FACULTY TEACHING CERTIFICATE PROGRAM, 2004-2005

CAPSTONE PROJECT TITLE:

ETHNIC STUDIES 100: AMERICAN RACIAL MINORITY

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TO ACCESS THE CAPSTONE PROJECT GO TO:
http://ets.mnsu.edu/darbok/index.htm
INTRODUCTION

Fall semester 2005, there are 35 students in the 10:00 a.m. class. The graphic representation above captures the essence of this capstone project. At the end of every chapter readings, I assign critical thinking questions. Students randomly choose questions and work in a group of 3-5. After 20 minutes brainstorming, each group discusses in class their written responses. Through these questions students acquire critical thinking skills and form positive attitudes toward the subject being taught.

Project will historically examine the life chances and lifestyles of four main disadvantaged racial and ethnic groups in the United States: Native Americans, African Americans, Hispanics, Asians and new immigrants of color. In order to bring about social justice in a multi-racial society, we must address four fundamental areas: understanding, education, awareness, and student growth. A combination of active and cooperative learning techniques will guide the project. Active learning involves students answering questions, debating or brainstorming during class. While cooperative learning involves students working in teams on projects under conditions that assure both positive interdependence and individual accountability.

GOALS

The main goal of this capstone project is to use critical thinking questions in addressing the four fundamental areas as aforementioned. First, increase student understanding by examining the historically and socially constructed concepts and meanings of race, ethnicity, racism and oppression. Second, explore through education the patterns of racial oppression, racial domination, social inequality and stratification.
Third, raise the awareness of the daily and institutional realities of racial discrimination as well as racial privileges experienced by different racial and ethnic groups. Fourth, encourage active learning through critical thinking and dialogue in order to enhance and enrich student growth on the role of racial power relations in students’ lives. Through the critical thinking questions students will gain an understanding of the racial and ethnic relations in America.

GROUP ASSESSMENT
Assessment focuses on learning therefore influences student motivation. I think critical thinking questions are the stem of good analytical writing. Each question is worth 10 points. At the end of the class period, I collect from each group one answer sheet with every group members name on it. Points are awarded based on group performance.

CRITICAL THINKING

Chapter 1: Understanding Race and Ethnicity
1. Identify groups that have been subordinated for reasons other than race, ethnicity, or gender.
2. How does the concept of racial formation relate to the question “Who am I?”
3. Consider the television programs you have watched the most. In terms of race and ethnicity, how well do the programs you watch tend to reflect the diversity of the population in the United States?

Chapter 2: Prejudice
1. How are prejudice and discrimination both related and unrelated to each other?
2. How do theories of prejudice relate to different expressions of prejudice?
3. Besides Arab Americans and American Muslims, identify other groups recently subjected to prejudice, perhaps in your own community?

Chapter 3: Discrimination
1. Why does institutional discrimination sometimes seem less objectionable than individual discrimination?
2. Why are questions raised about affirmative action while inequality persists?
3. Distinguish between glass ceilings and glass walls. How do they differ from more obvious forms of discrimination in employment?

Chapter 4: Immigration and the United States
1. What are the functions and dysfunctions of immigration?
2. Ultimately, what do you think is the major concern people have about contemporary immigration to the United States: the numbers of immigrants or their nationality?
3. What principles appear to guide U.S. refugee policy?

Chapter 5: Ethnicity and Religion
1. In what respect are the ethnic and religious diversity of the United States related to each other?
2. To what extent has a non-Christian tradition been developing in the United States?
3. How have court rulings affected religious expression?
Chapter 6: The Native Americans
1. Why are sports team mascots such a burning issue for many Native Americans?
2. How much are Native Americans expected to shed their cultural heritage to become a part of contemporary society?
3. Do casinos and other gaming outlets represent a positive force for Native American tribes today?

Chapter 7: The Making of African Americans in a White America
1. How did slavery provide a foundation for both White and Black America today?
2. If civil disobedience is nonviolent, why is so much violence associated with it?
3. Why has religion proved to be a force for both unity and disunity among African Americans?

Chapter 8: The African Americans Today
1. To what degree have the Civil Rights movement initiatives in education been realized, or do they remain unmet?
2. What challenges face the African American middle class?
3. How is race-based gerrymandering related to affirmative action?

Chapter 9: Hispanic Americans
1. What different factors seem to unite and to divide the Latino community in the US?
2. Why have language and bilingualism become almost ideological issues in the US?
3. To what extent has the Cuban migration been positive, and to what degree do significant challenges remain?

Chapter 10: Mexican Americans and Puerto Ricans
1. In what respects has Mexico been viewed as a source of workers and a place to leave unwanted laborers?
2. How does Chicanismo relate to the issue of Hispanic identity?
3. What role does religion play in the Latino community?

Chapter 11: Asian Americans: Growth and Diversity
1. How is the model minority image, a disservice to both Asian Americans and other subordinate racial and ethnic groups?
2. How has the tendency of many Korean Americans to help each other been an asset but also been viewed with suspicion by those outside their community?
3. What critical events or legislative acts increased each Asian American group’s immigration into the U.S.?

Chapter 12: Chinese Americans and Japanese Americans
1. What has been the legacy of the “Yellow Peril”?
2. In what respects does diversity characterize Chinatowns
3. What are the most significant similarities between the Chinese American and Japanese American experience? What are the differences?
Conclusion: The New Definition of Race

http://proquest.umi.com/pqdweb?did=60306516&sid=2&Fmt=3&clientId=43732&RQT=309&VName=PQD

Use the above website to locate the article: “The new face of race.” Read the article and answer the following questions.

1. “…We are now in an age of color…” describe its’ main characteristics.

2. Explain why the ancient divisions of white and black no longer hold?

3. What social events are changing the national conversation about race?

**STUDENT EVALUATION**

This is a survey of the opinions and learning experiences of students. Please use the following scale to record your answer:

5 = Strongly Agree
4 = Agree
3 = Neutral or Undecided
2 = Disagree
1 = Strongly Disagree

<table>
<thead>
<tr>
<th>Questions</th>
<th>Mean Score</th>
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<tbody>
<tr>
<td>1. Critical thinking questions are the stem of good analytical writing</td>
<td>4.5</td>
</tr>
<tr>
<td>2. The material was clearly organized</td>
<td>4.5</td>
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<tr>
<td>3. The textbook: Race and Ethnic Relations in America is appropriate for the course</td>
<td>4.0</td>
</tr>
<tr>
<td>4. The course content met my academic needs</td>
<td>3.5</td>
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<tr>
<td>5. Assisted in linking concepts to actual interpersonal situations—applications</td>
<td>4.5</td>
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<tr>
<td>6. Facilitated class discussions</td>
<td>5.0</td>
</tr>
<tr>
<td>7. Assisted in understanding the subject matter</td>
<td>4.5</td>
</tr>
<tr>
<td>8. Do you learn more from the groupwork than you probably would on your own</td>
<td>4.0</td>
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Based on the mean scores of 4.5 and 4.0 above, many students agree that critical thinking questions are the stem of good analytical writing, and they learn more from groupwork than on their own.


