

ANT 3451: ANTHROPOLOGY OF RACE AND ETHNICITY
Wednesday 11:00 - 12:50 PM Ziff 150: Come 1/11 or be dropped!

REQUIRED: Bring Wi-Fi accessible device to *every class* (see bottom of page* and p.3 for 2 registrations)

For lecture videos & notes only: Go to: <https://onedrive.live.com/redirect?resid=6CADBEDB629AB5B1%21105>
Click on “Race and Ethnicity” folder (DON’T use *old* ONEDRIVE assignments or syllabus)

Professor: Chris Girard

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*E-mail: girardc@fiu.edu

Office: **SIPA 318** [School of International and Public Affairs]

Office Hours: 1/9 – 4/26, Monday and Wednesday 4:00-5:00 PM

*Call me, text me, or send email for anything *except* your grade! You will receive a password for viewing your grades on Jupitered.com. The *appropriate time to discuss your grades* with me is either (1) at the *end* of class or (2) during regularly scheduled office hours Monday and Wednesday, 4-5 PM; SIPA 318.

NOTE: put my cell phone number, 305 244 4668, into YOUR cell phone now!

You will need CALL me BEFORE class begins for excused absences and makeups (no texting, no email, no written doctor’s excuses). Lecture video links, notes, and critical thinking assignments are posted on the ONEDRIVE (link is given above). Both textbooks below are **REQUIRED (SEE CHEAP OPTION, P. 6):**

Martin N. Marger. 2015. *Race and Ethnic Relations: American and Global Perspectives*. 10th edition. Belmont, CA: Wadsworth Centage Learning. ISBN-10: 1285749693 ISBN-13: 9781285749693

Eduardo Bonilla-Silva. 2010. *Racism without Racists: Color-Blind Racism & Racial Inequality in Contemporary America*. Third edition. NY: Rowman & Littlefield Publishers. ISBN: 9781442202184

Note: You must come to first class meeting if you don’t want to be dropped!

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***ABSOLUTELY REQUIRED:** To pass this course, bring one of the following to *every class*:

1. computer
2. tablet
3. smart phone

A WIFI-accessible device is required for points-earning Learning Catalytics questions in every class, STARTING with WEEK 1 and ending with week 15. Your device must be **registered for \$12 at LearningCatalytics.com** before you come to class (see p. 3 of this syllabus). No device or no registration = no points (no exceptions!).

CALENDAR: Critical Thinking, Tests, and Assigned Readings (M=Marger B=Bonilla-Silva)

Print this page and bring it every time class meets =graded assignments

****Makeup: 305 244 4668 automatic 0 unless you call BEFORE EXAM starts (no makeup for final)**

Part 1: Pseudo-Science, Storylines, and the Social Construction of Race

Week 1. (1/11): Critical thinking: Low birth weight babies + Learning Catalytics are due with 2nd week below:

Lec 1. Do Races Exist? M:ch1 (pp. 13-17, 21-22) & ch3 (pp. 49-61); B:ch2 do **WA 1***

Week 2. (1/18):Critical thinking: Social Darwinism + Learning Catalytics by 11 AM 1/18

Lec 2, 3. Opposing Theories/Eugenics M:ch3 (p. 62-76); B:ch3 do **WA 2-3***see next page

Week 3. (1/25):Critical thinking:White ethnics + Learning Catalytics (LC) by 11 AM 1/25

Lec 6: European Immigration. Marger ch. 5; Bonilla-Silva ch. 5

Lec 7. White Ethnics. M: ch 10; B: ch. 8

Part 2: Zero-Sum & Nonzero-Sum Games, Storylines & Segregation, the Morality of Violence

Week 4. (2/1): Critical thinking: Paternalism/game theory. **Exam 1 M chs. 1(pp. 13-17,21-22),3,5,10 & lec 1-3,6,7**

Lec 12. American Indians. Marger ch. 6 + Learning Catalytics by 11 AM 2/1

Week 5. (2/8): Critical thinking: Game theory, middle men, and morality + LC by 11 AM 2/8

Lec 4,5. Stratification, Assimilation/Pluralism. Marger ch.2, 4; Bonilla-Silva ch. 4

Week 6. (2/15): Critical thinking: Perceptions that Jews have too much power and game theory

Lec 10, 11. Jewish Americans, Holocaust. Marger ch. 11 + LC by 11 AM 2/15

Week 7. (2/22): Critical thinking: From KKK to *Racism without Racists* + LC by 11 AM 12/22

Lec 8, 9. Colorblind racism, KKK. Marger ch. 13

Part 3: Power and Freedom, Access to Assets, and the Global Construction of Race

Week 8. (3/1): Critical thinking: Cubans vs. Mexicans: access to assets + LC by 11 AM 3/1

Lec 13,14. Hispanic Americans. M: ch. 8. **Exam 2 M: chs. 2,4,6,8,11,13; B: chs. 2-5; Lec 4,5,8-14**

Week 9. (3/8): Critical thinking: Redlining & social construction of race + LC by 11 AM 3/8

Lec 15,16. Black Americans. Marger ch. 7. do **WA 4* assignment on next page**

Lec 17,18. Black and Haitian Americans. **WA 5*see next page**

Week 10. (3/22): Critical thinking: alien land laws to bamboo ceiling + LC by 11 AM 3/22

Lec 19, 20. Discrimination against the Japanese; Black vs. Asian Assimilation. Marger ch. 9

Week 11. (3/29): Critical thinking: L.A. Is Burning! Video: "LA is Burning" + LC by 11 AM 3/29

Writing assignment by 3/29 & optional lit. review rough draft due 3/29 (no rough draft=no credit!)

Weeks 12-15. (4/5-4/26): Critical thinking: Global ethnic strat, conflict/game theory

4/12 last date for extra-cred 5-min talk sign-ups (slots could fill up before!) **LC 4/5 4/12 4/19**

Lec 21,22. South Africa/Brazil. Marger ch. 14, 17 **4/12: 5 PM Optional lit. review due no exceptions!**

Lec 23-25. Canada, etc.; Arab-Ams. Marger ch. 12, chs. 15-16

FINAL EXAM: Wed. 4/26 (9:45-11:45 AM) lec. 13-25; chs. 7-9, 12, 14-17 (no bluebook needed)

REQUIRED—REGISTER AT 2 WEBSITES (To avoid problems, do *not* register *more* than once for each!) 60% of your grade depends on this:

- (1) **Register at LearningCatalytics.com:** You must bring a portable electronic device registered at: www.LearningCatalytics.com to get points (40% of grade) for questions done before and during each day of class (I am my word on this). **Register now, before coming to class.** To see how you can register, go this link (note: the cost is \$12): http://help.pearsoncmg.com/learning_catalytics/student/en/index.htm#Topics/lc_create_student_acct.htm%3FTocPath%3DGet%2520ready%7C_1

Also, the link for 24/7 technical support is:

<https://support.pearson.com/getsupport/s/contactsupport> (888-433-8435)

- (2) **Register at Turnitin.com:** F16 Race & Ethnicity Class ID:14292948 Password: RACE

Register now! This is where the writing assignment will be turned in no later than November 2, week 11.

COURSE DESCRIPTION:

In this course, you and I will look for answers to deep questions. Do races exist? When do members of one racial or ethnic group believe that it is *fair* to use violence against another racial or ethnic group? How do we know the truth when we see it? What often gets in our way? In answering these kinds of questions, we will discover the excitement and power of scholarship in challenging common storylines. I invite you to join me in an *active* learning adventure. Together, we will look at the experiences of different racial and ethnic groups both in the United States and (for three weeks) outside the United States. We will gain an understanding of how these groups got to where they are today.

Included in our exploration will be Miami-Dade County, which is a special place. Miami-Dade County is distinguished by a higher percentage foreign born than any other major metropolitan area in the United States. Also, there are more Cuban Americans here than anywhere else in the U.S. In particular, we will explore historical forces that have shaped the relative “success” of South Florida’s Cuban community in contrast with the experience of other Hispanic groups. In this regard, we will answer a number of puzzling questions. How are Cuban Americans different than Mexican-Americans and Puerto-Rican Americans? How are Cubans different than “middleman minorities” such as Jews and Asians? What are the causes for racial divisions in Miami-Dade County?

Increasingly swift global change is altering life as we know it. Everything we think is true is now open to challenge. As economic and technological changes make the world smaller, diverse peoples are drawn into interdependence and intimate contact. In 2001, we for the first time—in a global project—identified all the genetic codes that make us human. On the other hand, we are now entering what one historian at Stanford University is calling the most dangerous 40 years in human history. The major challenger to Western global dominance is a nonwhite power located in Asia. All of this is transforming our understanding of racial and ethnic differences. As a citizen of the world, you will not want to be left in the dark regarding key issues that will affect your future.

COURSE OBJECTIVES: At the end of this course, you will be able to:

- Explain global and historical forces that *socially construct* race
- Apply game theory to patterns of racial and ethnic interaction
- Connect “racial” and ethnic conflict in different locals such as South Africa, Brazil, and Northern Ireland
- Explain when force is used and when violent means are thought to be fair
- Identify and analyze contemporary racial and ethnic issues
- Value cultural and economic assets as central to human freedom and explain why some groups have more access than others
- Evaluate ideas, taking into account how social and personal comfort zones act as a lens through which human beings see the world
- Challenge uncritical, simplistic mental models with critical, evidence-based models
- Competently apply study skills based on deeper thinking
- Marshal specific evidence to support generalizations
- Value problem-solving in small groups
- Develop skills as a team player

WHAT WILL YOU AND I DO IN THIS CLASS? AND WHY? A revolution is now underway in education. There is a large and rapidly expanding volume of research on learning, cognition, and neurology that is just beginning to be applied to college instruction. One clear finding is that knowledge retention requires that you *fire your own neurons* through *doing* something to actively process information. This does not happen while passively listening to a lecture, allowing a professor to fire his or her neurons! Another key finding is that it is necessary for you to formulate and to answer deeper questions in order to become a critical thinker and to retain information over the long term. In service of these objectives, you will experience the excitement of being organized into *problem-solving* groups. Based on an assessment of the answer that you give for critical thinking assignments and your score on Exam 1, you will be matched into a problem-solving group for the entire semester, starting with the fourth week. See *Weekly Critical Thinking Assignments* in calendar section (page 5).

Representing education’s fast-paced technological revolution, this is a *hybrid* course. What does that mean? To begin with, this syllabus—along with the professor’s lecture notes, five-minute videos with the professor’s lectures, and all assignments—will be either sent to you directly through your own email or it will be conveniently posted on the ONEDRIVE (see link on p. 1). The good news? Thanks to technology, you will get everything you need *before* you arrive in the classroom. You can do both reading and critical thinking exercises at home. On top of this convenient benefit, you will get all of the advantages of active learning in a classroom once per week: interaction with other students and with the professor in problem-solving teams. Other forms of *active* learning in the classroom, which allow you to fire *your* neurons, are Learning Catalytics questions, dramatizations, and discussions of one-minute papers exploring deeper questions. Any other good news? Yes: your chances of success in this class are excellent! By the way, all exams will be in class, but you will have had lots of practice by the time you are tested.

(1) Electronics policy: To promote active learning, COMPUTERS, IPODS, CELL PHONES, TABLETS, OR OTHER ELECTRONIC COMMUNICATION DEVICES should be switched “OFF” until instructed to turn them on for Learning Catalytics exercises. If you are found using an electronic device to access ANYTHING ELSE at ANY TIME in the class room, you agree to do an extra-credit assignment selected by the professor. You will benefit from the active learning design of this course by giving your full attention to team activity.

(2) For use in class, bring a portable device with internet access: To further promote active learning, students must bring either a portable computer, a tablet, or a smart phone to all class sessions. Again, your chances for success in this course are very good because: (1) you will use your portable device to practice answering questions that will later appear on exams, (2 even if you do not get the right answer by yourself, you will discuss the answer in your team and then you will have a second chance that will be averaged in with your original answer! In addition to exercises that you will complete as an individual using Learning Catalytics online, team exercises will be used to assess student comprehension of lecture videos, textbook, and critical thinking readings. These assessments will comprise 20% of the course grade. Beginning with the second week of class, the Learning Catalytics questions for each class meeting will be worth approximately 1.5% of your grade (Learning Catalytics questions do not count for the first class meeting). This is a great opportunity for you to learn the responsibility that you will need in the professional world: you must bring a portable electronic device that has been REGISTERED TO YOU ONLINE at www.LearningCatalytics.com to get credit for exercises and questions for that day (I am my word on this). To see how to register, go this link (note: the cost is \$12): http://help.pearsoncmg.com/learning_catalytics/student/en/index.htm#Topics/lc_create_student_acct.htm%3FTocPath%3DGet%2520ready%7C 1 Also, the link for 24/7 tech support is: <https://support.pearson.com/getsupport/s/contactsupport> (888-433-8435)

(3) Together we will work on study skills based on deeper thinking: View six videos on “How to Get the Most Out of Studying.” After taking notes, call Professor Girard (305 244 4668) to give him a summary of each video. One of your grades will be raised to 100% (3 calls are needed to raise a test grade.) Your success in this class and in the university will skyrocket!

<http://www.samford.edu/departments/academic-success-center/how-to-study>

(4) Sign integrity statement and show it to professor: Integrity—honoring your word—will insure your success. It is more important for your power and independence than anything else. On p. 15 of the syllabus is an integrity statement, which should be printed, signed by you, and then brought to class every time we meet. **The signed document must be shown to the professor or the TA before credit can be received for any class activities, exams, or assignments.**

(5) Attendance: To encourage punctuality and professionalism, exercises requiring a portable electronic device will begin promptly at the start of class. By taking this class, you make a *commitment* to attend all lectures, arrive on time, and leave only when the professor is finished lecturing. *Integrity* is an essential aspect of who I am and I expect this of all students.

(6) My word: Policies and deadlines in this syllabus constitute an unbreakable contract without exception.

FIVE ONE-PAGE ANSWERS FOR WRITING ASSIGNMENT (*WA in Calendar above):

Here is another way in which success in this class is likely: active learning exercises will help to prepare you for the final exam essay. Below are 5 questions to be answered from the lectures. Each answer, in essay format, **MUST** be one page, typed and double-spaced with one-inch margins and a font size of 12. A simple rule should assure your success in doing this assignment correctly: *The entire assignment will be accepted only if any all of the five answers are at least 18 LINES (1" margins with size-12 font)! NOTE: A FULL PAGE IS 22 LINES.* Also note that *headings and restatement of question do not count as part of your answer.* Only if *all five questions are completed (and there are 18 or more lines per answer)*, the entire set of answers should then be placed in one document and uploaded to TURNITIN.COM (ID=14292948, pass=RACE) by the due date (see calendar above—typically, in the 12th week). The assignment will be scored by the first class meeting of the 15th week with comments on questions 4-5 that will be helpful for the final exam essay. Without exception (!), **failure to complete this assignment according to the instructions above will result in your grade being lowered one level.** *It is recommended that you turn in this assignment one week early!* Also without exception, any students caught with identical phrases (more than ten words in the same order) with another student or source will be given an “F” grade for the course. Again, your success is assured because even if your answer is not correct, you will get credit. In light of this, there is *no benefit to doing the assignment with another student because of the risk of plagiarism (answers with identical phrases).*

See:

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054>

Answer all questions from lecture notes or videos and from critical thinking reading on the ONEDRIVE (CTR) for the week that the question is assigned:

1. Do biological races exist? Give the scholarly critique of “race.” Explain the social construction of “race” and why this concept is used by social scientists today. (see Lecture 1 and CTR [critical thinking assignment reading]1)
2. Explain social psychological and structural theories of racism, describing major elements in each. Explain how each of these approaches is consistent with the social construction of “race.” (see Lecture 2)
3. What was the Eugenics movement and what were its objectives. Was it successful? Why did it develop in the 19th century? Was it scientific? Who were the victims and who were the beneficiaries? How did storylines keep the beneficiaries in their social and personal comfort zones? (see Lecture 3 and CTR 2)
4. Compare Cuban and Mexican immigrants with regard to secondary structural assimilation. What structural and historical factors would explain the greater “success” of Cubans? (see Lectures 13-14 and CTR 8)
5. Compare blacks and Cubans with regard to access to cultural/social capital and economic assets. (see Lectures 14-17 and CTR 9-10)

CHEAP ALTERNATIVE TO FIU BOOKSTORE FOR PURCHASING/RENTING BOOKS:

<https://www.amazon.com/Race-Ethnic-Relations-American-Perspectives/dp/1285749693>

https://www.amazon.com/Racism-without-Racists-Color-Blind-Persistence/dp/1442202181/ref=pd_sim_sbs_14_1?ie=UTF8&psc=1&refRID=D12CDA548MRQOC3SZC03

GRADING SYSTEM: To help you to succeed in the class, grades are always available to you online through a link you will be given to Jupitered.com. You don't need to ask the professor!

The cut-off points (as a percentage) for all work will be: 93 A, 90 A-, 87 B+, 83 B, 80 B-, 70 C, 60 D. For tests, the actual percentage of correct answers may be boosted (never lowered) using a class curve. Your letter grade is determined by the cut-off point that your score either equals or exceeds. For example, 93 is an "A" and 92.999 is an "A-." *To make things really simple and to eliminate any doubts regarding your grade, there is absolutely no rounding and no altering grades unless the professor made a mistake.*

Don't "fret" over grades by following:

4 grade protocols (remember grade = "FRET WORD"): All professional organizations have protocols or explicit procedures. Here are *four grade protocols* in the syllabus. Commit these to memory because you will be tested on them. These are my printed (explicit) contract with you:

1. **Approach professor about grades & scores face-to-face (F) only:** during office hours & after class. The professor stays after class all semester, which ends on the day of the final! After that, come to office hours next semester for any grade questions or challenges. This means no email, texting, or phone calls about scores/grades.
2. *Embrace digital-age grading precision:* for example, 89.999 = 89.999 B+, not 90 A-; there is **no rounding (R)** up. Physical space is no longer required for large numbers because of microchips!
3. *Pursue grade corrections (a) based on evidence (E) & (b) in a timely (T) manner:* Scores and GPA are updated on Jupitered.com each week. **Within 2 weeks maximum after posting,** request instant score or grade changes by showing any evidence to the professor in person after class. Final exam day is the last opportunity.
4. *Accept the professor's word (WORD) on due dates:* syllabus deadlines are final (this includes extra-credit).

Following protocols is central to your training to be a professional. This is because professional organizations such as the university are organized as impersonal *secondary groups*, in which *task completion or performance* is what counts. Secondary groups are unlike primary groups (family & friends) in which your personal situation is most important. Therefore, the only strategy for success in professional organizations is following protocols and presenting *evidence of task completion*. What will fail is making pleas based on your personal situation (e.g., I need the grade, I will lose financial aid, I had a family emergency, I didn't know, etc.). The point: don't confuse secondary groups and primary groups.

Of course, there are mistakes in all evaluation processes. Based on your feedback, I look forward to improving my procedures. If you have evidence, present this in a professional (non-

emotional) way following all protocols. Again, this will bring you success in your professional life.

Make-up policy and excused absences: To be excused, you can actually talk to me (no message, email, or text) on my cell phone (please call 305-244-4668) at least 15 minutes *before* exam 1, exam 2, or Learning Catalytics questions. The rule is simple: the deadline for *calling me* is 15 minutes *before class begins* to be excused from Learning Catalytics questions or to schedule a makeup for exams. A legitimate reason is sickness, an accident, or injury. You can look forward to actually *talking to me on the phone*. That is all you need to do. This way you can easily avoid receiving a zero for class activities or for missing exams 1 and 2. In fact, you are not under any pressure to produce a doctor's excuse or a good story. What a relief! There is an additional incentive to remember this one simple rule. *There are no exceptions whatsoever (really!) to having to call me first, even if you later come up with a doctor's excuse or try to convince me that your cell phone battery inconveniently exploded just one hour before the exam!* (In which case you could borrow someone else's phone). You must schedule a make-up for the final exam at least one week in advance and the alternative testing date must be prior to the scheduled date for the final exam. There are no make-ups for activities in class that are not tests, although you may be excused for that day without penalty (the points for that week will not be part of your grade calculation).

Three Makeup Protocols (remember "CAB" as a mnemonic):

You must make arrangements with me (please call my cell 305-244-4668 at least 15 minutes *before* all exams) if you need to take a makeup exam. Very rarely will a makeup be permitted for the final exam. A makeup cannot be arranged after a test. What does this policy mean?

- (1) You must **call (C)** *until* you reach me. This *must* be at least 15 minutes *before* the exam begins (note: my cell phone number 305 244 4668 is already in your cell phone).
- (2) You make "**arrangements (A)** with me." *This requires a phone conversation, not a message.*
- (3) Call **before (B)** test or exercise: Be certain that no makeups can be arranged after a test. This is very simple & very clear.

Grade Breakdown (remember "60-20-20 = ETC.=**[E]**xams, **[T]**eam problems, **[C]**atalytics):

Exams (E)	60%	(exam 1 = 12 %, exam 2 = 18 %, final exam = 30%)
Team (T) problem-solving	20%	(individual written answer required to get points)
Weekly Catalytics (C) ques.	20%	(individual work at home = 10%; in class = 10%)

1. Exams (60 percent of Grade): There will be three exam opportunities to demonstrate your learning after ample in-class practice. *The first exam—given in week 4—will count for only 12 percent of the course grade, the second exam will count for 18 percent, and the final exam will count for 30 percent of the course grade.* All examinations will be given in class (see scheduled times in this syllabus). Exams 1 and 2 will consist of 32 multiple-choice questions. The final exam will consist of 21 multiple-choice questions and one essay question (contained in this syllabus to insure that you will do well!). Students arriving late for tests will have as much time

as it takes for the last person arriving on time. Unlike the Learning Catalytics questions, for exams you will not need Learning Catalytics. Exams will require number two pencils for bubbling in machine-readable test sheets. (You will also need a pen for the final exam essay.)

2. Weekly Multiple-Choice Learning Catalytics Questions: (20 percent of grade): There will be Learning Catalytics multiple-choice questions for each week during the semester. This will give you many opportunities to earn points. The questions are divided into two distinct halves. First, for each class session starting with week 2, *in-class* Learning Catalytics questions done with the team and this will count toward 10 percent of your course grade. There will also be Learning Catalytics questions that can be answered on your own by logging in anytime during the week before class. This will count for another 10 percent of your course grade. Again, success is easily achieved with a simple rule: if you at any time do not have a device for completing the Learning Catalytics questions, you will not be able to receive credit for the Learning Catalytics questions. For Learning Catalytics questions, if you have legitimate reason for absence (e.g., court appearance, contagious disease, or auto accident), you must simply CALL (NO TEXTING or email) the professor *at least* 15 minutes BEFORE CLASS begins to have that week's in-class Learning Catalytics questions removed from your grade calculation (talk to me days ahead of jury duty, work, or sports activity). I will be waiting for your call in the half hour before class and I will acknowledge you for being responsible. Furthermore, you won't have any doubts about my absence policy if you don't call before class (305 244 4668) because you can know with certainty that your score will be zero for the in-class Learning Catalytics questions that day.

3. Team problem-solving classroom exercises (20 percent of grade): Fun problem-solving classroom exercises will constitute the remaining 1/5 of your grade. There are two parts to a team problem-solving grade: (1) your grade comes from the weekly team-produced answer in class, but to get credit, (2) you must complete a written answer (one to three sentences) at home during the previous week and give one copy to me personally *before* class begins. A second copy will contribute to a team-produced answer to be submitted online to Learning Catalytics. By regularly coming to class and making an effort, chances are very good that you will raise your grade with these problem-solving exercises. These exercises will serve at least two course objectives: (1) learning and valuing problem-solving in small groups and (2) developing skills as a team player.

Weekly critical thinking assignments: several pages of reading material (or web-page addresses) per assignment will be available in the "Race and Ethnicity" folder after clicking on: <https://onedrive.live.com/redir?resid=6CADBEDB629AB5B1%21105>

Read the assigned pages to prepare for the team problem-solving exercises.

Essay question on final exam: This question counts for 1/3 of the final exam grade. Here is another example of your good chances of success in this course! I will give you the question right now (!) so you can write a practice essay in advance and commit it to memory (no notes will be allowed at the time of the final):

This question is divided into three parts. Each part must be answered because points will be distributed equally among the three parts. (1) For Asians, Hispanics, and blacks describe levels

of SECONDARY STRUCTURAL assimilation using SPECIFIC MEASURES supplied in the lectures and in the textbook. You may choose whether to talk about Asians, Hispanics, or blacks, or any combination of these three groups (including the nationality groups within each of these three categories). (2) Also, from the lectures and from the textbook (not from your own knowledge), identify global, historical, and structural factors that have either helped or hindered secondary structural assimilation. Fully elaborate the effect of each of these factors on each of the ethnic or racial groups that YOU have CHOSEN to discuss. Extra points will be given for explaining precisely HOW these structural factors affect access to economic assets, including cultural, social, and human capital (be sure to define “economic assets,” “cultural capital,” “social capital,” and “human capital”). (3) Finally, explain how differences in secondary structural assimilation contribute to the SOCIAL CONSTRUCTION of race. Describe any connections between game theory and the conflict perspective in the social construction of race. *Again, be specific. Give up to 16 specific facts in essay form for each part of the answer (no introduction or conclusion is required).*

Cheating/copying others: *Integrity is a simple guideline for assuring success in this class. NEVER GIVE YOUR LEARNING CATALYTICS ACCOUNT NUMBER TO ANOTHER STUDENT!* This is your responsibility. If a student is found using a Learning Catalytics account registered in another student’s name, both students may receive an F in the course. During Learning Catalytics questions or an exam, keep your eyes on your own electronic device or test. All tests and assignments will be monitored for cheating, which includes copying the work of others. Without exception, any students caught with identical phrases (more than ten words in the same order) with another student or source will be given an “F” grade for the course. DO NOT DO THE WRITING ASSIGNMENT, ESSAY QUESTION, OR RESEARCH PAPER WITH ANOTHER STUDENT. For the best description of *plagiarism*, see Harvard University’s <http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054> definition at:

EXTRA-CREDIT: There are three different opportunities for raising your grade in this class.

(1) Extra-credit study Videos: To replace low grades with a 100% score (!), verbally present to the professor (cell phone: 305 244 4668) A DETAILED SUMMARY OF EACH OF THE SIX VIDEOS (each runs 10 minutes or less).

<http://www.samford.edu/departments/academic-success-center/how-to-study>

The professor wants to talk to you about these videos (really). Include in your description:

1. The goal, methodology, and results of a memory experiment with five groups.
2. The four basic techniques of deep processing starting with “elaboration.”
3. Further techniques of deep processing starting with the “concept map.”

Note: After the first conversation, you can have unlimited conversations with the professor (cell 305 244 4668) about applying *elaboration and distinctiveness* to 5 pairs of concepts likely to appear on the next test. **EACH CONVERSATION RAISES one REVEL grade or a LEARNING CATALYTICS grade TO 100 PERCENT!** THREE CONVERSATIONS ARE

NEEDED TO RAISE AN EXAM 1 GRADE TO 100%. If the professor does not answer, just keep calling back until you succeed (every hour or so. . . the professor answers about 70% of the time; don't leave messages). The professor wants to see real improvement, not busy work.

(2) Write a 7-page social science literature review: If the student desires, a 7-page literature review on a topic to be chosen by the student may be submitted as a replacement for the grade for either Exam 1 or Exam 2 (or half of the score of the Final Exam). *Students pursuing the literature review option will succeed by following the literature review guidelines in Appendix 2. The student must submit a rough draft along with final draft (no exceptions!) and must have the topic and at least 3 sources approved by the professor in advance.* The rough draft must (again, the rules are simple because there are *no exceptions*) turned in during the first class meeting or during office hours of the 12th week of class—see “Calendar” page of the syllabus for exact date. There is complete certainty that the rough draft must be 7 pages, have 3 sources, and the topic must have been approved by the professor *in advance*. The final draft must be turned in during class or during office hours in the 14th week (see Calendar), *after* the student has scheduled a one-hour meeting with the professor to discuss changes. The rough and final drafts must be typed on paper and given to the professor in person. The rough draft must also be submitted to TURNITIN.COM. Integrity is essential! Copying more than ten words in the same order with another person or source will result in an “F” for the course. *Don't do the literature review with another student.*

(3) Extra-credit presentations: Here is an easy and fun way to raise your grade! Extra credit, which may be used to replace a Learning Catalytics score or a critical thinking score with a 100 % score for the week of your choice, may be earned by a *two-minute* oral presentation in front of the class (and three minutes maximum for accompanying video). This presentation should be on an *exciting or controversial* topic (approved in advance by the professor) that is linked to (but not exactly the same as) the content of the book or lectures. The presentation must (1) have at least 3 pictures or a video to be flashed on the screen, (2) be written as notes that are not read (you can glance down occasionally, but must look at the class), (3) be educational and entertaining, and (4) be **rehearsed for me during office hours (or after class) before it is scheduled.** The student may do up to two oral presentations. To take advantage of this extra credit opportunity, it is necessary to familiarize yourself with the deadlines in the syllabus (see “my word” policy on third page of syllabus).

Appendix 1:

Four Sample Exam Questions (Actual exam will have 32 questions)

MULTIPLE CHOICE (100 POINTS): Select the best answer from the choices provided:

1. Park (1926) argued that "in the relations of races there is a cycle which tends everywhere to repeat itself. . . ." Which of the following characterizes that cycle?
 - a. whether initial contact between different ethnic groups produces cooperation or conflict depends on the conditions under which the groups first meet
 - b. accommodation is the final stage of the race relations cycle
 - c. accommodation occurs when the larger and smaller groups merge cultures, similar to the melting pot model of ethnic relations
 - *d. according to Park, the race relations cycle is progressive and irreversible

2. Which of the following ethnic groups was known for retaining a language that was not English for up to three generations:
 - *a. Germans
 - b. German Jews
 - c. Protestant Irish
 - d. Catholic Irish

3. Which of the following premises is found in Festinger's (1957) balance theory?
 - a. The displacement of hostility on a minority group can be psychologically comforting
 - b. Describing outsiders in terms that are hateful creates a psychological balance
 - c. Self-hate, as shown by the "dolls test," results from cognitive dissonance
 - *d. An aggressor's stereotyped beliefs about a victim may reduce cognitive dissonance

4. When more than 90 percent of the proprietors in La Pierre's survey stated that they would not accept Chinese as guests, this demonstrated which of the following?
 - a. Prejudice results in discrimination
 - b. Discrimination often results in prejudice
 - *c. Situational factors shape discrimination
 - d. Discrimination against Asians is as widespread as discrimination against blacks

Appendix 2: GUIDELINES FOR OPTIONAL LITERATURE REVIEW

1. Choose any topic having to do with THIS CLASS, but clear the topic with the professor first. This is a *literature review following the format of an academic journal*. It requires at least 3 academic sources to be *approved by the professor before* you write the rough draft.
2. You must have three academic sources. Academic sources contain footnotes. Newspapers and magazines do not contain footnotes, whereas journals and most (but not all) of the books in the FIU Library do contain footnotes. In academic or scholarly papers, footnotes give the source of information so that it can be checked for accuracy. Note that footnotes could be endnotes or the Harvard citation method, which indicates the author and year of publication (or copyright date) and is embedded in the text of the paper, e.g. (Girard 1995). Also note that:
 1. Each of these three sources should be on the identical topic;
 2. The topic should be narrowly defined – e.g., causes of black teen suicide;
 3. Thus, one article on trends in suicide and another on suicide prevention is not acceptable;
 4. Journal articles or chapters in books are good sources;
 5. Three chapters in the same book may count as three sources if each chapter has a different author;
 6. You must either show me copies of chapters and articles, or bring in the books.
 7. Get approval of all sources (that you *show* me) *before* writing your paper.
3. Your literature review should be written as a scholarly treatment of the topic. Your treatment should present the findings of studies discussed in the articles/books you have selected to summarize. Scholarly papers do not describe personal experiences or feelings.
4. Your paper should be organized around one to three major themes that are either announced or hinted at in the introductory paragraphs of your paper. Paragraphs should be introduced with *transitions* that indicate where you are with regard to laying out the themes in the paper (e.g., In addition to identity threats, another cause of suicide is...)
5. The paper should contain citations (footnotes, endnotes, or author's name in parentheses) for all facts or analyses that are not your own. You do not have to quote in order to footnote. See: <http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054>
6. It is best not to quote excessively. Quotes in contemporary research articles are limited to half a sentence in most instances. It is far better to paraphrase in your own words, which will better maintain the flow of the text and make it easier on the reader. Excessive quotes are generally a sign of a lazy writer.
7. Tip: Don't refer to dictionary definitions (including Webster's); this trite mechanism for introducing a topic is generally not relevant and should be avoided.
8. Give the professor a rough draft (must be 7 pages of text—no exceptions!) by the due date in the syllabus. Then, set up a one hour conference with the professor before writing the final draft. The professor will tell you how you can get an 'A'.
9. You must turn in a rough draft with your paper, or I will not accept the paper (*As always, I am absolutely my word regarding this*).
10. Your paper must have seven (7) pages of text (not including references). It must be typed and double-spaced. The rough draft must also be typed.
11. Do not bother to purchase a paper. I can tell when this has been done because the format of the paper is generally inappropriate for the class. If the paper is inappropriate, I will simply assign a low grade. Plagiarism will result in an automatic F in the class (which cannot be removed from your record).
12. If your paper does not improve your grade, it will not be averaged in when calculating your final grade.

Appendix 3: WHAT IS A SCHOLARLY JOURNAL?

Most instructors at the University level demand that all of most of the periodical articles you use in writing a research paper come from SCHOLARLY JOURNALS. This is especially true for upper-division courses and is absolutely essential in graduate work. To help distinguish scholarly journals from other periodicals, some characteristics of scholarly journals are listed below.

CHARACTERISTICS OF SCHOLARLY JOURNALS:

Scholarly journals generally have a sober, serious look. They often contain many graphs and charts but few glossy pages or exciting pictures.

Scholarly journals ALWAYS cite their sources in the form of footnotes or bibliographies.

Articles are written by a scholar in the field or by someone who has done research in the field. Authors name appears at the beginning or the end of the article.

The language of scholarly journals is that of the discipline covered. It assumes some scholarly background on the part of the reader.

The main purpose of a scholarly journal is to report on original research or experimentation in order to make such information available to the rest of the scholarly world.

Many scholarly journals, though by no means all, are published by a specific professional organization.

EXAMPLES OF SCHOLARLY JOURNALS:

JAMA: The Journal of the American Medical Association.

Psychological Bulletin (published by the American Psychological Association).

Journal of Marriage and the Family (published by the National Council on Family Relations).

Sex Roles: A Journal of Research

Journal of Educational Research

Journal of the Academy of Marketing Science

PERIODICALS THAT ARE NOT SCHOLARLY JOURNALS:

News magazines like Time, Newsweek, and U.S. News & World Report. While these publications can be of great assistance in providing an introduction to a current topic, they don't providing an introduction to a current topic, they don't provide the same analysis as scholarly journals. Articles are not usually written by scholars in the field and are aimed at a more general audience than are articles in scholarly journals.

Opinion magazines such as New Republic, National Review, or Nation. These magazines are aimed at an educated audience, but without assuming particular scholarly background. They comment on current events and offer a particular viewpoint on world affairs, politics, and cultural matters.

Popular magazines like Sports Illustrated, Health, Redbook, People, Readers Digest, or Family Circle.

Generally, academic libraries do not carry as many of these titles as public libraries do. Popular magazines, while attractive and entertaining, do not report on original research or cite sources, and are not the kind of source to cite in the bibliography of an academic paper.

Trade Journals such as Beverage World, Dealer-Scope Merchandising, Automotive News, and Progressive Grocer. These magazines are industry specific, designed to update and inform the reader on current trends in an industry.

NOTE

There are reference books which attempt to describe and evaluate periodical titles. If you need further information about an individual title we suggest you consult: Katz, Bill and Linda Sternberg Katz.

Magazines for Libraries. 7th ed. New York: Bowker, 1992. (Z6941.M23)

... an annotated listing by subject of some 6,500 periodicals."(Preface) Each entry gives name of periodical, beginning publication date, publisher, editor, address, price, and such information as indexing, size, and level of audience. Short abstracts describe the scope, political slant and other aspects of the publication. Arrangement is topical which brings magazines and journals on like subjects together. To find an individual title one uses the title index at the end of the volume. FOR FURTHER ASSISTANCE, PLEASE INQUIRE AT THE REFERENCE DESK IN THE LIBRARY.

***STATEMENT OF INTEGRITY FOR ANT3451 Race and Ethnicity**

***Print & sign, and then bring to every class session to show professor or TA that you have the signed integrity statement with you (note: keep this on your person rather than handing it in).**

1. **Electronic device policy:** For the purpose of enhancing active learning, which requires my participation without any distraction, I agree NOT to use cell phones, ipads, ipods, computers, or any other electronic device—except for answering Learning Catalytics questions. If I am found using an electronic device to access ANYTHING ELSE at ANY TIME in the class room, I agree to do an extra-credit assignment selected by the professor. While in the classroom, **I agree to bring one electronic device for accessing Learning Catalytics.** I won't ask for credit for in-class activities if I don't bring and properly use an electronic device. _____ (initial here)

2. **Call 15 minutes before class begins for excused absences:** I have put the professor's cell phone number (305-244-4668) into my cell phone. I agree to call *at least 15 minutes before* class starts if I am sick or injured (or I am an FIU athlete) and want to either be excused from Learning Catalytics questions or assignments for that day or reschedule a test (not the final) for that day. I agree that I must actually talk to the professor rather than texting or leaving a message (note: *I must call* even if there is email from FIU athletics). If the professor does not answer when I try to call him again, at least 10 minutes after my first attempt (this must be before class), I will leave a message so that I can be called back later in the day. **If I fail to call at least 15 minutes before class begins, I will accept a grade of "0" for that day's test, Learning Catalytics questions, or assignment.** _____ (initial here)

3. **Integrity:** I agree that I will maintain my integrity at all times. It is by being my word that I maintain my power. I will not use more than 10 words in the same order from another source or student, look at other people's test answers, plagiarize, or cheat. I understand that I will receive an "F" in the course if the Learning Catalytics account registered in my name is used by someone else or I use someone else's account. _____ (initial here)

4. **Attendance and civility:** I agree to attend all class sessions unless I am sick or injured, or unless I recently had an accident. Other acceptable reasons for absence, with *advance notice to the professor as soon as possible*, are jury duty, athletic dates, or occasional work commitments. I agree to arrive on time and not leave until the professor has finished speaking, unless I have received permission from the professor to leave early. During class, I agree to talk only when requested to do so by the professor.

5. **Approach professor and TA about grades & scores face-to-face only:** during office hours & after class. The professor or TA stays after class all semester, which ends on the day of the final! After that, come to office hours next semester for any grade questions or challenges. This means no email, texting, or phone calls about scores/grades.

Signed: _____ date: _____

Print Name (carefully): _____

Panther ID: _____

Getting Started with Pearson's Learning Catalytics

Need Help? Contact Pearson Support at <https://support.pearson.com/getsupport>

First, make sure you have these 2 things...

FIU Email: You'll get some important emails from your instructor at this address.

Credit card/PayPal account or an access code: You can buy instant access with a credit card or PayPal account during registration (\$12 for 6 months).

Important: Do NOT create a new Learning Catalytics account if you use a Pearson MyLab or Mastering product. Sign in to Learning Catalytics using your Pearson MyLab or Mastering username and password or access Learning Catalytics from within your MyLab or Mastering course.

Next, get registered!

1. Go to www.learningcatalytics.com.
2. Select "Register."
3. Under the Student tab, choose to purchase access or use your access code. If you are purchasing access, select either 6-month or 12-month access.
4. If you have a Pearson account, select "Yes" and enter your existing Pearson account login name and password. If you have an access code, enter it in the field.
(You have an account if you have ever used a Pearson MyLab & Mastering product, such as MyMathLab, MyITLab, MySpanishLab, MasteringBiology or MasteringPhysics.)
If you don't have an account, select "No" and complete the required fields.
5. If you are purchasing access, fill in the appropriate fields and click "Continue."
6. That's it! You should now see a "Confirmation & Summary" page.

To sign in later:

1. Go to www.learningcatalytics.com.
2. Select Sign In.
3. Enter your Pearson account username and password, and Sign In.