IDEAL PROGRAM
COURSE SYLLABUS

Dear Student,

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

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

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

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

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

If you cannot perform these four expectations, **it is recommended that you drop the course**.

Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C"). If a student misses two or more classes a grade of F will be entered as their final grade.

Cheating and Plagiarism
It is the student's responsibility to become familiar with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB http://www.bridgeport.edu/pages/2623.asp or the appropriate graduate program handbook

E-mail correspondence
It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for

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

The IDEAL Program

Fall 2013
SOC 310 Race and Ethnicity
Prerequisite Course: SOC 101 or 102
Nov. 5 – Dec. 13, 2013
6:00-10:00pm
Room TBA
Bridgeport Campus
Professor : Dr. Peter Umoh, ED.D, MDIV, CIL
Email: pumoh@bridgeport.edu
Cell phone 860-478-0711

Course Description:
American and global perspectives on: Racial and ethnic stratification; causes and consequences of prejudice and discrimination; problems of assimilation and pluralism; racial and ethnic conflict.
This course will survey the way the different racial and ethnic groups are structured and treated. This survey will include the various sociological theories pertaining to race and ethnicity relations including assimilation, cultural pluralism, and the amalgamation. Each student will be encouraged to explore their own ethnic and racial background and how that has impacted on their place in American society.

Course Objectives:
This course is a comparative study of the patterns of race and ethnic relations. Students will examine the basic concepts of ethnic stratification and its consequences throughout the world. This exploration will include both contemporary and historical cultures. Through this process students are expected to confront and challenge their own ethnocentrism and develop an understanding of the value of multiculturalism for fostering a just and civil society.
At the end of the course, students will be able to:

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

Required Textbook:

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

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

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

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

Course Requirements and grading:

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

% of Points Earned	Letter Grade
100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+

% of Points Earned	Letter Grade
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
Below 60	F

Reflection Journal Entries on Readings (30 points)
The reflection journal is an intellectual exercise to encourage students to critically examine their own personal viewpoints, thoughts, reflections, and feelings generated by the readings. Students will write entries into a reflection journal on a weekly basis. The entry will be composed of two sections. The first section is for reflecting on the reading assignment, the second section is for critical thinking questions that arise from the readings and the class sessions. Each class session will devote time to reviewing questions raised within the student's

journals in order to receive peer responses to your questions.
All journals should consist of two clearly identified sections for each entry following this format:

SECTION 1: Reflections on readings
Take time to identify your insights, realizations or reactions to the key concepts in the text and any other reading materials on current events, sociological studies or any other pertinent material. Please do not include a review of the material. This is not a book review. Make sure that these entries are a critical evaluation of the readings. Make certain you are doing analysis and not just describing what you have read. Look for your own biases and those of others in your evaluation. Focus on your personal reflection on the material and your self-discoveries that resulted from completing the reading. You are expected to apply critical thinking skills in your reflection of the different viewpoints discussed in the text as well as the class discussions. Examine your own biases and opinions from a critical perspective. This assignment is not an exercise in sharing your personal opinions without critical reflection or without reference to the concepts in the text. Look at the content as it relates to your goals in this class, does the material stimulate you? Is it valid, reliable, meaningful? What was your reaction to the authors' research and findings? Is your response based on your own experience, research, knowledge, values, or beliefs? Did you have any emotional reactions to the material, e.g. warmth, anger, hurt, appreciation or other? Why?

SECTION 2: Questions:
What significant questions occurred as a result of the readings, class periods and from your experience? What issues would you like to discuss with your fellow students? If you are practicing critical thinking then new questions will constantly arise. Not having any questions is a warning sign that you are simply being feed information and accepting everything without critical reflection.

Attendance and In-class Participation 20 points
A portion of the grade will be based on your participation in class discussion, participation in group activities and other relevant work.
*Please note that **attendance** is a requirement for this portion of your grade, so failure to attend class will result in a low discussion grade.*

Research Paper: 30 points
(Papers should be typed, double-spaced; in-text referenced, and includes no less than 10 references) minimum 5 PAGES ***WITHOUT COUNTING*** COVER AND REFERENCE PAGES

Research paper Part 1
Choose an ethnic group. Research and write about the current experience of that group in the United States.

1. Immigration history to the United States.
2. Difficulties faced by ethnic group members upon arrival (unique and/or similar to other ethnic group experiences).
3. Trends in opportunities experienced by your selected ethnic group, leading up to current day.

4. Current economic, educational, demographic and legal issues experienced by your selected ethnic group.
5. Predictions for the future.
6. Bibliography

Part 2
Interview someone from your chosen ethnic group, and find out the following information

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

Final Wrap-up Paper 20 points
This 2-3 page paper will be due on the last day of class, and I encourage you to wait until the last week of class to complete it. The focus of this assignment is an overall reflection and celebration of what the course has been for you. Thinking about the following questions may help you complete the paper:

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

Expectations:

Discussion and questions are encouraged. A free flow of ideas is essential to a college education. No student should hesitate to express him/herself for fear of being wrong, etc. All ideas are valuable, and all contributions are welcome.

Respect is an essential element of academic discussion and interaction: between students and between instructor and students. Prejudice, resentment and other hostilities are not a part of academic behavior. Disagreements will be mediated with the help of the instructor. Agreeing to disagree is an acceptable academic resolution.

Class attendance is expected and absences will affect your final grade. Leaving the class early will also be noted and could affect your final grade Students absent for whatever reason are responsible for all material, including announcements that they missed.

Anyone caught cheating on a test/assignment will receive a grade of zero for that assignment. Anyone guilty of plagiarism will receive a zero on that assignment. Plagiarism is copying someone else's writing and claiming that it is your own. This includes ANY AND ALL material from the Internet, papers of other students, material from the text or any other

book.

Late papers or assignments handed in after midnight of the class will receive point reduction.

Course Topics and Readings:
All readings for each session should be completed before the session. For example chapters 1-3 should be read before the first class meets. Comprehension of information from these chapters is expected during discussion on the first day and subsequent sessions. Chapters 4-6 should be read for week 2, Chapters 7-11 for week 3 etc.

Assignment before the First Class

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

Week 1
Chapters 1-3
Complete and Submit a **Reflection Paper** on the readings with an emphasis on **how you think the study of race and ethic relations is relevant to your current profession in particular and to the 21st century in general.**

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

Assignment due: Reflection Paper 2-3 pages

Week 2
Chapter 4-6

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

Assignment due: Reflection Paper: 2-3 pages

Week 3
Chapter 7-11

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

Assignment due: Reflection Paper: 2-3 pages

Week 4
Chapter 12-14

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

Assignment due: Research Paper Due
Minimum 5 pages of Research material. Cover and References pages are NOT counted.

Week 5
Chapters 15 - 16

- Canada: Ethnic Model for the Future?
- Global Issues of Ethnic Conflict and Change

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

Please note, that I reserve the right to change the syllabus and assignments at anytime.

Course Performance and Grading Criteria

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

Grade	Requirements & Performance Criteria
A	**Students achieving this level will have demonstrated the following:**
	1. Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.
	2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.
	3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.
	4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.
	5. All assignments completed and submitted within the time allowed.
B	**Students achieving this level will have demonstrated the following:**
	1. All of the "A" work, but with less accomplishment.
	2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.
	3. A critical stance, with some effort, not always successful, to defend that

	stance.
	4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.
	5. Very clear expression of thoughts and ideas.
C	**Students achieving this level will have demonstrated the following:**
	1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.
	2. Some attempt to take a critical stance, but with little effort or success in defending that stance.
	3. Some attempt to find personal meaning.
	4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses which create difficulties.
D	**Students achieving this level will have demonstrated the following:**
	1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.
	2. Generally lacking in critical stance or in a defense of that stance.
	3. Lack of understanding or an attempt to find personal meaning.
F	Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.

ACADEMIC POLICIES

Attendance Policy

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

IMPORTANT:

- **Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C").**
- ***Missing two or more class sessions will be cause for a failing grade.***

Incomplete grade

An incomplete may be given, at the discretion of the instructor, to those students who fail to complete assignments due the last day of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes will not be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

http://www.bridgeport.edu/pages/2595.asp

Starting Fall 2012

- Add and/or Drop a course after the start date.....$30.00 per transaction
- Drop prior to the start of classes.....100% Tuition Refund
- Drop prior to the second class session.....75% Tuition Refund
- Drop prior to the third class session.....50% Tuition Refund
- Drop after the third class session……..……....0% Tuition Refund

****Please note students will not be automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first class, or the first week of class for online classes, *you must contact your instructor* in writing before or after the first class/first week. However, a grade reduction will apply.**

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

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: http://www.bridgeport.edu/pages/2595.asp

Cell Phones
Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

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

> Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

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

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

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

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

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on "New UBNet Account" and follow the instructions.

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

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to:
http://www.bridgeport.edu/webadvisor

1. Login in with your UBNet username and password.
2. Click on "Student Menu."
3. Click on "My Grades."

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
You can access the library through the library's website: http://www.bridgeport.edu/library.
Research tools available:

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

To access the online journals for research purposes, you will need a UBNet account (see above).

Using Computers
Open access computer labs are available at three campuses:

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

Course Cancellations/ Weather Policy

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.
Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.
Bridgeport – 203-576-4159
Waterbury - 203-573-8501
Stamford – 203-358-0700

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu

Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.eud
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

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

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