

Course Syllabus

Course:	EDZU 9005 Race and Ethnic Issues in American Schools and Society
Credit Hours:	3.0 credits / 45 hours
Instructor:	Richard Acritelli

Course Description

Racial and Ethnic Issues in American Schools and Society will deal with the impact of relations between different groups of people in our schools, society, and nation. All students will look at the past, present, and future concerns that have hurt racial relations within the United States. This class will focus on the most recent racial violence that has erupted within our cities and communities that has hurt the peace and security of these areas for our citizens. We will identify the reasons why there have been many incidents that have shook the foundations of trust between minority groups and the police forces in their home towns. There will be a great deal of information that will be presented on the hardships that ethnic and racial groups are facing within the 21st Century and how these Americans and our newest immigrants are currently perceived in this society. All students will learn about the positive stories of these citizens to attain the "American Dream." While this country is a proud "melting pot" with people from every corner of this world, we will look at the recent political concerns that have been presented against wide scale immigration to this nation. This is an important look at the lives of our minority students from different races, ethnic groups, and even our oldest citizens, the Native Americans and the terrible problems that continue to hurt the reservations across the United States. All participants will have interesting readings, government studies, news clips, and movies that will best present this vital information on the difficulties, goals, and solutions of equality that our minority and ethnic students would like to achieve in our schools and communities.

Course Goals

To Know

1. the impact of past and present racial concerns and how these movements have changed American society and history
2. the resources that are available to teachers in dealing with the influx of new immigrants or ethnic groups that are struggling to assimilate into American schools
3. why it is important for our nation to foster a better learning environment for all groups of people, regardless of their color, last name, and ethnic group
4. the most troubling aspect of race relations that we currently see within American society and the problems that have occurred between minorities and police in cities like Baltimore, Chicago, and New York
5. how the political process of this current election has hurt the perception of open immigration to this nation, the views of elected officials, and the beliefs of Americans

6. why many Americans are concerned to accept immigrants from warring nations like that of Syria and how parts of immigration is tied to the national security of this country

To Understand

1. the importance of government legislation in aiding immigrants that are currently trying to assimilate into American society
2. why it is vital for our schools to have programs to foster a greater sense of unity amongst all of our students - regardless of race and ethnic groups
3. how the court systems have reacted towards the negative racial tensions between racial incidents and the police
4. the national concerns of drug abuse, alcoholism, suicide, lack of a college education, and opportunities that are and have been seen on reservations
5. the challenges that inter-racial couples and families endure within American society

and To Be Able To

1. determine the impact of race relations and the inequalities that are still seen in this nation as we live in the 21st Century
2. analyze the struggles that immigrants endure on a daily basis and their goals of attaining the “American Dream.”
3. describe the national concerns of racism and hatred that has recently been seen through the views of the most recent election
4. understand the issues of security that have been widely spoken about over the creation of a wall on the border between the United States and Mexico
5. determine the ethnic and religious tensions that are widely circulating within the United States against groups that are seen as threats to our nation, not potential citizens.
6. identify if all groups of people regardless of race, ethnic, religious or economic backgrounds are entitled to the same college opportunities within this nation.
7. explain the massive resentment that has been shown towards Moslems, Sikhs, and other groups that have been verbally and physically assaulted

Every one of the following assignments from this course outline will have questions that are posted with the reading, video, forums, Youtube, movies, etc. Each student is expected to fully elaborate on each and every assignment through the information that was provided from the course sources and from their own experience and knowledge on the content of this class.

Racial and Ethnic Concerns Course Outline

I. Introduction, Race in America, Hollywood, Sports, Current Events, Foreign Affairs, and Politics

- a. Introduction to the class – Students will respond about the racial and ethnic make-up of their schools, classes, and home communities. They will answer several questions on the impact race within their own schools during this heightened time of division.

- b. The participants will read a story on the impact of Donald Trump's presidency towards the future state of immigration to America. It will address the views of this Republican candidate, the wall with Mexico, and the thoughts of other leaders towards the notions of Trump.
- c. Our government is battling with the hard issues of accepting Syrian refugees from this war torn nation. This story focuses on the civil war in this Middle Eastern country and the difficulties that are posed by allowing these people into America. This has been a heated political topic that will surely be seen within the next election. Participants will learn about the vetting concerns of not overly knowing if these Syrians are affiliated with any known terrorist organizations. It is a conflict between national security, current immigration resentment and sympathy.
- d. There is a story about the athletic and racial views of Cam Newton on the National Football League, being a black quarterback, and racism.
- e. The class will analyze the Hollywood and social feelings of Chris Rock towards the lack of African-Americans that were nominated for Oscars. He hosted this awards show and openly addressed the inequalities that many black actors and actresses believe are in this industry. They will have several questions that are posed to them about the recent state of Hollywood and its connection to race.
- f. There will be a forum on the reverse discrimination beliefs that were echoed by black actress Stacy Dash toward Jesse Williams, also a black actor. She believed that Williams had gone too far with his tirade against the movie industry and how it was ruled by the whites. The students will watch the video link and the read the story that is posted, they are to state their own thoughts and respond to others in this class.
- g. Every student is to pick one film to watch and to answer the questions and resources that are attached with this work. This is a lengthy assignment that utilizes the work of Hollywood to connect with the direction of this class – **White Men Can't Jump**.

II. Racial Concerns within American Society

- a. The participants will read a recently written story on the impact of interracial marriages within our nation. They will look at the challenges that couples and their children face on a daily basis.
- b. Every student is to pick one film to watch and to answer the questions and resources that are attached to this work. This is a lengthy assignment that utilizes the work of Hollywood to connect with the direction of this class - **A Time to Kill**.
- c. The students will learn about the recent racial strife that was seen in Ferguson, Missouri. This assignment will shed light on the reasons of unrest, its impact on the community, and the aftermath of this terrible of these terrible actions between mostly blacks and police. They will have a second assignment that is based on the ways of preventing these racial concerns from becoming major sources of conflict in our communities.
- d. There will be a Youtube clip of the film Carbon Copy. This movie demonstrates the white relationship of a father played by George Segal towards his black son Denzel Washington. It addresses the misconceptions between both races and how they handle certain situations.
- e. The students will learn about Baltimore Race Riots and the refusal of the Orioles management to allow baseball fans into the stadium. This lesson speaks about the violence that was waged

within the streets of this city and how this professional baseball team had the rarity of playing a home game, in front of no fans.

- f. We will look at the impact of the Supreme Court and its rulings on race and how it impacted this historic and serious issue (Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Bakke v. University of California).
- g. The students will have a forum that is based on the Neo-Nazi protest that was conducted in California. They will respond towards the violence of this hate group that was openly presenting their views.
- h. Every student is to pick one film to watch and to answer the questions and resources that are attached to this work. This is a lengthy assignment that utilizes the work of Hollywood to connect with the direction of this class - **A Soldier's Story**

III. The impact of immigration within the United States

- a. The students will look at role of immigration within the United States, path towards citizenship, and the ability of illegal aliens to purchase homes. This is a different look at the determination of immigrants to remove the belief that many of them do not want to pay taxes or assimilate into American society.
- b. Statistics will be provided on the amount of hate crimes, the groups that are targeted, and the concerns that are presented through these actions that are directed against minorities.
- c. There will be information that is provided by the Department of Justice on the most prevalent types of discrimination crimes that are committed in our nation. We will look at the role of the government and the changing issues of resentment that are waged against minorities.
- d. The students will look at the rise of hate crimes against Sikhs, Hindus, and Arabs. While this assignment is based on hatred, it looks at the impact of crimes against different groups of people within American society.
- e. The students will look at immigration through the eyes of the award winning Broadway play "Hamilton." This 60 Minutes piece shows the make-up of this production, the history of Hamilton, and how this play is tied to immigration of a Founding Father and the producer of this well known show.
- f. The students will identify growing issues of resentment towards the Vietnamese in Philadelphia. This news story focuses on the serious issues that have arisen between the Vietnamese in this city and how the schools are trying to achieve a greater sense of toleration and respect.
- g. Each student will look at the 10 Myths towards Immigration within the United States. They will respond to the negative/untruthful views that have tarnished immigration to this country.
- h. The class will learn about the political actions of Donald Trump to ensure that he will build a greater wall on the Mexican border to prevent immigration from our southern border. We will look at his rationale to create this structure, the views of a former Mexican President, and the costs that are attributed with this project.
- i. Every student is to pick one film to watch and to answer the questions and resources that are attached with this work. This is a lengthy assignment that utilizes the work of Hollywood to connect with the direction of this class - **McFarland USA**

- j. The students will look at educational programs that are established for immigrant students and their families. This resource shows the gains that have been made by the government and schools to work directly with families that are unaware of the support that is in place to help their children adapt and advance within the school systems.

IV. **Native Americans and Bilingual Education**

- a. The students will learn about the lives and struggles that Native Americans endure within this nation. This assignment focuses on the challenges that our oldest citizens face on a daily basis and how they cope with these numerous social, economic, ethnic tensions.
- b. There will be a video on the life of Billy Mills and his ability to win the 10,000 meter race at the 1964 Tokyo Olympics. This is an interesting look at a talented runner that left the problems of the reservation (drugs, alcohol, unemployment, lack of education, etc.), to attend the University of Kansas and then join the United States Marine Corps. Mills was not even seen as the most talented American Olympic runner for this contest.
- c. The students will read about the drive of Kareem Abdul Jabbar and the time that he spent coaching on an Indian reservation. Jabbar was one of the best point scorers in basketball history and this was his only coaching position.
- d. The class will learn about the need for greater bilingual education programs through the stronger influx of immigrant students in our schools and communities. This assignment will focus on the best practices of working with students that are new to this nation and have difficulties assimilating into American schools and customs.
- e. There will be an assignment that is based on education, race, and ethnic groups and the ability of these groups to co-exist with each other in American society.

V. **Race in American Society**

- a. Every student is to pick one film to watch and to answer the questions and resources that are attached with this work. This is a lengthy assignment that utilizes the work of Hollywood to connect with the direction of this class - **Soul Man**
- b. The students will learn about the creation of affirmative action, the Supreme Court, and the recent ruling with the University of Texas. We will look at the conflict over the creation of greater equality and the resentment over preferential test scores and treatment for minorities within colleges and jobs.
- c. The students will learn about the controversial issues of former Paterson, New Jersey, Principal Joe Clark. This administrator sought higher test scores and a brighter future for the students of this troubled school and community. He utilized some controversial tactics in order to remove drugs and violence from his school. There will be a story that speaks of his characteristics, the effectiveness of his methods, and the observations of his fellow administrators that were for or against him. His efforts were depicted within the film *Lean on Me* and a clip of this movie will be watched with this assignment.
- d. The students will analyze a story on the belief that segregation still has a place within American society. This information will present the issues that are still present within our country over the economic, social, and political divisions of race in this nation.

- e. There will be an assignment that is based on the process of school desegregation and equal educational opportunity that is still being fought within our court systems. The students will learn about the complex problems that are still facing minorities decades after the Brown v. Board of Education ruling.
- f. The students will look at the views of race and how they are tied to the success of education for minority students. This story will present her views on the greater need for equality.

Methods of Instruction

The students will have several areas of instruction that are designed to present this important content in a variety of ways. They will read stories from noted think-tanks, authors, newspaper sources, documentaries, and current events that are related to this course that will be presented to them on a daily basis. Every day these assignments will be graded and my own thoughts will be presented about their submitted work. All participants are expected to fully present their own views, experiences, and feelings about every assignment that they complete. This class will also have forums that are based on important, insightful, and controversial stories that deal with this class. Each student will watch one film that is directly related to the class and they will answer questions that focus on both the movie and class. These movies are designed for the participants to view Hollywood as an important source that often creates films about situations that we see with our own students and young adults.

Methods of Assessment:

All students are expected to complete readings, think tank studies, films, current events, and documentaries. These assignments will be graded out of 100 and if they fail to meet criteria for this work, a grade of a 0 will be posted. Forums will be presented and they will show the entire groups feelings on a subject that is related to this course. Each participant will respond to another student's post that is related to a question or source that was presented to the class. Graduate students are expected to complete all of the required work, do one additional in-course assignment, and either submit a paper or lesson plan. If they write a paper, it must be tied to the content of this course, 3-5 pages long, contain at least 5 citations that are from three different sources (MLA or Chicago Style Format). All work must also have a work cited and cover page. For a grade of a B, students must complete a lesson plan that is tied to this class. All teachers will create class materials and a rationale that would be taught to their students or to the staff/administration when speaking about an issue that was presented by the Race and Ethnic Concerns for Educators.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

All students are expected to complete 45 hours of course work. They will have some mandatory assignments that must be completed and can choose other's that are more tailored towards their own schools, students, and communities. Graduate students will have to complete additional in-course assignments and either a paper or lesson plan. There are well over 45 hours worth of course hours that are figured from all of the class assignments that have been posted. The instructor will continue to post assignments as they develop through the nature of this course.

Assignment	Time (in hours)
All teachers will answer questions on the make-up of their own heritage background and the schools and communities that they live and work in. These responses should include any ethnic and racial programs that their schools support, negative problems that have occurred, and how the recent strife has impacted their students.	1.50
The teachers will read a story and answer questions on the immigration views of Trump that were mostly taken from the last election. They will respond to the multiple issues that were presented from this campaign towards immigrants that are not yet citizens within the United States. All teachers will examine his views towards immigrants and ethnic groups and determine if this was just campaign rhetoric, or his real views as our new President.	2.00
Syrian Refugee Crisis and immigration to the USA Reading and Questions	2.00
The students will learn about the racial feelings of noted Super Bowl Quarterback Cam Newton. They will respond to his views about the in-equalities within football and American society that limited the rights of African-Americans.	1.50
The students will identify the racial feelings of Chris Rock on his views that Hollywood continually fails to recognize the talents of African-American actors through the Oscars. All participants will write a reaction about his concerns that focus on the standing of race within our nation and Hollywood.	1.50
Former New York Jet and New England Patriot runningback Curtis Martin had a difficult life as a young man. All participants will watch a Yes Network Centerstage interview that focuses on the ability of this football player who never believed that he was going to survive the violent neighborhood that lived in as a kid, his relationship with his mother, and his football career. They will examine the life of this African-American Hall of Fame football player, who never believed that he would survive his earliest years.	2.00
Forum and Questions on Stacy Dash and Jese Williams differences on Race/Hollywood and their opposing views towards enhanced African-American rights. The teachers will post their own thoughts and respond to other class members about the thoughts of these actors.	1.00
White Men Can't Jump Film on the relationship of Race and Sports - The participants will answer questions on racial relationship of a white and black basketball tandem. This film completely demonstrates the differences in racial and social feelings between these two men and how they tried to co-exist with each other.	4.00
The participants will learn about the impact of interracial marriage and the challenges that children will face within American schools and communities. They will also identify how this type of family is now more	1.50

common within our schools and the problems that some of these students might face and endure.	
A Time to Kill Film on Race - If the teachers choose to watch this film, it portrays the explosive racial tensions within a smaller southern town. The participants will answer questions that are based on the terrible strains of race that were depicted through the defense of a black man who killed two white men.	4.00
Ferguson, Missouri - The students will analyze the terrible impact of the violence that erupted within this mid-western town. They will strongly respond to news videos and stories about this incident.	1.50
The teachers will identify the historical and current connection of the Supreme Court towards the matters of race within our nation. They will research a case that deals with the involvement of the highest court, its decisions, the result of these judicial actions.	2.00
Major League Baseball and the Riots in Baltimore, Maryland - The students will watch videos and analyze readings on one of the worst riots this nation has ever watched. For one of the first times since World War II, baseball was played, due to the inability of the fans to safely travel to this stadium. All teachers will strongly evaluate the impact of this strife and review the massive damages that occurred through these negative actions that for a time shut down the city of Baltimore.	2.00
Facing Race Relations in the classroom Questions and Reading - The teachers will evaluate a study on the major tips that were examined to foster a stronger sense of understanding amongst all of our students. They will analyze the challenges and practices that were created by this research through questions and a written assignment.	1.50
Forum on Race Relations in American Society Reading and Questions - The teachers will watch Youtube videos on Remember the Titans and Do the Right Thing. Both of these films deal with the sensitive topics of race relations within our schools and communities. They will post their own feelings towards the main themes of these movies and respond to another classmate.	1.50
Forum and Class Response to the Neo-Nazi Protest and Riot in California - The teachers will watch a video on a Neo-Nazi Protest and the opposition towards their march within the streets of California. They are expected to respond to the terrible actions that were depicted through this demonstration.	1.50
A Soldier's Story - If the teachers choose to watch this film, they will answer questions that are based on the murder of a black sergeant during World War II. They will look at the racial strife within this army base and small southern town. All teachers are expected to make historic connections to the issues that we are currently watching within our nation. This film shows the division of the black soldiers through segregation and their desire to fight the Japanese and Germans during World War II.	3.00
Immigration and the American Dream - The participants will read a recent account from an immigrant that owns a home and is trying to become a citizen. They will identify the challenges that are faced by immigrants towards their path of citizenship through the costs, burdens of paperwork, and resentment that they endure on a daily basis.	2.00
Hate Crimes by the Numbers, Groups, and types of Hatred (FBI) - The teachers will examine the views of the FBI on the amounts and kinds of hate crimes. This research will also focus on the groups and individuals that are known to carry out these actions within our society. They will write about these series threats to the safety and security of ethnic and racial groups that have been targeted.	2.00
The Department of Justice - Racial Crimes and Trends - The teachers will learn about and explain the rise of crimes that we see today against different immigrant groups within the United States. They will examine the statistics that have been compiled about the types of crimes, groups that have been targeted, and resources that are created by the government to curb these serious racial, social, and ethnic concerns.	2.00

Hate Crimes against Sikhs, Hindus, and Arabs - The teachers will identify the challenges that are faced by Sikhs, Hindus, and Arabs within American schools and societies. They will learn about the increase in violence within our nation that has been waged against these groups of people that are coming to the United States in larger numbers.	2.00
Director of the Broadway show of Hamilton - The participants will watch a video on the rationale for the production of Hamilton through the words of the creator of this play, who is also a son to immigrants. All teachers will identify the messages that were created by this very well known play on the direction of immigration through the historic presence of Alexander Hamilton. President Obama watched this play and most recently Vice President Pence watched this production and its members warned him about their concerns about the current rights of immigration. All teachers will write about this play and its connection to the history of immigration to the United States.	2.00
Vietnamese students in Philadelphia Schools - The teachers will learn about the rise of resentment towards Vietnamese students within Philadelphia schools and the steps that have been taken to prevent the escalation of these tensions. They will answer questions and write a strong reaction that focuses on this hatred towards this immigrant group.	1.50
10 Myths about Immigration to the United States - The teachers will analyze a study on the major misconceptions about immigration to this country. They will examine these myths and determine if they see any similarities from the views of their students and community members.	2.00
Trump, Immigration, and the Wall with Mexico - The teachers will watch a video and read a story on the drive of Trump to build a larger wall on the United States - Mexico border. This assignment focuses on the highly controversial topic of immigration and security with our neighbor that divided our nation during the election. They are to utilize the resources of this assignment and to write a strong reaction and answer questions based on the campaign promises and presidential actions of Trump.	2.00
McFarland USA - If the teachers choose this film, they will watch this movie that portrays the challenges that immigrant families are facing within the western part of this nation. They will analyze the issues that migrant workers endure through limited opportunities to gain a better life for their children, a college education, and more equality. All participants will answer questions and write about the lives of these students that were depicted in this film.	4.00
Native - American Cultural Myths and Realities - The students will analyze different Native-American tribes that are still present in the United States. They will research these tribes and the social and economic concerns that they currently face.	1.50
Billy Mills and the 1964 Tokyo Olympics - The students will learn about the story and life of olympic runner Billy Mills who lived in poverty as a young man on a western reservation. All participants will watch the 1964 Olympics of Mills being a longshot in winning the 10,000 meter gold medal. They will read about the discrimination that he faced in college and his desire to leave the reservation, serve his nation, and represent his nation during these olympic games. They will learn about the many negative social and economic issues that still plague our Native-Americans.	2.00
Bilingual Education and our Schools Support of Immigrants - All participants will analyze research that focuses on the stronger need for bilingual education within our schools. They will identify the main struggles that many non-English students endure in school and fight to gain them additional resources to aid their educational needs. Participants are expected to answer questions and write a strong reaction about this topic.	2.00
Kareem Abdul Jabbar Basketball on the Reservation - The participants will learn about the coaching experience of Kareem Abdul Jabbar and his time on the reservation and the problems that he saw as an ex-NBA legend coaching Native-Americans that live in poverty. They will write a strong reaction about the book that he wrote about his time with these western Indians.	2.00

Education, Race, and Ethnic Groups will focus on a study that tries to close the achievement gap for minority students within American schools. All teachers will examine the test scores for the different racial and ethnic groups in New York City schools. They analyze this research and identify the strengths and weaknesses of minority students and the programs that are in place to help them.	2.00
Soul Man - If the participants choose to watch this film, they will answer questions and write a strong reaction towards a college student that failed to gain enough money to attend Harvard. He took tanning pills and accepted a scholarship that would have gone to another African-American student that he befriended at this college. The teachers will describe the experiences of this white law student who faced intense racial resentment at Harvard and in Boston.	3.00
Affirmative Action and the University of Texas - The teachers will look at the legal fight of a white student who opposed the affirmative action policies of admissions at this university. All teachers will read the legal brief and watch a news interview of the actual student who took this case to the Supreme Court. They will answer questions on the current connection of race and education as determined by the judicial branch.	2.00
Joe Clark, Eastside High School, Patterson New Jersey - The teachers will watch clips of Lean on Me with Morgan Freeman on the controversial educational practices of Joe Clark. They will also read a story and answer questions on the views of New Jersey and Pennsylvania administrators on the actions that Clark undertook to end violence and drug abuse and to achieve better test scores for his poor performing school.	2.00
Segregation and its place in today's educational system - The students will read a study that focuses on the amount of segregation that is still present within American schools. They will examine inequalities that are still felt by minority students in schools across this nation and answer questions about this research.	2.00
Federal Government Educational Programs - The teachers will watch a video from the Secretary of Education on the role of the Federal Government and educational programs for all American students. They will describe the views of this government official on the state of education for our minority students.	1.50
Race and Education through the eyes of a Harvard Professor - The teachers will read the feelings of a Harvard educator and her views of how our government still has a long ways to succeed in order to attain equality for all students. Participants will evaluate this Professor's research and if they agree with her findings.	2.00
Final Graduate Assignment Paper or Lesson Plan - The students will either create a paper that is 3-5 pages long, MLA/Chicago Style citations, 12 font, double spaced, and it will focus on a topic that we addressed within this course. All lesson plans will be designed towards the thoughts that were presented in this class. Resources and handouts will be created and submitted with the lesson plan.	4.00