Ethnic Studies 1

Introduction to Ethnic Studies

01/17/2015 - 05/15/2015
El Camino College, Torrance Behavioral & Social Sciences

Recommended Preparation: eligibility for English 1A
Credit, degree applicable Transfer CSU

Instructor: Raul M. Herrera
Phone: (818) 723-5200 (Call or Text: leave your name, message, & phone #)
Email: rherrera@elcamino.edu OR raul.herrera2012@gmail.com
Office Hours: Before or after class & by appointment

Section: ESTU-1-2280
Time: Weds. 6:00pm - 9:10pm
Room: Social Science, Room 118
Units: 3 units, 3 hours lecture

Course Description:
This course provides a multidisciplinary introduction and analysis of ethnic groups in the United States. Various theories and perspectives will be examined to better comprehend the effects of institutional racism, marginalization, socio-economic and political discrimination, and ethnocentrism on American ethnic and racial groups.

Student Learning Outcomes:
Upon completion of Introduction to Ethnic Studies, students will be able to develop and persuasively argue a thesis in a written assignment that applies interdisciplinary theoretical frameworks to analyze socioeconomic and political factors that confront ethnic minorities as they interact in American society.

Required Textbook

Course Objectives:
• Define and assess the concepts of race and ethnicity in American society.
• Apply theoretical frameworks of race relations to past and present issues in American society.
• Compare and contrast the major demographic patterns of immigrant groups who entered the United States.
• Examine the concepts of religion and gender identity and compare and contrast the influences on various American ethnic communities within the United States.
• Outline and discuss the major historical and political developments that have influenced and affected specific ethnic communities within the United States.
• Assess how attitudes and behaviors of mainstream society are affected by social factors such as ethnicity, religion, and cultural differences.
• Evaluate factors that may influence assimilation of ethnic minorities into the mainstream culture.
• Examine contributions of ethnic groups to mainstream society.
• Identify and evaluate how ethnic groups have coped with cultural conflict, institutional racism, marginalization, social-economic-political discrimination and ethnocentrism.
• Evaluate the changing role of government policy with regards to the determination of immigrant status in the United States.
• Compare and contrast the experiences of European, Asian, African and Latin American immigrants in the United States in relation to stratification and assimilation.
ADA Statement: El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resource Center. To make arrangements for academic accommodations, contact the Special Resources Center.

Constructive Learning Community and Environment:
“Constructive Criticism” is encouraged and expected from the class as long as it refrains from interrupting or disrespecting individuals’ ideas or viewpoints. This course intends to provide a constructive learning community and environment without prejudice or discrimination.

Adding the Class: (Confirm accurate dates with Admissions & Records)
- Students will not be permitted to add a class after the deadline.
- A student who fails to properly register or add a class will NOT receive credit or a grade for that class.
- Last Day to Add (Full Semester Classes) Friday, January 30, 2015

Dropping the Class:
- It is the student’s responsibility to process an official withdrawal from class.
- Failure to properly withdraw from a class may result in a letter grade of “F.”
- If a student drops after the refund deadline, payment of fees for the classes is forfeited.
- If a student drops a class after the “,” the student must receive a “W.”
- A “W” cannot be removed from a student’s transcript once the “drop without notation deadline” has passed.

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>CALENDAR SCHEDULE</th>
<th>2015</th>
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<tbody>
<tr>
<td>Spring Semester Classes Begin</td>
<td>Tuesday</td>
<td>January 20</td>
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<tr>
<td>Last Day to Add (Full Semester Courses)</td>
<td>Friday</td>
<td>January 30</td>
</tr>
<tr>
<td>Last Day to Drop w/ Enrollment Fee Refund</td>
<td>Friday</td>
<td>January 30</td>
</tr>
<tr>
<td>Last Day to Drop Without Notation on Permanent Record</td>
<td>Friday</td>
<td>January 30</td>
</tr>
<tr>
<td>Spring Recess, NO CLASS</td>
<td>Sat. – Fri.</td>
<td>March 14 – 20</td>
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<tr>
<td>Mid-Term Classes Begin</td>
<td>Saturday</td>
<td>March 21</td>
</tr>
<tr>
<td>Last Day to Drop with a “W”</td>
<td>Friday</td>
<td>April 17</td>
</tr>
<tr>
<td>Last Day of Spring Semester</td>
<td>Friday</td>
<td>May 15</td>
</tr>
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Plagiarism and Academic Misconduct:
Plagiarism, citing, and documenting sources will be discussed throughout the class. However, be aware that plagiarism is academic theft, and refers to the practice of using someone else’s work without documenting who created it. An author’s work should be cited each time you refer to it through direct quotations, paraphrasing, or for information that is not common knowledge. Plagiarism can also refer to inappropriate collaborations between students to co-author assignments. This course will not tolerate plagiarism that attempts to pass off another author’s work as one’s own. All cases of potential plagiarism will be reported to college officials and may be grounds for dismissal from the course or suspension.

Assignments Layout, Guidelines, & Student Expectations: Students are expected to complete all of the assignments and follow the assignment guideline and directions in order to receive maximum points. Assignments that do not meet these guidelines will lose points. Students must submit a hard copy of their assignment to the instructor in person on the due date unless instructed otherwise.

- Type all assignments using Times New Roman: 12font, double space, with 1” (inch) margins all around.
- Print assignments in “black ink” on white paper.
- Include a Cover Page with the assignment’s number (#), title, student’s & instructor’s name, course’s name, section number, and due date.
- Include visuals; 1-3 images, graphics or illustrations related to the assignment
- Write a one-sentence caption for each image referenced in your paper.
- PROOF READ & correct papers before submitting it to the instructor.
- Use proper essay format, grammar, punctuation, sentence and paragraph structure.
- Provide supporting details and examples of what you learned, researched, thought, and discovered.
- Cite your sources, illustrations and images in MLA format.
- FREE Online MLA converter <http://citationmachine.net/index2.php>.
- Staple your cover page to your assignment and triple hole punch it, before submitting to the instructor.

Folder Check (THREE times during the semester):

All students are REQUIRED to meet with the instructor at least FOUR times during the semester for a Folder Check. Folder Checks allow multiple opportunities for both the student and instructor to meet one-to-one and discuss his/her current grade, return graded assignments, discuss missing or incomplete assignments, assign make up work due to absences, suggest possible extra credit, and address students’ comments, questions, or concerns in private; if need be.

- Students are to obtain a 1½” three ring-binder with a plastic view cover and insert their syllabus in front.
- This folder is strictly for Introduction to Ethnic Studies, students must bring their course binder to every class and be ready to learn, take notes, ask questions, and use your critical thinking skills when analyzing course content…
- Students are to file all of their assignments: class work, homework, quizzes, essays, reflection papers, outlines, key terms, current events, and handwritten notes using subject dividers.
- Students will be required to submit their single subject course binder to the instructor during the fourth, eighth, and twelfth week of the semester.
- Students can receive EXTRA CREDIT points for organization, creativity, and cleanliness, because it assists the student when studying for the final and helps the instructor discuss the student’s grade, academic performance, and work habits by having the folder at hand during each class.

Course Readings:

Students are required to read, take notes, and expected to participate during the deconstruction, analysis and discussion of the course readings. Selected readings, articles, websites, and handouts may be assigned during the extent of the course by the instructor. Some readings will require student’s to access it online or at library. Students are to read, highlight or take notes on the readings, but must be prepared to engage in the class discussion (class participation).

- Additional reading will be handed out in class or provided to them via email. Others reading will require student’s to access it online or at library.
- Print out online material, read, highlight, and take notes on the readings.
- Instructional aids such as such as video, art, music, food, or guest lectures may also be incorporated into the lecture. Therefore, students are expected to take notes and engage in class discussion.
**Midterm Project: Informational Pamphlet about Prejudice & Discrimination**

**Objective:** To create an educational pamphlet on prejudice and discrimination

- Students will select a midterm topic and create a pamphlet or booklet that aims to educate and empower the public about a specific type of prejudice and discrimination.
- The pamphlet/booklet must have an introduction and summary with supporting details, facts, and illustrations from the textbook or from other credible sources.
- The pamphlet/booklet should also include key terms related to the midterm topic.
- In addition, it must also include a nonviolent approach or solution to overcome this type of prejudice and discrimination.
- Although the pamphlet/booklet should address the general public, it may target certain group members affected directly or indirectly by this type of prejudice and discrimination.
- **Students will receive a separate sheet of paper identifying the midterm guidelines and grading rubric.**

**Final Exam:**

- Students will take an in class final.
- Students who are a No Show on the day of their final will not be allowed to make up the final, receiving "zero points”, thus affecting your overall grade.

**Absences:** It is the students’ responsibility to obtain details pertaining to the lecture, class work, or homework assigned on the day/s of their absence. Students are required to notify the instructor via phone, email, or in person of their absence in order to obtain the assignment’s details. Students who don’t show to class on the day of their final (scheduled presentation) will receive “zero points” for the project’s visual creativity and classroom presentation, thus affecting the overall final grade.

**Grading Procedures:**

Grading will be based on class participation (in class discussion of reading assignments or fieldwork), attendance, midterm, summaries, reflection papers, and the *Final Project.*

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59-0</td>
<td>F</td>
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**Course Evaluation:** Grades will be determined according to the following criteria:

- **Class Attendance & Participation** 20%
- **Midterm Project-Presentation** 20%
- **Classwork & Assignments** 30%
- **Final Exam** 30%

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**TOTAL:** 100%

**COURSE SCHEDULE:** COURSE SCHEDULE IS SUBJECT TO CHANGE

- Read & take notes on the readings; be prepared for class discussion.

*Video documentaries, music, art exhibits, guest lectures, and reading assignments may be amended to the syllabus or incorporate into the lecture, as additional instructional aids. The students’ mastery of knowledge will be measured by in class assignments, essay exams, homework, and final project: research paper, visual project, and in class presentation on a topic or theme related to the course content. The grading scale can found in the Evaluation section of this syllabus.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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</table>
| 1    |      | Course Introduction & Expectations  
Images, Symbols, & Products that Perpetrate Racial Stereotypes  
Course Review & Discussion  
**HW: Read Ch. 1 & TAKE NOTES** |
| 2    |      | Chapter 1: “Exploring Race & Ethnicity”  
HW: Read Chapters 2 & TAKE NOTES  
BOOK CHECK |
| 3    |      | Chapter 1: “Exploring Race & Ethnicity”  
Chapter 2: “Prejudice”  
HW: Read Ch. 3 & TAKE NOTES  
BOOK CHECK |
| 4    |      | Chapter 2: “Prejudice”  
Chapter 3: “Discrimination”  
HW: Read Ch. 3 & TAKE NOTES  
FOLDER CHECK 1/4 |
| 5    |      | Chapter 3: “Discrimination”  
HW: Read Ch. 6 & TAKE NOTES |
| 6    |      | Chapter 6: “Native Americans: The First Americans”  
HW: Read Ch. 7 & 8/ TAKE NOTES |
| 7    |      | Chapter 7: “The Making of African Americans in White America”  
Chapter 8: “African Americans Today”  
HW: Read: Ch. 4 & TAKE NOTES |
| 8    |      | Chapter 4: “Immigration”  
Read Ch. 9 & 10/ TAKE NOTES  
FOLDER CHECK 2/4 |
| 9    |      | Chapter 9: “Latinos: The Largest Minority” &  
Chapter 10: “Mexican Americans and Puerto Ricans”  
HW: Midterm Review |
| 10   |      | (Midterm exam) Informational Pamphlet & Student Presentations  
HW: Read Ch. 15 & TAKE NOTES |
| 11   |      | Chapter 15: “Women: The Oppressed Majority”  
HW: Read Ch. 12 & 13/ TAKE NOTES |
| 12   |      | Chapter 12: “Asian Americans: Growth & Diversity”  
Chapter 13: “Chinese Americans & Japanese Americans”  
HW: Read Ch. 5 & TAKE NOTES  
FOLDER CHECK 3/4 |
| 13   |      | Chapter 5: “Ethnicity & Religion”  
HW: Read Ch. 11 & 14/ TAKE NOTES |
| 14   |      | Chapter 11: “Muslim & Arab Americans” and  
Chapter 14: “Jewish Americans: Quest to Maintain Identity”  
HW: Read Ch. 12 & 13; TAKE NOTES |
| 15   |      | Chapter 16: “Beyond the United States: The Comparative Perspective” |
| 16   |      | Review NOTES for Final |
| 17   |      | Final: Exam...  
FOLDER CHECK 4/4 |