

_ETST 301 – Ethnic Studies and Society

Office:
Office hrs:
Office Ph:
E-mail:

Course Description & Format

Through an interdisciplinary approach, this course expands on the issues pertaining to the field of Ethnic Studies. Students will be focus on issues and topics that affect people of color and their relationships within the community and outside of the community. Informed by multiple disciplines, students will learn concepts and methods used in the study of race and ethnic relations in the United States. This course provides students with a better understanding of ethnic communities through an examination of diverse issues that influence people of color's daily live.

GEPSLO's:

Upon completion of General Education coursework, students will be able to:

- Compare and contrast relationships within and between human cultures.
- Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
- Find, evaluate, and use authoritative and/ or scholarly information to comprehend a line of inquiry.
- Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.
- Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments.

Program SLO's & Student Learning Outcomes:

Upon successful completion of the course, students will have demonstrated two program student learning outcomes:

- PSLO #1: Distinguish key theoretical concepts critical to the analysis of the experiences of racial and ethnic groups in the United States.
 - *Demonstrated in two ways: 1) reading quizzes or responses and 2) the final paper.*
- PSLO #2: Evaluate social constructions of race in a domestic and/or international context.
 - *Demonstrated in three ways: 1) class discussion of assigned readings and 2) reading quizzes or responses and 3) the final paper wherein students are accounting for processes of racialization in the topic they pursue.*

In addition, this course is tailored to have students meet five student learning outcomes:

#1: Acquire terminology specific to the study of race and racism.

Demonstrated via contributions to in-class discussions, reading responses or quizzes, and final project.

#2: Comprehend the historical construction of race and systems of oppressions related to race.

Demonstrated via contributions to in-class discussions, reading responses or quizzes, and final project.

#3: Utilize ethnic studies-centered perspective to navigate multiple approaches to studying race and ethnic relations.

Achieved by successful completion of final project.

#4: Identify forces that create and sustain inequality of people of color.

Demonstrated via contributions to in-class discussions and final project.

#5: Recognize how communities of color navigate racism and struggle for liberation.

Demonstrated via proposal and final project.

Required Texts & Materials:

- ✓ Yang, P. (2000). *Ethnic Studies: Issues & Approaches*. New York: SUNY Press.
- ✓ Add'l course readings – either in reading packet form or posted to cougar course

Assignments:

15% Engagement – Covers activities on in class, such as in-class writing assignments, quizzes, dialogues, attendance, presenting on readings etc. Participation assignments allow students to demonstrate acquired skills, contribute to class discussions, and reflect comprehension of course material.

15% Reading Quizzes and Postings – Quizzes due for everyday there is a course reading. See CougarCourse.

20% Exam 1 -- Covers material leading up to the day of the exam. “Exam material” refers to course readings, in-class lectures, examples of speeches, and/or video material.

20% Exam 2 -- Covers material leading up to the day of the exam. “Exam material” refers to course readings, in-class lectures, examples of speeches, and/or video material.

10% - Research Project Outline (4-5 pgs for Proposal) – Students will propose a project related to issue from our course that directly influences the San Diego area (preferably North County). Annotated bibliography will be issue-specific and geographic specific.

20% - Final Project – Paper or Executive Report (8-10 pages) – Student’s final project will take one of two forms – either a standard APA style research paper or an executive report written for public consumption. This paper/report will summarize the findings of your research, identify concerns, and provide suggestions for chosen issue. Students will also present these findings to your classmates.

Grade Values

A	93-100%	B	83-85.9%	C	73-75.9%	D	63-65.9
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	86-89.9%	C+	76-79.9%	D+	66-69.9%	F	< 59.9%

Student Responsibilities & Course Policies

University Writing Requirement:

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. The All-University Writing Requirement mandates that every undergraduate course at the University must have a writing component which can be achieved in a variety of ways

(<http://www.csusm.edu/policies/active/documents/all%20university%20writing%20requirement.html>). **In this course the requirement will be met through exams and weekly reading notes.**

Credit Hour Policy:

As per the University Credit Hour Policy students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this course a typical student should expect to spend at least six hours per week of concentrated attention on course-related work including, but not limited to, reading, reviewing, organizing notes, studying and completing assignments.

Student Accommodations:

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at 760/750-4905 or TDD 760/750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

Meeting Deadlines:

As things happen at home and at work, deadlines are meant to be followed. The due dates function to guide us through assignments, particularly as assignments build on one another and provide me the necessary time to review your work and offer constructive feedback. *Submitting work after its due date will be assessed 10% grade decrease per day.* All submissions must be in hard copy form (no emailing or faxing assignments or hand written submissions). Under exceptional and documented circumstances may exams be made-up.

Academic Honesty:

Students are expected to adhere to standards of academic honesty and integrity. Please consult <http://www.csusm.edu/dos/studres/cheating11.html> types and definitions of academic dishonesty. I will not tolerate any infraction (e.g., cheating, fabrication, facilitating academic dishonesty, plagiarism). If you believe there has been an infraction by someone in the class, please bring it to my attention. **I reserve the right to discipline any student for academic dishonesty. Any student who commits an act of dishonesty must meet with the professor, earn a lowered grade on the assignment (if not a zero) and/or possibly fail the course, and be reported to the Dean of Students.**

Course Schedule

Subject to revision by instructor (each red arrow represents a class meeting)

Week 1: Introduction to Course

- ➡ Syllabus & course information

- ➔ Read: Yang, "Introduction"

Week 2: Theories of Ethnicity

- ➔ Read: Theories of Ethnicity
- ➔ Read: Omi & Winant – Racial Formation

Week 3: Ethnic Stratification

- ➔ Read Ch. 4
- ➔ Read Grace Kao and Jennifer Thompson. "Racial and Ethnic Stratification in Educational Achievement and Attainment" *Annual Review of Sociology* 29 (2003): 417-442.

Week 4: Ethnic Adaptation

- ➔ Read Ch. 5
- ➔ Read Excerpts from *Ethnic Origins: The Adaptation of Cambodian and Hmong Refugees in Four American Cities* by Jeremy Hein

Week 5: Ethnic Differences in Socioeconomic Achievement

- ➔ Read Ch. 6
- ➔ Read the APA Presidential Task Force on Educational Disparities Report - *Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities*

Week 6: Ethnic Prejudice

- ➔ Read Ch. 7
- ➔ Read excerpts of van Dijk *Communicating Racism. Ethnic Prejudice in Thought and Talk*. Newbury Park, CA: Sage, 1987.

Week 7: Ethnic Discrimination & Racism

- ➔ Read chapters 8 & 9
- ➔ Read Nier and Gaertner "The Challenge of Detecting Contemporary Forms of Discrimination" *Journal of Social Issues* 68.2. (2012)

Week 8: Midterm

- ➔ Exam 1
- ➔ Debrief Exam 1 and introduction second half of the semester.

Week 9: Ethnic Segregation

- ➔ Read Ch. 10
- ➔ Read excerpts of Fong's *The First Suburban Chinatown*

Week 10: Ethnic Conflict

- ➔ Read Ch. 11
- ➔ Film screening: "Sai-I-Gu" or "Clash of Colors" – Documentaries about 1992 L.A. Riots
 - Proposal Due

Week 11: Ethnicity & Politics

- ➔ Read Ch. 12
- ➔ Read Espiritu – Asian American Panethnicity

Week 12: Settler Colonialism

- ➡ Read Wolf's. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8:4, 2006: 387-409.
- ➡ Read excerpts from Trask's *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*. Honolulu: University of Hawai'i Press, 1999.

Week 13: Boycott, Divestment, and Sanctions

- ➡ Read excerpts from Nesbitt's *Race for Sanctions: African Americans against Apartheid, 1946-1994*. Bloomington: Indiana University Press, 2004.
- ➡ Look at BDS movements across the country & come ready to discuss

Weeks 14 & 15

- ➡ Student Research Presentations

Week: Final Exam Period

- ➡ Exam 2 -- It must be taken during the university sanctioned time periods for final exams. Bring a green scantron and pencil to the exam.