

Course Syllabus: Ethnic 195B (Ethnic Studies Seminar)

* Tentative Syllabus & Schedule *

Prof. James Sobredo

Semester: Fall 2018

Office: 463 Amador Hall

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Class: ARC 3009: Hybrid ONLINE, Tues. Thurs 7:30-8:20 am

Office Hours:

Mondays: 1-3 pm

Tuesdays: 3-4 pm

*And by appointment

Welcome to ETH/195B. I congratulate you on your decision to complete your degree. I will do everything I can to ensure the next weeks will be a stimulating learning experience for all of us. If you ever have questions or need additional guidance, please feel free to contact me through my email sobredo@csus.edu. Together, I trust we will have a challenging and rewarding class experience.

You can log in on any day of the week from Monday to Sunday. You have to complete the assignments for the class on the days and within the times designated on the assignments.

Professor's Availability

I have provided you with my office hours above. ***Note that I am also in or around the Department nearly every day.**

I will provide a question thread in the Discussion board/folder. If you post a question I will respond to you the next time I check into class, with a goal of responding within 24 hours. If you have a question that is personal in nature please email it to me.

If you would like to speak by phone, please post a request for phone communication in the Discussion folder where I have posted the Question Thread to set up a time for you to call me. Be sure to include your phone number and the time you are available to talk. I am here to help you succeed in any way I can.

For emergencies, when you are not able to gain access to messages on the Canvas, please send a message to my personal email address. In the event a third party needs to contact me, please direct them to my contact information listed under "professor's information." No third party should use your login credentials to gain access to the classroom.

Where to Go to Class

Canvas has many folders. To help you navigate folders, below I have identified folders that

will **mostly** be functional in this class.

Content Folder: Content: This is where you will find the Syllabus. Video Links, Web links, Items, Files, Modules and You Tube Videos. b) **Assessment:** This is where you will find Tests and Assignments. c) **Tools:** This is where you will find Discussions Boards, Groups, and Chat Folders.

Tools: This Folder is not to be confused with the one under Modules. The forums that I will use in this folder are a) Announcements, b) Canvas Help for Students, c) Messages, d) Emails, and e) Contacts.

Course Description

Seminar discussions designed to synthesize and assess knowledge in Ethnic Studies courses and are applied to fieldwork experiences. **Co-requisite: ETHN 195A and ETHN 195B must be taken concurrently.**

Course Objectives

This course is designed to be a capstone seminar that serves as a bridge between academic preparation and applied fieldwork activities. Students will be able to:

- Display knowledge, understanding, and application of Ethnic Studies content derived from Ethnic Studies courses.
- Assess Ethnic Studies Student Learning Objectives and apply theoretical and conceptual knowledge to real life situations.
- Discuss and evaluate controversies and advancements in the interdisciplinary field of Ethnic Studies.

COURSE REQUIREMENTS

- Boatamo Mosupyo, The Intersection of Race, Class and Gender, Introduction to Ethnic Studies, edited by Baker, Mosupyo, Figueroa, and Mark (Kendall Hunt, 2011).
- Greg Kim-Ju, Joyia Lucas, and Gregory Yee Mark. Community Psychology and Social Change: The 65th Street Corridor Community Collaborative Project. Pages 461-472, Introduction to Ethnic Studies, edited by Baker, Mosupyo, Figueroa, and Mark (Kendall Hunt, 2011).
- Gregory Yee Mark, We're Going Out, Are you With Us? The Origins of Asian American Studies. Pages 11-26 Introduction to Ethnic Studies, edited by Baker, Mosupyo, Figueroa, and Mark (Kendall Hunt, 2011).
- Otis Scott. Ethnic Studies: Preparing for the Future. Pages 17-32, Ethnic Studies Research, edited by Tim Fong (Alta Mira Press, 2008).
- Ethnic Studies Student Learning Objectives (SLOs), Department of Ethnic Studies, California State University, Sacramento.
- Julie Lopez Figueroa and Eugene Garcia :Tracing Institutional Racism in Higher Education *Academic Practices of LatinoMale Undergraduates*, Addressing Racism: Facilitating Cultural Competence in Mental Health and edited by Madonna G. Constantine, Derald Wing Sue
- Rita Cameron-Wedding , *Defending Whiteness, Protecting White Privilege in Post Civil Rights Society, Development of Thought* edited by Boatamo Mosupyo and Mogobe Ramose (Kendall Hunt, 2010).
- Videos: Various and generally available via YouTube or other public websites.
- Otis Scott Brown Versus Board of Education: Scotts, Fifty Years Later, Development of Thought edited by Boatamo Mosupyo and Mogobe Ramose (Kendall Hunt, 2010).
- Timothy Fong and James Sobredo Asian Global Migration and Transnationalism Revisited, 1600 to 21st Century
- Brian Baker, Imaginary Indians: Invoking Invented Ideas in Public and Popular Culture., *Introduction to Ethnic Studies*, edited by Baker, Mosupyo, Figueroa, and Mark(Kendall Hunt, 2011).

ASSESSMENT & GRADING

Portfolios 10 Points

The portfolio is expected to look professional and reflect your understanding of Ethnic Studies Student Learning Objectives. This is a compilation of work from this course and other Ethnic Studies courses. Your materials should be placed in a clean three ring binder. You will need labeled index dividers to clearly separate different sections of the portfolio. **Page 1 of your portfolio will be a cover page including your name, the semester, and the title “Portfolio for Ethnic Studies 195 Spring 2013.”** Your portfolio should also have a table of contents.

Reflection Papers: 72 Points

You will be asked to write nine short reflection papers (**each paper is worth 8 points**) throughout the semester. These assignments serve to help assess your understanding of course readings. In addition, these reflection papers serve as the basis for class discussions. Reflection paper prompts are posted on **Canvas** (our new Web-based learning platform).

Participation /Attendance Policy : 8 Points

Participation in Discussions is very important part of the class. Your participation should reflect familiarity with the readings and the subject matter of the class

Group Presentation: 10 Points

Students will choose an Ethnic Studies Reading and present their impressions about the piece of reading in class. The presentation should give a brief summary of the readings and discuss its relevance to the field of Ethnic Studies. Presentations should be **no-longer than 10 minutes**. You will be given an opportunity in class to assign yourself into a group.

Late Policy

Please make sure that you submit your assignments on time. Assignments that are submitted late will be graded down 10% for each day they are late. I will also not grade assignments that are **more than four days late**.

Technical Support

If you experience problems, please call tech support at the Help Desk.

Grading and Feedback

I will provide grades or scores and comments on your assignments.

Grading Formula

Points	Grade
95+	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<59	F

Plagiarism: Do not plagiarize. Your written work should be your own. **Plagiarizing might ultimately result in your expulsion from Sacramento State University:** (www.csus.edu/admbus/umannual/UMP14150.htm).

Add/Drop Policy:

The Add/Drop Policy complies with the University requirements which you can find on this website <http://www.csus.edu/indiv/l/lundp/drop.htm>

COURE MATERIALS

Required material are posted in the Content Folder on Canvas.

Links to other readings will also be provided when the need arises.

Course Outline: Hybrid Course

WEEKS AND DATES	TOPICS AND READINGS
Week One and Two *Meet in Class 1st DAY: 28 Aug. *ONLINE Classes: Weeks 2-15	Introductions, Complete Online Training, Fill in Forms
Week Three and Four	Discussion: The origin of Ethnic Studies (Movie and Otis Scott. Ethnic Studies: Preparing for the Future Rita Cameron-Wedding, Defending Whiteness, Protecting White Privilege in Post Civil Rights Society
Week Five and Six	Julie Lopez Figueroa and Eugene Garcia :Tracing Institutional Racism in Higher Education <i>Academic Practices of Latino Male Undergraduates</i> , Video: On Chicano Movement and Impact
Week Seven and Eight	Gregory Yee Mark, We're Going Out, Are you With Us? The Origins of Asian American Studies. Video on Asian Americans Brian Baker, Imaginary Indians: Invoking Invented Ideas in Public and Popular Culture.
Week Ten and Eleven	Greg Kim-Ju, Joyia Lucas, and Gregory Yee Mark. Community Psychology and Social Change: The 65th Street Corridor Community Collaborative Project. Gregory Yee Mark, We're Going Out, Are you With Us? The Origins of Asian American Studies.
Week Twelve and Thirteen	Timothy Fong and James Sobredo Asian Global Migration and Transnationalism Revisited, 1600 to 21 st Century and Ethnic Studies Student Learning Objectives (SLOs)
Week Fourteen=work on folios Week Fifteen = PRESENTATIONS *Last day (12/6)=MEET IN CLASS	Group Presentations= Thursday. 6 Dec. 2018 *TIMELIMIT = 10 minutes per group *** Portfolios Due in Class ***

Topics and Due Dates for Reflection Papers:

	Due Date	Topic
Reflection Paper One:	9/10	Otis Scott. Ethnic Studies: Preparing for the Future
Reflection Paper Two:	9/17	Julie Lopez Figueroa and Eugene Garcia: Tracing Institutional Racism in Higher Education <i>Academic Practices of Latino Male</i>
Reflection Paper Three:	10/7	Gregory Yee Mark, We're Going Out, Are you With Us? The Origins of Asian American Studies.
Reflection Paper Four:	10/15	Brian Baker, Imaginary Indians: Invoking Invented Ideas in Public and Popular Culture.
Reflection Paper Five:	10/22	Rita Cameron-Wedding, Defending Whiteness, Protecting White Privilege in Post Civil Rights Society
Reflection Paper Six:	10/29	Boatamo Mosupyoe, The Intersection of Race, Class and Gender, Introduction to Ethnic
Reflection Paper Seven:	11/5	Ethnic Studies Student Learning Objectives (SLOs)
Reflection Paper Eight:	11/13	Greg Kim-Ju, Joyia Lucas, and Gregory Yee Mark. Community Psychology and Social Change: The 65th Street Corridor Community Collaborative Project

Reflection Paper Nine:

11/19

Timothy Fong and James Sobredo Asian
Global Migration and Transnationalism

