

JOURNAL OF

ETHNIC & CULTURAL

STUDIES

ISSN: 2149-1291

Volume 7, Number 3, December 2020

JECS

JOURNAL OF 
ETHNIC & CULTURAL
 **STUDIES**

ISSN: 2149-1291

Volume 7, Number 3, December 2020

JECS

Editorial Notes:

We are delighted to publish the third issue of the Journal of Ethnic and Cultural Studies (JECS), a refereed international journal. As an interdisciplinary academic journal, JECS publishes philosophical, theoretical, and empirical research from all disciplines dealing with ethnicity, identity, culture and multicultural education. Concerned primarily with critical reviews of current research, JECS provides a space for debate regarding concepts and the questions they raise that have potential to influence in a formative manner ethnic and cultural studies. We believe JECS will make a solid contribution to the field of social science and stimulate needed scholarly debate. It will meet the expectations of varied audiences and endure to stimulate new and exciting research in its field. The seventh issue has thirteen excellent papers and two book reviews from all around the world. We are indebted to our colleagues who have contributed to this issue and to all who support the journal by serving on the editorial boards. We also thank to our anonymous reviewers who have kindly devoted their time and expertise to make this issue possible.

Focus and Scope:

Journal of Ethnic and Cultural Studies (JECS) welcomes original research articles and book reviews for its next issue. The JECS is a biannual and peer-reviewed journal published in April, August, and December. Papers for the publication in the JECS are selected through a precise peer-review process to ensure quality, originality, appropriateness, significance and readability. Authors are solicited to contribute to this journal by the submitting manuscripts that illustrate empirical research, projects, theoretical papers, original surveys, and book reviews dealing with the issues of ethnicity and culture from a wide range of disciplines in Social Sciences and Humanities.

Publication Ethics and Malpractice Statement

JECS publishes original and rigorous research findings and does not tolerate any kind of academic dishonesty or misconduct. All manuscripts submitted to JECS should be original works of scholarship. JECS does not tolerate any sort of data fabrication and falsification, plagiarism, and improper author contribution. JECS adheres to the Publication Ethics and Malpractice Statement to ensure high-quality publications, public trust in research findings, and that people receive credit for their ideas.

Contact Information:

Hasan Aydin (Editor-in-Chief) Florida Gulf Coast University Fort Myers, FL, United States

Website: www.ejecs.org E-Mail: info@ejecs.org

Editors-in-Chief

Hasan Aydin

Florida Gulf Coast University, USA

Book Review Editors

Christian Faltis, The Ohio State University, United States

Uzeyir Ogurlu, Harvard University, Cambridge, Massachusetts, United States

Editorial Assistants

Koksal Avincan, Florida International University, United States

Kristina Andrews, Florida Gulf Coast University, United States

International Editorial Advisory Board

James A. Banks, University of Washington, United States

Paul C. Gorski, George Mason University, United States

Hugh Starkey, University College London Institute of Education, United Kingdom

Sonia Nieto, University of Massachusetts, United States

Genava Gay, University of Washington, United States

Walter C. Parker, University of Washington, United States

Bashir Bashir, The Open University of Israel, Israel

Audrey Osler, Buskerud and Vestfold University College, Norway

Angela M. Banks, William and Mary Law School, United States

Ilhan Kaya, Yildiz Technical University, Turkey

Lynn M. Burlbaw, Texas A&M University, United States

Francois Victor Tochon, University of Wisconsin - Madison, United States

Handel Wright, The University of British Columbia, Canada

Charity Embley, Odessa College, United States

Kamran Matin, Sussex University, United Kingdom

Reva Joshee, Ontario Institute for Studies in Education, University of Toronto, Canada

Heribert Adam, University of Cape Town, South Africa

Nektaria Palaiologou, School of Education University of Western Macedonia, Greece

Burhan Ozfidan, Texas A&M University, United States
Tao Wang, East China Normal University, China
Julia Eksner, Frankfurt University of Applied Sciences, Germany
Géraldine Bozec, University of Nice Sophia Antipolis, France
Wing-Wah Law, University of Hong Kong, China
Yun Kyung Cha, Hanyang University in Seoul, South Korea
Mehmet Karakus, Nazarbayev University, Kazakhstan
Rahil Ismail, Nanyang Technological University, Singapore
Bassel Akar, Notre Dame University-Louaize, Lebanon
Rania Al-Nakib, Gulf University for Science and Technology, Kuwait
Douglas Verrangia Corrêa da Silva, Universidade Federal de Sao Carlos, Brazil
Cherry McGee Banks, University of Washington, United States
Barney Warf, University of Kansas, United States
Serafin M. Coronel-Molina, Indiana University, United States
Jennifer Mahon, The University of Nevada, United States
Lindsey Peterson, Mississippi State University, United States
Elavie Ndura, George Mason University, United States
Mokter Hossain, University of Alabama, United States
Ismail Hakki Yigit, Mississippi State University, United States
Barzoo Eliassi, Linnaeus University, Sweden
Stephen Lafer, The University of Nevada, Reno, United States
Barzoo Eliassi, Linnaeus University, Sweden

Journal of Ethnic and Cultural Studies

Volume 7, Number 3, December 2020

Contents

Original Manuscript

Comparative Overview of the Presence of Intercultural Education of Teacher Trainees in Serbia and Bosnia and Herzegovina1-16

Mila Beljanski and Emina Dedić Bukvić

Knowledge Mapping of Ethnic Identity and Acculturation Based on the Method of Bibliometric17-33

Yuan Shuangyun and Li Hongxia

“Take-Away” My Childhood: The Second-Generation British Chinese in the Catering Trade.....	34-47
<i>Yun-Hua Hsiao</i>	
“No Med School!” Black Resistance to The New Jersey College of Medicine and Dentistry (NJCMD) Urban Renewal Proposal, Between 1960 and 1970	48-62
<i>Edad Mercier</i>	
Validation of Persian Translation of the Intercultural Sensitivity Scale Using Rasch Model	63-75
<i>Elahe Moradi</i>	
Interfaith Dialogue in Albania as a Model of Interreligious Harmony	76-87
<i>Genti Kruja</i>	
One Size DOES NOT Fit All: Black British-Born Mental Health Nurses and Factors Influencing Their ‘National’ Health Service Career Progression	88-111
<i>Deborah Isaac</i>	
From Challenge to Empowerment: Cross-Cultural Experiences and Perceptions of First-Generation Migrant Family Students	112-128
<i>Golaleh Makrooni</i>	
Is Pandemic a Class-Ridden? An Appraisal from New York City	129-141
<i>Abin Ojha</i>	
Racism’s Back Door: A Mixed-Methods Content Analysis of Transformative Sketch Comedy in the US from 1960-2000	142-162
<i>Jennifer Kim</i>	
Training, Knowledge Sharing, and Quality of Work-Life on Civil Servants Performance in Indonesia.....	163-176
<i>Hasmin Tamsah, Ansar S.E, Gunawan Ilyas, Yusriadi Yusriadi and Umi Farida</i>	
Combating 9/11 Negative Images of Arabs in American Culture: A Study of Yussef El Guindi’s Drama.....	177-199
<i>Mahmoud F. Alshetaw</i>	
Social Distancing, Cultural and Psychological Effects on Learners in a Rural Setting in Zimbabwe.....	200-209
<i>Ncube Sikhangezile and Motalenyane Alfred Modise</i>	
Rawls’s Theory of Justice and its Relevance in Analyzing Injustice on Ethnic Phenomenon.....	210-219
<i>Cut Maya Aprita Sari</i>	
The Pursuit of Being: Reflections on Blackness.....	220-225
<i>Bruno Halpern</i>	