021

Assignment:
1. Hypothesis and bibliography with at least 2 scholarly sources due October 05, 2021 (6%)
2. Write a 1-2-page reflection journal paper on the movie titled: Exterminate All Brutes (Episode two)-submit at your "journal section" of your blackboard. Due October 08, 2021

Week Eight: 1. Interrogating the interrogating the intersectional aspects of race, class, and gender

October 12, 2021

Students will explore the notion of intersectionality and how it pertains to identity formation, experiences, etc.

Activities:

1. Read the following:
   - Systems of Power and Inequalities by Andersen & Collins (PDF) (Course Material section of your blackboard) – Due October 12, 2021
   - "Hopeful Girls, Troubled Boys by Lopez" - (PDF) (Course Material section of your blackboard) – Due October 12, 2021
   - Age, Race, Class and Sex: Women Redefining Difference by Audrey Lorde (PDF) (Course Material section of your blackboard) – Due October 12, 2021
2. Watch video: "The urgency of intersectionality/Kimberlé Crenshaw
-https://www.youtube.com/watch?v=akOe5-UsQ2o – Due October 12, 2021

Assignments:
1. Obtain at least 5 respondents for class survey – Due October 12, 2021 (5%)
1. Midterm examination – Due October 14, 2021

Week Nine: 1. Explaining Racial Stratification
October 19, 2021

Student will identify some of the indicators of racial stratification; understand the different dimensions of a structural analysis of racial inequality, elaborate the social processes that facilitate ethnic assimilation and explain the interconnection between race, class, and gender

Activities:
1. Read the following: Race in Society, - Chapter 6 – Due October 19, 2021
2. Watch Race: The Power of an Illusion, episode III (The House We Live In) Due October 19, 2021
3. 5-minute writing drill -Critical-Thinking Question:
You are discussing race with a friend who says, "If people would just try harder, they would succeed. That is proven by the experience of immigrant groups." Having read this chapter, what would you now say to your friend?

Assignments:
1. Write 1–2-page reflection paper on the movie titled: Race The Power of An Illusion, Episode III (The House We Live In) – submit at your "journal section" of your blackboard Due October 21, 2021

Week Ten: 1. Economic Inequality: Work, Class, and Poverty
October 26, 2021

Students will distinguish the importance of income and wealth in shaping racial inequality; explain the impact of economic restructuring and growing inequality on people of color; analyze the status of people of color in the workforce and discuss how race affects the likelihood of poverty and detail some of the current social policies to that provide support to those in need

Activities:
1. Read the following: Race in Society, - Chapter 7 Due October 26, 2021
2. Watch video: "Income and Wealth Inequality: Crash Course Economics #17." Source: CrashCourse, published on December 6, 2015. - https://youtu.be/0xMCWr0O3Hs - Due October 26, 2021
3. Critical-Thinking question: Using the federal poverty line for a family of four ($25,465 in 2018), develop a monthly budget based on expenses for everything you think you would need to support

yourself and your family of four (two adults, two children). Use the actual cost of housing, food, and so forth in your locale. What can you afford and not afford? How would you make ends meet on a poverty-level income?

Assignment:
1. Discussion board question: Please define deindustrialization, economic restructuring, split labor market economy and how they have affected African Americans and the Latinx community?

Week Eleven: 1. Bringing it Home: Families and Communities
November 02, 2021

Students will describe racial-ethnic diversity among contemporary families; identify how racism shapes myths about racial-ethnic families; understand how the historical treatment of racial-ethnic groups has shaped family structures; explain the contributions of structural diversity theory regarding racial-ethnic families and analyze current social policies about family and the impact of these policies on racial-ethnic groups.

Activities:
1. Read Race In Society, Chapter 8 – Due November 02, 2021
1. 5-minute writing drill:
Critical-Thinking question: Female-headed households are the most likely households in the United States to be poor. Were you advising Congress on such policies to alleviate this connection, what would you recommend, and what research would you use to support your argument?
2. Group work: "Open to Debate" Compare to other Western, industrialized nations, the United States has some of the least generous benefits for family care, including child- and eldercare, as well as care for those with special needs. Should the federal government use tax dollars to provide paid leave for those who need it? What impact would such a policy have on particular racial groups?

Assignment:

Week Twelve: 1. Race and Place: Residential and Educational Segregation
November 09, 2021

Student will describe patterns of racial segregation in housing; discuss changing patterns of racial segregation in schools; explain the causes and consequences of the racial gap in educational achievement and explain how people can challenge the deficit model of education

Activities:
1. Read Race In Society, - Chapter 9 – Due November 09, 2021
2. 5-minute writing drill: What does it mean to say that education reproduces the inequality already found in society at large?
3. Exercise: Using figure 9.4 as an example, construct a figure (or table) that gives an approximation of the racial composition in your high school. Would you describe your high school as integrated, segregated, or hypersegregated? What factors in your community explain this?

Assignments:
1. Discussion board question: Many of the gains made in closing the achievement gap from the 1960s into the 1980s came as the result of race-conscious desegregation efforts. Since then, schools have resegregated and courts and school districts have largely lost what gains were made. Should race-conscious efforts to desegregate the schools be reimplemented, or should the nation allow

race-blind policies to govern education? – November 11, 2021

Week Thirteen: 1. Health Care and Environment
November 16, 2021

Students will detail some of the indicators of health disparities by race and ethnicity; explain the reasons for persistent health disparities; identify different dimensions of institutional racism in the health care system and analyze the link between racism and reproductive health.

Activities:
1. Read Race in Society, - Chapter 10 – Due November 16, 2021
2. 5-minute writing drill: Question: Why is residential segregation such a strong predictor of racial health disparities?
3. Examine the data in figure 10.5. What differences do you see in contraceptive use, comparing women of different racial-ethnic backgrounds? How do you explain what you see? Due
4. Research paper presentation due

Assignments:
1. Quiz on Race in Society – Chapters 8-10, November 18, 2021

Week Fourteen: 1. Justice and Injustice, Race, Crime, and the Criminal Justice System
November 23, 2021

Student will explore the difference in perceptions and facts about race and crime; explain how crime statistics are influenced by the social construction of race; understand who is most likely to be victimized by crime; describe the history of hate crime in the United States, and relate current data on the incidence of such crimes and evaluate the impact of institutional racism within different elements of the criminal justice system.

Activities:
1. Read Race in Society, - Chapter 11 Due November 23, 2021
2. "Open to Debate" question: Some argue that policing has assumed too broad a role in responding to emergencies that other responders (such as social workers, substance abuse counselors, and other crisis intervention workers) are better able to handle without escalating the situation at hand. Advocates of this position argue that shifting funding and responsibility for noncriminal situations to the police criminalizes behaviors that could be handled otherwise and risks escalation into violent encounters. Think of a situation where police have routinely been called (public drunkenness, suicide threat, mental health emergency, and so forth). Should such a situation require police action, or should public resources be diverted to other emergency responders?
3. Watch Exterminate All the Brutes (Episode 3) via BMCC's online library's "Kanopy" video streaming video service. Due November 23, 2021
4. Research paper presentation.

Assignment:
1. Discussion board question: Using arrest rates, sentencing, or incarceration as your example, describe how institutional racism operates in the criminal system. Due November 23, 2021
2. Provide a draft of your tables and graph, as well as a short write-up for each table telling the story of your data) Due November 23, 2021 (6%)

Unite 4: Race and Social Change

Week Fifteen: 1. Racial Justice
November 30, 2021

Students will learn about the earliest roots of organized resistance to racial inequality; understand some of the key events and outcomes of the civil rights movement; contrast the philosophy and strategies of the civil rights movement with those of more radical movements for racial justice; describe the emergence of Chicano and Native American movements for change and their connection to the mobilization of African American people; compare and contrast color-blind and color-conscious frameworks for racial change and debate whether the presence of a more multiracial and multicultural population in the United States will alleviate or exacerbate racial inequality

Activities:
1. Read Race in Society, -Chapter 12 Due November 30, 2021
2. 5-minute writing drill: How would you compare the nonviolent civil disobedience tactic of the civil rights movement to the contemporary Black Lives Matter movement? Note the ways these movements are both similar and different.
3. Research paper presentation due November 30, 2021

Assignments:
1. Watch Exterminate All the Brutes (Episode 4) via BMCC's online library's "Kanopy" video streaming video service. Due December 04, 2021
2. Pledge of academic honestly [note: This is not the same pledge you handed in earlier] Due December 04, 2021 (worth 2%)
3. Statement of most valuable thing you learned from assignment and how you think it could be improved December 04, 2021 (2%)

Week Sixteen: 1. Racial Justice (Continued)
December 07, 2021 2. Course closeout

Students will learn about the earliest roots of organized resistance to racial inequality; understand some of the key events and outcomes of the civil rights movement; contrast the philosophy and strategies of the civil rights movement with those of more radical movements for racial justice; describe the emergence of Chicano and Native American movements for change and their connection to the mobilization of African American people; compare and contrast color-blind and color-conscious frameworks for racial change and debate whether the presence of a more multiracial and multicultural population in the United States will alleviate or exacerbate racial inequality

Activities:
1. Group work: "Open to Debate" question: With increased racial and ethnic diversity in the U.S. population, will we create a society that is more racially tolerant and inclusive or less so?
2. Course closeout discussion
3. Research paper presentation due

Assignments:
1. Pledge of academic honestly [note: This is not the same pledge you handed in earlier] Due December 09, 2021 (worth 2%)

3. Faculty Development and Student Engagement in Data Analysis (FDSEDA) post survey poll. Due December 09, 2021

Week Seventeen: 1. Finale examination

Writing assignment rubric: Reflection Journal and Critical response paper.

Score	1-2 points	3 points	4 points
Depth of essay	Essay demonstrates a minimal reflection of the theories, concepts, and/or strategies presented in the course materials and movie to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment	Essay demonstrates a general reflection on the theories, concepts, and/or strategies presented in the course materials to date and the movie. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Essay demonstrates an in-depth reflection on the theories, concepts, and/or strategies presented in the course materials to date and movie. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.
Organization	Essay is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Essay includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required	Essay includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.

Grammar	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	

	A	B	C	D	F
Hypotheses	clearly stated and appropriately focused	clearly stated but focus could have been sharper	thesis phrasing too simple, lacks complexity; or, not clearly worded	thesis lacks a clear objective and/or does not 'fit' content of essay	thesis is not evident
Tables/Graphs	tables and graphs are properly formatted and labeled, and are free of quantitative errors	tables and graphs are mostly correct, but there are a few errors	tables and graphs have several errors	tables and graphs have numerous errors	tables and graphs are missing or very problematic
Data Description and Analysis	clear and insightful descriptions and interpretations of the data that are statistically and logically correct and connected to the literature.	the data are correctly interpreted, but thoughtful insights are absent and/or disconnected from the literature.	the data have been correctly interpreted, but little effort to make sense of the findings	there are errors in the interpretations, either statistically or logically.	the data have not been interpreted/explained.
Supporting Research	thorough and relevant	less thorough but still substantial and relevant	adequate; relevance made clear	insufficient; relevance not always made clear	irrelevant, missing, or relies on assertion rather than research
Focus and Content	sharp, distinct focus; balanced, substantial, specific, and/or	clear focus; specific, illustrative and balanced contest	adequate focus, but unbalanced content; more analysis needed	essay contains too much research information without analysis or commentary	absence of focus and relevant content: content doesn't 'fit' thesis

	illustrative content; sophisticated, mature ideas are particularly well-documented				
Organization	obviously controlled and/or subtle organization; section headings and strong topic sentences	logical and appropriate organization; clear topic sentences	organization attempted, but unclear or inappropriate topic sentences	inconsistent organization	absence of planned organization
Style	writer's voice is strong; precision in tone, sentence structure, and word choice	precision and variety in sentence structure and word choice	limited, but mostly correct, sentence structure variety and word choice	several awkward and/or unclear sentences; problems with word choice	no apparent control over sentence structure and word choice
Mechanics and Usage	free of mechanical or usage errors	few mechanical and usage errors	some mechanical and usage errors, but not severe enough to interfere significantly with writer's purpose	mechanical and usage errors which interfere with writer's purpose	mechanical and usage errors that significantly interfere with the writer's purpose
APA/ASA: In-Text Citations	all sources are accurately documented in the proper APA/ASA format	all sources are documented, but a few are not in the desired format	most sources are documented, but many are not in the desired format	several sources lack proper documentation	sources are not accurate documented, and APA/ASA format is not attempted or followed properly
APA/ASA: Works Cited Page	all sources on the Works Cited page follow proper APA/ASA format	most sources on the Works Cited page follow proper APA/ASA format, but there are a few errors	most sources on the Works Cited page follow proper APA/ASA format, but there are several errors	few of the sources on the Works Cited page follow proper APA/ASA format	none of the sources on the Works Cited page follow proper APA/ASA format

With the exception of the rows specific to quantitative data analysis, this rubric has been adopted from Jordan LaChance (https://www.slideshare.net/jordanlachance/ewrt-2-research-paper-rubric).