

# ASB 202: Ethnic Relations in the U.S. (Winter Intersession 2006-07)



## Instructor

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**Note:** Make sure you put ASB202 in your email subject line in case it goes into my spam folder.

## Course Description

This course will cover:

- The processes of interethnic relations
- The history of interethnic relations among the major ethnic groups in the U.S.

Fulfills General Studies Requirements: **C, H, SB**

This is an entirely online course. There are no face-to-face meetings. You may proceed at your own pace subject to the minimum deadlines for exams, the self-assessment paper and the time frames for extra credit exercises as specified. **EXPECTED WORK LOAD IS ESTIMATED TO BE 45+ HOURS/WEEK, OR MORE IF YOU ARE A SLOW READER**

## Required Textbooks

Textbooks may be ordered from the ASU Bookstore or from the publisher. Call the **ASU Bookstore: (480) 965-3191** and request the texts for Winkelman's ASB 202. A few dollars will be charged for shipping and it will take about 1 week to receive them unless you request (and pay for) a priority mailing.

- Winkelman, Michael. 2005. *Cultural Awareness, Sensitivity and Competence*. Dubuque: Eddie Bowers Publishing. ISBN: 1-57879-064-6
  - [http://www.eddiebowerspublishing.com/eb\\_BookDetail.cfm?ID=58](http://www.eddiebowerspublishing.com/eb_BookDetail.cfm?ID=58) (\$56.95)
- Winkelman, Michael. 2006. *American Ethnic History*. Dubuque: Kendall Hunt. ISBN: 0-7575-3064-8
  - Order directly from [Kendal Hunt online](#) (\$50)

## Course Organization

This course is organized in 4 modules:

### Module 1: Structural Dynamics of Intergroup Relations

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**Must be completed by January 14, (11:59 pm AZ time)**

Module 1 provides an understanding of the nature of culture and the types of interactions that occur in intercultural relations. **THIS HAS THE LAST EXAM DEADLINE**

#### **Winkelman 2005, Ch 1-7**

Chapter 1: Cultural Competence

Chapter 2: Race and Ethnicity

Chapter 3: Culture, Biology and Socialization: The Psychocultural Model

Chapter 4: Cultural Systems Models

Chapter 5: Process Dynamics of Intergroup Relations

Chapter 6: Cross-cultural Awareness, Sensitivity and Competence

Chapter 7: Developing Cross-Cultural Competence

FIRST DEADLINE IS FOR THE SELF-ASSESSMENT PAPER. THE SELF ASSESSMENT PAPER IS DUE JANUARY 5<sup>th</sup> by 11:59PM

### Module 2: Ethnic Relations during American Colonial History

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**Must be completed by January 8, (11:59 PM AZ time)**

Module 2 provides an understanding of the colonial foundations of ethnic relations in the U.S. **THIS EXAM HAS THE FIRST EXAM DEADLINE.**

#### **Winkelman 2006, Ch 1-6**

Chapter 1: Understanding Ethnicity: Cultural Systems and Psychocultural Models

Chapter 2: America Before Columbus: Prehistoric Native Americans

Chapter 3: Hispanic America: Spain's Northern Frontier

Chapter 4: English Colonization of America

Chapter 5: Africans in Colonial America

Chapter 6: Native Americans and Manifest Destiny

### Module 3: Ethnic Relations during 19<sup>th</sup> Century US

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**Must be completed by January 12, (11:59PM)**

Module 3 provides an understanding of the 19<sup>th</sup> century foundations of ethnic relations in the U.S.

#### **Winkelman 2006, Ch 7-13**

Chapter 7: Foundations of European America

Chapter 8: African Americans: Struggle for Emancipation

Chapter 9: Mexican America: Conquest of the Southwest

Chapter 10: European Immigration: The Second Wave  
Chapter 11: African Americans: Emancipation and the Industrial Order  
Chapter 12: The Asianization of America: Chinese Laborers and Hawaii  
Chapter 13: Native Americans: The Closing Frontier and the Reservations

#### **Module 4: Ethnic Relations during 20<sup>th</sup> Century US**

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**Must be completed by January 13th, (11:59 PM AZ time)**      Module 4 provides an understanding of the 20<sup>th</sup> century development of ethnic relations in the U.S.

#### **Winkelman 2006, Ch 14-19**

Chapter 14: The American Way of Life: European American Culture  
Chapter 15: 20th Century African America: Being Black in White America  
Chapter 16: Hispanic Americans La Raza Cosmica  
Chapter 17: Asian and Pacific Americans: The New Immigrants  
Chapter 18: Arab and Muslim Americans  
Chapter 19: Native Americans in the 20th Century

#### **Recommended Timeline for Readings**

Your readings should be completed no later than the following dates

**Jan 1**      Chapters 1-4, Winkelman 2005, *Cultural Awareness...*

**Jan 3**      Chapters 1-4, Winkelman 2006, *American Ethnic History*

**Jan 7**      Chapters 5-6, Winkelman 2006, *American Ethnic History*

**Jan 9**      Chapters 7-13, Winkelman 2006, *American Ethnic History*

**Jan 12**      Chapters 14-19, Winkelman 2006, *American Ethnic History*

**Jan 13**      Chapter 5, 6 & 7, Winkelman 2005, *Cultural Awareness...*

## Chapter Introduction Mediasite Videos

Introduction videos, providing a brief overview of each chapter, have been prepared for each chapter in the Modules. Links to these videos are available in each chapter folder. These videos are provided as a helpful resource and you are not required to view them. The textbooks contain all of the information you need to pass the exams. There is no information required for the exams that is not in the texts. **Watching the videos and not reading the textbook will not sufficiently prepare you for the module exams.**

These chapter introductions are also provided as audio-only files (Windows Media Audio (wma) format). The PowerPoint presentations used in these introductions are provided in both PowerPoint and PDF format.

## Technical Requirements

The following computer hardware and software requirements are necessary so that you can use the blackboard course site and access all course materials (including the Mediasite videos).

- Microsoft Windows 2000, Windows XP, Windows 2003 or Macintosh OS X
- Display resolution of 800 x 600 pixels or greater
- Windows-compatible sound card
- Microsoft Internet Explorer 6.0 SP1
- Windows Media Player 10
- Broadband Internet connection (256 Kbps & above)
- Pop-up blockers are disabled

Mediasite requirements and other technical information will also be included in the "Course Help" menu of the course.

## Course Grading

<b>Assignments/Tests</b>	<b>Points</b>	<b>Grading Scale</b>
<b>Self-Assessment Paper</b> <b>DUE JAN 5 11:59PM</b>	200 (20%)	<b>A</b> 80%+
<b>Module Exams</b> (4 exams, 150 pts. Each)	600 (60%)	<b>B</b> 70-79%
<b>Chapter Review Questions</b> (10 pts per chapter; chp. 2 is worth 20 pts.)	200 (20%)	<b>C</b> 60-69%
		<b>D</b> 50-59%
		<b>E</b> <50%
<b>Total =</b>	<b>1000</b>	
Extra Credit Discussion Pts.	+ 100 (10%)	

# Self-Assessment Paper

**\*\*\*Due Jan 5<sup>th</sup> at 11:59PM\*\*\***

## Purpose

The purpose of this assignment is to get you to think about yourself as a ‘cultural being’ rather than simply as a ‘unique individual’. Understanding your own culture and the role it plays in your self-identity is the first step in achieving cross-cultural competency. All personal information you use is kept confidential (although your paper does not need to be extremely revealing to earn top marks – so don’t feel that you have to share things that you are really uncomfortable with).

## Grading and Submission

This self assessment is worth 200 points (20% of your grade). It must be completed and submitted by Jan 5<sup>th</sup> by 11:59 PM AZ time.

Submit this assignment as follows: When you're done with your paper, go to the blackboard site and click on the link for "Modules" in the course menu. Then click on the link to "Module 1: Structural Dynamic of Intergroup Relations." After that, click on the "Self-Assessment Assignment" link and then the link to "View/Complete Assignment: Self-Assessment Paper." Attach your file, but do not put any special characters in the file name. Use the naming convention suggested in the assignment instructions.

## Guidelines

Start off by completing the following self-assessment exercises found in Winkelman (2005) *Cultural Awareness, Sensitivity and Competence*.

**Self-Assessment 1.1:** “Cross-cultural Development”

**Self-Assessment 1.2:** “Culture and personal style” (Questions 4-10)

**Self-Assessment 2.1:** p. 55

**Self-Assessment 3.1:** “Socialization Experiences” (Questions 10-47)

**Self-Assessment 4.2:** “Gender and Values,” p. 141

**Self-Assessment 4.2:** “Values Assessment”

**Self-Assessment 4.3:** “Values Orientation Assessment” is optional but the information may be included in your essay.

Using these specified self-assessment exercises listed above, and following the Self-Assessment paper structure that follows, write a **5-10 page (double spaced) essay**.

## Self-Assessment Paper Structure

**Your paper will be evaluated along the following outlined points. Your paper should be organized following the subheadings; and directions below; failure to do so will cost you points off.**

## **Culture and Personal Style**

Characterize your “cultural personal style” using the material you produced in responding to the following Self-Assessment questions:

Self-Assessment 1.2, Questions 4-10

Self Assessment 2.1, p. 55

Self-Assessment 3.1, Questions 4-10

## **Socialization Experiences**

Characterize your significant socialization experiences in terms of the specifically relevant questions in Self-Assessment 3.1, Questions 10-47. Additional information beyond these questions may be included as well. These reflections should help explain how you have come to acquire the cultural and personal style described above.

## **Personal and Cultural Values**

Characterize your personal values based on the Self-Assessment 4.2, Values Assessment. You may also use Self-Assessment 4.3, Values Orientation Assessment, which is optional but which may be included as part of your essay. This section should:

- 1) Clearly state at least 5 of your personal values;
- 2) Provide **specific** examples of how your values affect your behavior – one for each of your five personal values;
- 3) Describe the socialization experiences that helped to produce these value orientation in you; and relate your top values to the values of your culture (if you don't know your culture values, see relevant chapters 14-19 or consult other material).

## **Personal/Cultural Behavior and Gender Ideals**

Complete Self-Assessment 4.2, p. 141, “Gender and Values”. What were you taught was appropriate for your own gender and the opposite gender? Ideals can include stereotypes, roles, attitudes, or characteristics. These may be clarified by thinking about what you have learned about the gender roles of other cultures. List at least 2 masculine and 2 feminine ideals you have learned through your socialization experiences and discuss how they relate to your identity and behavior.

## **Cross-cultural Development**

Using the information from Self-Assessment 1.1, Cross-cultural Development, discuss your personal cross-cultural development in terms of stages of identity development using the interpretive materials in Chapter 6 (pp. 200-204); you may also discuss this in terms of frameworks for understanding “Ethnic Identity Development Stages” presented in Chapter 2, pp. 46-51.

## **Conclusions**

Based on the above responses, provide a 1-2 paragraph summary of who you are as a cultural person and the most significant factors in producing who you are.

## Module Exams

Each module exam is a multiple choice test with each question worth 2 points (75 questions, for a total of 150 points, or 15% of your grade). To allow for slow connections and other potential technical issues, the multiple choice questions will be available to you for 1 1/2 hours. Once you begin the test you must complete it, you cannot stop and return to it later.

**Note:** It is advisable that you take the exam between 8am and 5pm in case you have any problems which require an exam reset. If you do get locked out of the test, please call ASUonline Tech Support at (480)965-6922 (Hours: M-F, 8-5) or send them an email with your name, ASURITE ID, and the name of this course to [dlt-tech@asu.edu](mailto:dlt-tech@asu.edu) and they will reset your exam. **IF YOU HAVE PROBLEMS TAKING THE EXAM, SEE THE TECH SUPPORT PEOPLE, NOT THE PROFESSOR OR TAS**

**The exams and other requirements must be finished by the following deadlines:**

Self-Assessment-- January 5<sup>th</sup> by 11:59PM Az time

Module 1 Exam must be completed by Jan 14 (11:59 pm, AZ time)

Module 2 Exam must be completed by Jan 8 (11:59 PM AZ time)

Module 3 Exam must be completed by Jan 12 (11:59 PM, AZ time)

Module 4 Exam must be completed by Jan 13 (11:59 PM, AZ time)

## Chapter Review Questions

Each chapter of Winkelman 2006, *American Ethnic History*, covered in Modules 2, 3 and 4, has a set of review questions that are due by the module due date. **No credit will be given for late submissions.** These questions make up a total of 20% of your grade (200 pts.). **THESE REVIEW QUESTIONS ARE THE MATERIAL FROM WHICH THE EXAMS ARE PRODUCED. THERE ARE FAR MORE REVIEW QUESTIONS THAN QUESTIONS YOU WILL HAVE ON THE EXAM. THE TEST BANK HAS ABOUT 4 TIMES AS MANY QUESTIONS AS ANY INDIVIDUAL EXAM. IF YOU REVIEW ALL OF THESE QUESTIONS YOU SHOULD BE WELL PREPARED FOR WHATEVER YOU RECEIVE ON THE EXAM.**

**PLAGARISM WARNING: YOU ARE NOT ALLOWED TO TURN IN SOMEONE ELSE'S REVIEW QUESTION ANSWERS FOR YOUR EXTRA CREDIT. THIS MAY RESULT IN YOUR FAILING THE COURSE OR BEING CHARGED WITH ACADEMIC DISHONESTY, WHICH CAN RESULT IN FAILURE FOR ACADEMIC DISHONESTY, SUSPENSION OR EXPULSION**

You may turn these review question in through two mechanisms:

- 1) You may fill out the chapter review questions in the text, remove the sheets and mail them to: Michael Winkelman, ASU SHESC Box 872402, Tempe, AZ 85287-2402. These must be postmarked no later than 24 hours after the exam completion deadline for that module. **Module 4 review questions must be hand delivered or posted in time to arrive by noon on Jan 16<sup>th</sup>.**

- 2) Use the Assignment submission feature of Blackboard to turn in these end of chapter review questions.

Download the review question assignments from the folder of each chapter where you will find links that say **View/Complete Assignment: Assignment Title**. Click on these links and you will be able to download each review questions document. Then, when you have answered all of the questions, save the file using the naming convention suggested in the assignment instructions (example: asb202\_chp#\_Lastname\_firstInitial.doc), and turn your assignment in by attaching it at the same link location and clicking the "Submit" button. Additional explanations and tutorials on how to use the Assignment tool will be available in the Course Help area of the course.

For example, Click on Modules, then Module 2, and then Chapter 1, and then click on "View/Complete Assignment: Module 2.1-Chapter 1 Review Questions." After that, click on the assignment file and open the file. You should see all the review questions for chapter 1 in a word document. Answer those questions, save a copy for yourself and upload the file.

## Extra Credit Discussion

Extra credit is available by participating in the online discussions in the course. The extra credit online discussion questions are based on material in Winkelman 2005 (*Cultural Awareness, Sensitivity and Competence*). The extra credit discussion is largely based on the questions that you are addressing for your self-assessment paper.

To obtain the total maximum extra credit points (up to 100 to final grade), you must:

- 1) Produce a thoughtful new posting (thread) for each online discussion forum.
- 2) Post 2 responses to postings of other class members for each online discussion forum.

## Netiquette

Online discussion requires that you understand and respect “netiquette”—etiquette for the net. If you are not an expert here, you should consider reviewing the following netiquette resources:

- <http://www.westernu.edu/bin/elearning/pdf/Netiquetteoljlk.pdf>
- <http://telr.osu.edu/resources/netiquette.htm>
- <http://www.familymed.ubc.ca/elearning/netiquette.htm>

I am particularly concerned about people being respectful to others in an area that has a lot of potential volatility—relations between people of different cultures.

Consequently I have framed most of the online contributions in terms of your own experiences. Keep your contributions focused on yourself. And when you respond, make sure that your responses are respectful. If you have doubt about the appropriateness of your contribution, you can email it to me first and ask about it.

In general, responses should be in terms of one of the following:

- How and why another's person's experience conforms with or differs from your own.
- Why this person's post/response helps you understand and relate to them better.
- How does this person's responses reflect the general dynamics of intercultural development and cross-cultural relations

These posts must be made during the following specified time periods...

**By Jan 3<sup>rd</sup>  
11:59pm**

### **Discussion 1: Culture and Personal Style**

See **Self-Assessment questions 1.2** from Winkelman 2005, *Cultural Awareness, Sensitivity and Competence*, and look at Winkelman 2006, *American Ethnic History* Chapters 14-19 as relevant to your culture's normative styles.

What are central aspects of your culture (say which) that are reflected in your behavior and interaction with others? Do you have a personal style of interaction that you think is different from the normative styles of your culture?

**By Jan 5th  
11:59pm**

### **Discussion 2: Racial and Ethnic Identity**

Complete **Self-Assessment 2.1** "Racial and Ethnic Identity" from Winkelman 2005, *Cultural Awareness, Sensitivity and Competence*.

How would you characterize your racial identity, its characteristics and why? And/Or how would you characterize your ethnic identity and characteristics and why?

**By Jan 8th  
11:59pm**

### **Discussion 3: Gender and Cultural Values**

Complete **Self-Assessment 4.2**, p. 141, "Gender and Values" from Winkelman 2005, *Cultural Awareness, Sensitivity and Competence*.

Provide a posting that describes your culturally gendered orientations as well as any way in which you see yourself as differing significantly from your culture's gender norms.

**By Jan 8th  
11:59pm**

### **Discussion 4: Cultural Systems Effects on Personal Development**

Complete **Self-Assessment 3.1**, "Socialization Experiences" (Questions 10-47) from Winkelman 2005, *Cultural Awareness, Sensitivity and Competence*.

Provide a posting that describes some of the major effects of your culture on your personal development, addressing at least one aspect of infrastructure, social structure and superstructure.

**By Jan 9th  
11:59pm**

### **Discussion 5: Inter-cultural Development**

**Note:** You must do Discussion 5 in order to do Discussion 9 and 10.

Complete **Self-Assessment 1.1** and the scoring from Winkelman 2005, *Cultural Awareness, Sensitivity and Competence*.

Characterize your overall inter-cultural development using the interpretive materials in Chapter 6; you may also discuss this in terms of frameworks for understanding "Ethnic Identity Development Stages" presented in Chapter 2, pp. 46-51 of Winkelman 2005, *Cultural Awareness, Sensitivity and Competence*. What has led you to this stage of development? What would you have to learn or learn to do to move to the next stage of intercultural competence?

**By Jan 10<sup>th</sup>  
11:59pm**

### **Discussion 6: Values Assessment**

Complete **Self-Assessment 4.2** "Values Assessment" from Winkelman 2005, *Cultural Awareness, Sensitivity and Competence*.

Provide a posting that indicates some of your most important personal values and how they relate to the values of your culture. If you don't know your culture values, see if appropriate Chapters 14-19 from Winkelman 2006, *American Ethnic History*.

**By Jan 11th  
11:59pm**

### **Discussion 7: Values Orientation Assessment**

Complete **Self-Assessment 4.3** "Values Orientation Assessment" from Winkelman 2005, *Cultural Awareness, Sensitivity and Competence*.

Provide a posting that describes some of your primary orientations on Kluckhohn's value dimensions and how they relate to your cultural traditions.

**By Jan 12<sup>th</sup>  
1:59pm**

### **Discussion 8: Prejudice and Discrimination**

Complete **Self-Assessment 5.1** on "Social Distance" (p. 187) and "Prejudice" (p. 189-190) from Winkelman 2005, *Cultural Awareness, Sensitivity and Competence*.

Have you ever experienced discrimination? What happened? How did it affect you? Provide a posting that indicates and discusses some of your prejudices and how you acquired these dispositions.

**By Jan 13th  
11:59pm**

### **Discussion 9: Inter-cultural Development II**

**Note:** You must have completed Discussion #5 to do this discussion exercise.

Complete **Self-Assessment 6.1** from Winkelman 2005, *Cultural Awareness, Sensitivity and Competence* and score it.

Characterize your overall inter-cultural development using the interpretive materials in Chapter 6; you may also discuss this in terms of frameworks for understanding "Ethnic Identity Development Stages" presented in Chapter 2, pp. 46-51. Compare this to your initial responses (Discussion #5). Are there differences between your initial and subsequent responses? Why or why not?

**By Jan 14<sup>th</sup>  
11:59PM**

### **Discussion 10: Inter-cultural Development III**

**Note:** You must have completed Discussion #5 and #9 to do this one.  
Read **Chapter 7** from Winkelman 2005, *Cultural Awareness, Sensitivity and Competence*.

What has led you to this/these stage(s) of development? What would you have to learn or learn to do to move to the next stage of intercultural competence?

### **Academic Integrity**

It is imperative that you read ASU's Student Academic Integrity Policy and ensure that you comply with this policy.

[http://www.asu.edu/studentaffairs/studentlife/judicial/academic\\_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm)