

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 13-91a
 LSC Action-Date: AP-10/24/13 UWUCC Action-Date: AP-11/12/13 Senate Action Date: APP-12/3/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Sociology	Phone 7-7635

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: Soc 362 Racial and Ethnic Minorities

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Melanie Hildebrandt</i>	10/14/13
Department Chairperson(s)	<i>Ann He</i>	10/14/13
College Curriculum Committee Chair	<i>Greg Hildebrandt</i>	10/16/13
College Dean	<i>Ann</i>	10/16/13
Director of Liberal Studies (as needed)	<i>D. H. Prof</i>	11/6/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	11/12/13

Received
 NOV 2 2013
 Liberal Studies

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 OCT 17 2013
 Liberal Studies

Revised Syllabus of Record
SOC 362- Racial and Ethnic Minorities

I. CATALOG DESCRIPTION

Prerequisite: SOC 151

3c – 01- 3cr

Examines from a historical and comparative perspective the experiences of minority groups, with special emphasis on economic and political domination, stereotyping, prejudice, and discrimination. Techniques of majority group domination and the responses of minority groups are discussed. Various reasons for the different rates and patterns of assimilation are explored.

II. COURSE OUTCOMES

Students will be able to:

Objective 1

Summarize how the idea of race has emerged, developed, and changed in the United States and how social scientists have studied the dynamics of majority-minority relations;

EUSLO

Informed Learners

Rationale

Assignments will require students to explain how the concept of race has evolved from pseudo-scientific/biological interpretations of group differences to the contemporary understanding of race as a social construction where racial labels are negotiated through socio-political processes.

Objective 2

Evaluate how race intersects with other systems of inequality (including class, gender, sexuality, and disability) and with social institutions both in the United States and in select countries around the globe;

EUSLO

Informed and Empowered Learners

Rationale

Through writing assignments, lectures and readings, students will analyze the relationship between racial identity, cultural stereotypes and institutional practices that have contributed to disparate treatment and outcomes for a variety of minority groups in the U.S, South Africa, Australia, Central America, and elsewhere;

Objective 3

Compare and contrast the experiences of a variety of ethnic/racial and immigrant groups in the United States to understand how the dynamics of race and immigration have shaped patterns of migration to the United States and to other powerful economies around the world;

EUSLO

Empowered Learners

Rationale

Through readings, lectures and contemporary examples (guest speakers and/or documentaries), students will evaluate the various sociological theories related to immigrant incorporation and majority/minority relations, with a particular focus on the role of colonialism in transnational migration patterns. Students will apply those theories to the past and present experiences of racial/ethnic groups in the US and other Western societies with a view to critically evaluating the strengths and weaknesses of each perspective.

Objective 4

Assess their own experiences in light of their identification with social (racial/ethnic) groups.

EUSLO

Empowered and Responsible Learners

Rationale

Assignments, including reflection papers and a first person testimonial, will require students to explore how their personal experiences take place within systems of oppression and privilege.

Objective 5

Explain their own and others' cultures, histories, and experiences.

EUSLO

Empowered and Responsible Learners

Rationale

Reflection papers, first-person interviews, and in-class exercises along with assigned readings will require students to explore their own and others' racial identities, ethnic heritages, and how those identities are shaped by history as well as daily social interactions.

Objective 6

Identify commonalities and differences across and within racial/ethnic boundaries.

EUSLO

Responsible Learners

Rationale

Assignments will require students to identify similarities between the experiences of various racial/ethnic groups in American society while also exploring the diversity of cultures, history, and socio-economic opportunities within pan-ethnic categories such as Latinos, Asian Americans, Native Americans, Blacks and Whites (and other) populations.

III. DETAILED COURSE OUTLINE [Below are example topics and content for course.]

Week One	<ul style="list-style-type: none"> Introductions and Ground Rules Group Guidelines for discussing race Comfort zones/Learning Edges/triggers Oppression Dynamics 	(3 hours)
Weeks Two and Three:	<ul style="list-style-type: none"> Definitions and Theories What is Race? <ul style="list-style-type: none"> Biological meaning Social construction Colonialism and Imperialism Social Group membership and Identity Formation Oppression dynamics and matrix of domination Creation and consequences of subordinate group status Similarities and Differences: Australian Aboriginals, Indigenous Canadians 	(6 hours)
Weeks Four and Five:	<ul style="list-style-type: none"> Prejudice and discrimination Theories of prejudice Socialization and Stereotypes Intergroup relations <ul style="list-style-type: none"> Hostility Media and politics Anti-Immigration policies: US and Europe Institutional inequality and discrimination <ul style="list-style-type: none"> Civil Rights Housing and Educational inequalities Medical/Health Wealth disparities 	(6 hours)
Weeks Six:	<ul style="list-style-type: none"> White privilege The White Racial Frame Anti-racists in History Becoming an Ally 	(3 hours)
Week Seven:	<ul style="list-style-type: none"> Immigration Patterns of Immigration in the US Early Immigration Contemporary Concerns <ul style="list-style-type: none"> Illegal Immigration Economic impact of immigration Global Economy and Human Migration 	(6 hours)
Week Eight –	<ul style="list-style-type: none"> Midterm Evaluation Review of material covered to date 	(1 hour)
Weeks Nine and Ten	<ul style="list-style-type: none"> Major Racial and Ethnic groups in the US 	(6 hours)

Native Americans
African Americans

Week Eleven and Twelve Major Racial and Ethnic groups in the US (6 hours)
Latinos and Chicanos
Arab and Middle Eastern Americans

Week Thirteen : Major Racial and Ethnic groups in the US (3 hours)
Asian Americans
Jewish Americans

Week Fourteen: Embracing Diversity, Dismantling Racism (3 hours)
Biracial and Multiracial Identity
Recognizing Power and Privilege
Speaking up, taking action

Culminating Activity: Final Evaluation (2 hours)

IV. EVALUATION METHODS

The final grade will be determined as follows:

Attendance and Participation*		10%
Journals and Other Writing assignments	4 x 6.25%	25%
Quizzes	4 x 5%	20%
Intergroup Collaboration Project (ICP)		20%
Final Exam/Paper)		<u>25%</u>
		100%

* Attendance and Participation are integral parts of this course. Students are expected to attend class, and participate in discussions, activities and exercises. This portion of the grade will be based on the thoughtful completion of very brief writing assignments (e.g. one-minute papers) or worksheets distributed and collected following an in-class activity. In this way, students are accountable for engaging with the activity or discussion and offering specific reflections or reactions immediately following.

V. GRADING SCALE

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI: ATTENDANCE POLICY

The University attendance policy will be implemented in class as outlined in the Undergraduate Catalog.

VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Adams, Maurianne, Warren Blumenfeld, Carmelita (Rosie) Castenada, et.al. 2013. *Readings for Diversity and Social Justice, Third Edition*. New York: Routledge.

Schaeffer, Richard. 2013. *Race and Ethnicity in the United States 7th edition*. New York: Pearson.

Examples of Supplemental Readings:

Adams, Maurianne, Warren Blumenfeld, Carmelita (Rosie) Castenada, et.al. 2013. *Readings for Diversity and Social Justice, Third Edition*. New York: Routledge.

Bonilla-Silva, Eduardo. 2009. *Racism without Racists: Colorblind racism and the persistence of racial inequality in the United States*. New York: Rowman-Littlefield.

Johnson, Allan G. 2006. *Privilege, Power and Difference, 2nd edition*. New York: McGraw-Hill.

Kozol, Jonathan. 2005. *The Shame of the Nation. The restoration of apartheid schooling in America*. New York: Three Rivers Press.

VIII. SPECIAL RESOURCE REQUIREMENTS

None

X: BIBLIOGRAPHY

Alexander, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Bates, Kevin. 2004. *Disposable People: New Slavery in the Global Economy*. Los Angeles: University of California Press.

Crow Dog, Mary. 1990. *Lakota Woman*. New York: Harper Perennial.

Feagin, Joe. 2013. *The White Racial Frame: Centuries Of Racial Framing And Counter-Framing, 2nd edition*. New York: Routledge.

Friere, Paulo. 2006. *Pedagogy of the Oppressed*. New York: Continuum.

Katznelson, Ira. 2005. *When Affirmative Action Was White*. New York: W.W. Norton.

Marger, Martin N. 2006. *Race and Ethnic Relations: American and Global Perspectives*. Belmont, CA: Thompson Wadsworth.

Martinez, Ruben. 2001. *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Henry Holt, Inc.

Massey, Douglas and Nancy Denton. 1993. *American Apartheid*. Cambridge, MA: Harvard University Press.

Omi, Michael and Howard Winant. 1986. *Racial Formation in the United States*. New York: Routledge.

Scott, Mona. 2013 *Think: Race and Ethnicity*. Pearson: New York

Spickard, Paul. 2007. *Almost All Aliens*. New York: Routledge.

Takaki, Ronald. 2002. *Debating Diversity: Clashing Perspectives on Race and Ethnicity in America. Third Edition*. New York: Oxford University Press.

Tatum, Beverly Daniel. 1997. *Why are all the black kids sitting together in the cafeteria?*. New York: Basic Books.

Waters, Mary C. 1990. *Ethnic Options*. Berkeley, CA: University of California Press.

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1 Culture and Cultural Diversity	(1) – (6)	Exams
		4 Individual Development and Identity	(3) – (5)	Quizzes
		5 Individuals, Groups and Institutions	(1)- (6)	Papers
				Presentations

Soc 362 Racial and Ethnic Minorities

3. Rationales for Proposed Revisions

1. Course outcomes have been updated to reflect the new Liberal Studies Expected Student Learning Outcomes and common learning objectives.

2. The discipline of sociology is rooted in a tradition of praxis, where theories, lessons or acquired skills are enacted in hopes of engaging citizens and creating social change. As a result, the Department of Sociology is revising many of its courses to meet the Global Citizenship subcategory of Liberal Studies electives with its emphasis on civic engagement and/or social justice. Soc 362 Racial and Ethnic Minorities meets these criteria due to its emphasis on ways that the American racial classification scheme profoundly shapes social, institutional and cultural practices, and how that scheme differs from caste/class systems found in other countries. The categories Americans call “race” and ethnicity (as socially constructed categories) interact with systems of social, economic, cultural, and political power, both at home and abroad, to shape not only individual lives, but relations between and within different communities and societies. Hence, students who have taken this class will use their increased awareness of minority group resistance to white (systemic) dominance to engage in debates and take social action around such issues as racial profiling, transnational migration, media stereotyping, Native American mascots, trans-racial and transnational adoption, affirmative action, and homeland security, etc.

The class was recently revised for the Syllabus of Record Amnesty in such a way to highlight the interconnectedness of individuals, institutions, and non-dominant populations within the United States. It thereby meets the Global Citizen competency as a Liberal Studies elective. The course’s design also meets the required content of Global and Multicultural Awareness. Specifically, it introduces students to the historical and contemporary experiences of non-dominant groups in the United States, among them African Americans, Native Americans, Hispanics/Latinos, Asian Americans, Arab Americans, and other immigrants as they interact with the dominant institutions and ideologies. The course content emphasizes cross-cultural awareness and deepens students’ understanding of the perspectives and life ways that shape dominant/subordinate group relations within American society and our global community.

3. Liberal Studies course approval general information questions have been addressed.

Sample Assignment for Liberal Studies

Soc 362 ICP -- Intergroup Collaboration Project

Objectives:

To implement a project in which you apply the information, ideas, and skills you are developing in this class.

To work collaboratively with a group of diverse peers.

To share your project and what you learned from it (individually and collectively) during an in-class presentation.

Expectations and Procedures:

Each member of your group will be expected to participate and collaborate actively in the selection of an issue, identification of goals and action steps, implementation of the action steps, and reflection on the experience.

It is critical that everyone play an active role in contributing to the group project. Follow the guidelines for dialogue developed in our class as a basis for collaborative work in your own group.

Divide the work of the group equitably; everyone should play a significant role.

Timeline and Tasks:

You will be able to do some planning for your project and the presentation in class, but I expect the majority of the planning and work will occur outside of class. Do schedule meetings outside class to plan and carry out your effort, particularly as you get closer to the presentation date.

<u>Part I</u>	<u>Part II</u>	<u>Part III</u>	<u>Part IV</u>
Envisioning the ICP Proposal due Oct 1	Planning and Implementing Progress Report due Oct 22 Complete action project by Nov 15	Planning for Presentation Nov 19 (or sooner) ->	In-class Group Presentation Dec 3 or 5

Action Project Proposal and Progress Report (Group Level Reports)

1. **Proposal:** A one-page typed proposal (from your group) describing what you want to accomplish and what steps you will take to accomplish your goal(s) is due on October 1. If you have not decided on an issue to focus on, feel free to outline the ideas you are considering. You will receive feedback on this proposal.

2. **Progress Report:** A 1-2 page typed progress report (from your group)—focusing on both the development of your project since the proposal stage and how you are working as a team—is due October 22. In this document focus on the goal of your project—what do you hope to accomplish? What action steps do you need to take to achieve that goal? In other words, what information do you need to gather, what logistics need to be taken care of, what do you need to learn more about? What roles and tasks do group members have? How will you work together as a group? What problems and opportunities do you foresee? How will you handle these? How will you know if you’ve accomplished your goals? Focus on how your team is collaborating toward your action goals and note individual contributions to group goals.

3. **Implementation**

4. **Final presentation** You will have 12-15 minutes for the in-class presentation. Think about 2-3 critical ideas you want to share. Present your project in an informative, creative way involving all members. Present both the action(s) you took and your learning.

Your presentation should include the following:

- What did your group do?
 - How did each of you react to the actual action that your team did?
 - How did the people around you react (friends, family, strangers, people who were affected by the action, and others in your ICP group)?
 - What were the choices you made as a group—safe choices and risk taking choices?
 - What were the rewards and risks of your action?
 - What are the lessons you derived in working as a team?
-

Requirements for the Final Project (Group and Individual):

1. Describe your project and your goals (keep in mind that they should connect to the continuum, but they can/should be more specific, too. This means that you should mention where you goals fit on the continuum, but also discuss specifically what you hoped to accomplish, what message you wanted to convey, etc.
2. Talk about how your group worked on the project, what challenges you faced as a group, and how you overcame those obstacles.
3. Discuss what you learned from the project. The lessons for yourselves can be related to the subject matter for the course and/or working through conflict within your group. All lessons – whether they are related to race/racism OR the group project process—are worthwhile lessons and are part of the objectives of this assignment.

4. Use PowerPoint to present your project. Have it on a thumb drive or available on someone's email for easy/quick uploading.

5. Each group member must submit a one page self-assessment at the conclusion of the presentation. In this paper, discuss honestly your contributions to the group project, your feelings about the project (what worked, what didn't and why), and what grade you feel that you – individually- should receive for this project and why.

Evaluation Criteria

Your grade for this project will be based on BOTH the group work and your individual contribution and reflection paper. The Proposal, Progress Report and Presentation will be graded as a group. However, a portion of your final grade for the ICP project will be derived from your individual contributions and the reflection paper. Your individual reflection on the ICP project will be part of the out of class essay portion of the Final Exam.

How to Select a Project:

Select a project that is relevant to the material covered in class (it must pertain to race, ethnicity, racism, privilege, immigration or some related dimension of course content) and it must be of interest to members of your ICP group. Refer to the Action Continuum and Menu of Options for ideas. You may consider issues that you want to explore further or want to help others explore, or actions to encourage others to take.

Before deciding on an issue, *discuss why that issue is important to everyone in your group. Where are you as individuals and as a group in terms of your awareness about a particular issue? *Discuss group norms for working together effectively

Menu of Options or Invent Your Own

Educating Self

Disagree with Grace- As a group, choose a controversial issue to explore and *debate* in front of our class using the techniques of dialogue and respectful approaches to disagreeing with grace.

Educating Others

Host a RADIO CALL IN SHOW on WIUP to discuss or debate a controversial topic like interracial dating or the Dream Act.

Video/film screening and discussion with a focus on a particular issue (only one group in each section may choose this option. See. Dr. H)

Create a video that represents your thoughts on eliminating racial discrimination

Create a display for the library on a particular topic related to anti-racism or social justice.

Plan and host a FORUM – in a classroom or suite -- on a topic of your choice.

Supporting. Encouraging

Support diversity and cross cultural events on campus. Participate in at least 5 diversity -related activities, events or special programs on campus. (All group members are expected to attend multiple events.)

Make t-shirts with an anti –racism message (debunking stereotypes, confronting intolerant speech, etc). and engage in conversation around campus about the t-shirts' message.

Initiating. Preventing

Organize a PANEL (from a particular social identity group) to speak to our class or a group of students in the dorms/suites, etc.

Prepare a LESSON PLAN for a section of Soc 151 or another class and teach that class (only one group from each section may choose this option, see Dr. H)

Have an Anti-racism poster (t-shirt, bumper sticker, etc) contest

Plan an anti-racism day or event on campus

Research a local or campus issue related to race/racism and write a LETTER TO THE EDITOR of the Penn or the Indiana Gazette.

Liberal Studies Course Approval General Information

1. This course's two yearly sections will often be taught by a single professor but several (3-4) faculty members in Sociology are qualified to teach the course. All instructors involved in teaching the course will meet every year to exchange syllabi, discuss new possible content (in keeping with new pedagogy and research on the subject matter), and review the course objectives, guidelines and grading criteria. Such meetings will ensure the maintenance of basic equivalency.
2. By virtue of the subject matter/content, this course focuses on the perspectives and contributions of minorities and women, including a wide array of first person narratives by authors of various ethnic/racial backgrounds (e.g. Eric Gansworth's essay "Identification Pleas" and Olivia Chung's essay, "Finding my Eye-identity."), as well as theoretical perspectives advanced by people of color such as Patricia Hill Collins (*intersectionality/matrix of oppression*) and WEB DuBois' (*veil and double consciousness*).
3. As indicated on the syllabus, this course has, beyond the required textbook, several options for a supplemental, non-fiction supplemental reader (Adams, M. 2013 *Readings in Diversity and Social Justice*) and/or in-depth sociological study (Kozol, 2006 *Shame of the Nation*).
4. This is not a majors' course but is designed to serve as a controlled elective for Sociology majors and minors, while also serving IUP's general student population, by providing an introduction to the topic of race and ethnicity, systemic and institutional racism, white privilege and anti-racist social action.

OLD Syllabus of Record
SOC 362- Racial and Ethnic Minorities

I. CATALOG DESCRIPTION

Prerequisite: SOC 151

3c -

01- 3cr

Examines from a historical and comparative perspective the experiences of minority groups, with special emphasis on economic and political domination, stereotyping, prejudice, and discrimination. Techniques of majority group domination and the responses of minority groups are discussed. Various reasons for the different rates and patterns of assimilation are explored.

II. COURSE OUTCOMES

Students will be able to:

- a) Understand how the idea of race has emerged, developed, and changed in the United States and how social scientists have studied the dynamics of majority-minority relations;
- b) Evaluate how race intersects with other systems of inequality (including class, gender, sexuality, and disability) and with social institutions;
- c) Compare and contrast the experiences of a variety of ethnic/racial and immigrant groups in the United States to understand how the dynamics of race and immigration have shaped the United States;
- d) Assess their own experiences in light of their identification with social (racial/ethnic) groups;
- e) Investigate their own and others' cultures, histories, and experiences;
- f) Explore commonalities and differences across and within racial/ethnic boundaries.

III. COURSE OUTLINE [Below are example topics and content for this course.]

Week One Introductions and Ground Rules

Getting to know each other

Group Guidelines for discussing race

The words we use matter

Weeks Two and Three: Definitions and Theories

Does Race Matter

Biological meaning

Social construction

Sociology and the study of Race

Functionalist

Conflict

Labeling

Creation and consequences of subordinate group status

Weeks Four and Five: Prejudice and discrimination

Theories
Stereotypes
Intergroup relations
 Hostility
 Media and politics
 Anti Racism and Anti-racist organizations
Institutional inequality and discrimination
 Wealth
 Environmental
 Medical/Health
 Education

Weeks Six and Seven: Immigration
 Patterns of Immigration in the US
 Early Immigration
 Contemporary Concerns
 Illegal Immigration
 Economic impact of immigration
 Global Economy and Immigration

Week Eight – Midterm Evaluation
 Review of material covered to date

Weeks Nine and Ten Major Racial and Ethnic groups in the US
 Native Americans
 African Americans

Week Eleven and Twelve Major Racial and Ethnic groups in the US
 Hispanic Americans
 Mexican Americans and Puerto Ricans
 Arab and Middle Eastern Americans

Week Thirteen : Major Racial and Ethnic groups in the US
 Asian Americans
 Chinese and Japanese
 Jewish Americans

Week Fourteen: Embracing Diversity, Dismantling Racism
 Biracial and Multiracial Identity
 Recognizing Power and Privilege
 Speaking up, taking action

Week Fifteen: Final Evaluation

IV. EVALUATION METHODS

The final grade will be determined as follows:

Participation	0 to 15%
Writing Assignments	10 to 50%
Class Presentation(s)	0 to 25%
Quizzes (may be in class, on-line, or Take home, multiple choice or Essay)	0 to 40%
Exams (may be in-class, on-line, or Take home, multiple choice or Essay)	25 to 75%
Other forms of Evaluation	<u>0 to 50%</u> 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. GRADING SCALE

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. ATTENDANCE POLICY

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e. MWF classes); 2 absences for classes that meet for 75 minutes twice per week (i.e., T/Th classes); and 1 absence in classes that meet for 150 or more minutes per week.

[Note: Individual faculty members should develop an attendance policy for the course that is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Adams, Maurianne, Warren Blumenfeld, Rosie Castenada, et.al. 2000. *Readings for Diversity and Social Justice*. New York: Routledge.

Bonilla-Silva, Eduardo. 2006. *Racism without Racists: Colorblind racism and the persistence of racial inequality in the United States*. New York: Rowman-Littlefield.

Johnson, Allan G. 2006. *Privilege, Power and Difference, 2nd edition*. New York: McGraw-Hill.

Kozol, Jonathan. 2005. *The Shame of the Nation. The restoration of apartheid schooling in America*. New York: Three Rivers Press.

Schaeffer, Richard. 2005. *Racial and Ethnic Groups, 12th edition*. Upper Saddle River, NJ:Prentice Hall.

VIII. SPECIAL RESOURCE REQUIREMENTS

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX: BIBLIOGRAPHY

Crow Dog, Mary. 1990. *Lakota Woman*. New York: Harper Perennial.

Friere, Paulo. 2006. *Pedagogy of the Oppressed*. New York: Continuum.

Katznelson, Ira. 2005. *When Affirmative Action Was White*. New York: W.W. Norton.

Marger, Martin N. 2006. *Race and Ethnic Relations: American and Global Perspectives*. Belmont, CA: Thompson Wadsworth.

Martinez, Ruben. 2001. *Crossing Over: A Mexican Family on the Migrant Trail*. New York: Henry Holt, Inc.

Massey, Douglas and Nancy Denton. 1993. *American Apartheid*. Cambridge, MA: Harvard University Press.

Omi, Michael and Howard Winant. 1986. *Racial Formation in the United States*. New York: Routledge.

Spickard, Paul. 2007. *Almost All Aliens*. New York: Routledge.

Takaki, Ronald. 2002. *Debating Diversity: Clashing Perspectives on Race and Ethnicity in America. Third Edition*. New York: Oxford University Press.

Tatum, Beverly Daniel. 1997. *Why are all the black kids sitting together in the cafeteria?*. New York: Basic Books.

Waters, Mary C. 1990. *Ethnic Options*. Berkeley, CA: University of California Press.

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1 Culture and Cultural Diversity 4 Individual Development and Identity 5 Individuals, Groups and Institutions	(a) – (f) (c) – (e) (a)- (f)	Exams Quizzes Papers Presentations