

ES 11: Introduction to Ethnic Studies

SPRING 2018

Professor: James Sobredo, Ph.D.

Lecture/Discussion: T.Thr. 9 – 10:15 am, Lib. 4021

Office Hours: Amador Hall 563A, Hours. Tues. 3 - 6 p.m.,

*Every 2nd Fri. of MONTH = Friday, 10:00 am - 1 pm

Telephone: (916) 278-7566 & **Web Address:** <http://www.csus.edu/faculty/s/sobredo/>

IMPORTANT ITEMS

***DROPPING Prof. Sobredo's ETHN or any class at Sac State:**

The Professor is NOT responsible for ADDING or DROPPING you from this course or any other course. It is **YOUR RESPONSIBILITY** to file the appropriate paper work with the **Registrar's Office** to add or drop Dr. Sobredo's ETHN or any other class.

* For more INFO on dropping individual classes, see: <http://www.csus.edu/acad/faq/drp.stm>

Course Description

This interdisciplinary course will introduce students to the diverse institutional, cultural, and historical issues relating to the past and present life circumstances of Asian Americans, African Americans, Mexican Americans, and Native Americans. The course is designed so as to introduce students to the information presented in the upper-division courses having ethnic studies content. This course fulfills the GE requirements for D1A and Race & Ethnicity.

No prerequisites. 3 units.

Course Learning Objectives.

- Students will be able to identify historical and cultural issues relating to the ethnic groups identified above (see Course Description)
- Students will analyze and discuss how social and economics forces affect the community formation experience of different ethnic groups
- Students will be introduced to basic social science theories
- Students will discuss, compare, and critique contemporary social and economic factors facing different ethnic groups

COURSE REQUIREMENTS

Students are also required to attend all the class lectures, arrive at class on time, participate in class activities and discussions, and are responsible for all the readings and lectures. Students are required to have a CSUS e-mail account (free too all CSUS students) and participate in all the class assignments and discussions. Only medical and family emergencies will be considered by the instructor. The professor does **not** tolerate disruptive class behavior or academic dishonesty--consult the CSUS Student Handbook for policies governing student conduct and responsibilities. Late work will be assessed a reduction in grade points. The instructor does not give "make-up" exams or grade on a curve.

No special materials needed other than the course textbook, notebook for notes, internet/computer access, your CSUS e-mail account, and your listening and thinking skills.

**COURSE EVALUATION
GRADING METHOD**

2 Midterms	200 pts	2 Midterms (100 pts each): T or F, multiple-choice, short essay (500 words).
Final	50 pts	Final: T or F, multiple-choice, fill-in-the-blanks. SHORT ESSAY.
Class Discussions	50 pts	In-class discussion sessions & writing assignment
TOTAL	300 pts	

GRADING SCALE 400 pts Total

400-370 points.... A, 369-360...A-, 359-346... B+, 345-330...B, 329-318...
B-, 317-306...C+, 305-290...C, 289-279...C-, 278-238...D, 237 and below... "E" [not passing]

HOW I GRADE: The Multiple-choice, T/F, Fill-in-the-blanks parts of the EXAM have only ONE answer and are graded accordingly as correct or incorrect. For the ESSAY part, I assign a letter grade to your essay, which is then converted to the corresponding number grade.

I use the grading standards set by the Sac State Policy on Letter grades. For more information see:

Sac State POLICY on Letter Grades: <http://www.csus.edu/admbus/umannual/UMG05150.htm>

REQUIRED TEXTBOOKS

***TESTBOOK:** None

***Readings include articles online**

TENTATIVE SCHEDULE OF WEEKLY TOPICS AND READINGS [15 weeks]

1. Introduction

*Readings:

“Peter's Choice,” [Mother Jones, Jan/Feb 2017 Issue](#). Watch these documentaries: [Exodus: Frontline Special](#) (PBS, 2016). [The Rohingya Exodus: 101 East](#) (Al Jazeera), 9 November 2017

2. Basic Concepts & Theories

- a. Historical context: Race vs. Ethnicity
- b. Race, Class and Gender Analyses
- c. Theories of Race Relations

*Readings

- Chris Hirschman, “The Origins and Concept of Race” in *Population and Development Review* (September 2004, Vol. 30: 3). *Available at CSUS Library database: <http://db.lib.csus.edu/databases/>. *See Librarian for assistance.
- “Does Race Exist?” (PBS)—available at <http://www.pbs.org/wgbh/nova/first/race.html>

3. Race as a Social Construction

*Readings

- Stephen J. Gould, “The Geometer of Race,” *Discover*, November 1994—available at <http://discovermagazine.com/1994/nov/thegeometerofrac441>

4. Ethnic Studies & the Third World Liberation Front

*Readings

- Torri Minton, “Race Through Time,” SF Chronicle, [20 September 1998](#)
- Neela Banerjee, “Back in the Day...” story about Richard Aoki, TWLF at UC-Berkeley & Black Panther member, *AsianWeek*, [27 April – 3 May 2001](#).
- Helene Whitson, "[STRIKE! ... Concerning the 1968-69 Strike at San Francisco State College](#)," [Shaping San Francisco's Found SF](#).

5. When Europeans Didn't Rule the World

*Readings

- [New York Times](#), “1492: The Prequel
- [TIME Asia](#), 20-27 August 2001

6. European Migration & Colonization

*Readings

- PBS Secrets of the Dead: Jamestown's Dark Winter: [transcript](#)

***** Mid-term I (6th week): Thursday, 1 March *****

***** EXTRA-CREDIT Optional Fieldtrip: Saturday, 3 March *****

7. African Americans: Part I, European & American Racializations

*Readings

- [“From Indentured Servitude to Racial Slavery”](http://www.pbs.org/wgbh/aia/part1/1narr3.html)--
<http://www.pbs.org/wgbh/aia/part1/1narr3.html>
- [“African Slave Trade”](http://www.pbs.org/wgbh/aia/part1/1narr4.html)-- <http://www.pbs.org/wgbh/aia/part1/1narr4.html>

8. African Americans: Part II, The Civil Rights Movement

*Readings

- E.R. Shipp, *New York Times*, “Rosa Parks: 1913-2005, Revered Icon of Civil Rights,” in [SF Chronicle, 25 October 2005](#).
- Nia Malika-Henderson, “Deconstructing the Dream: Line-by-Line Analysis Illuminates King’s Timeless Speech,” [SF Chronicle, 13 July 2003](#).

9. **SPRING BREAK: 19-23 March**

10. Native Americans: Part I, Contact & Conquest

*Readings

- Jared Diamond, [“Collision at Cajamarca”](#) (PBS Transcript) based on Diamond's book *Guns, Germs and Steel* (NY: WW Norton & Company, 1999).

11. Native Americans: Part II, Resistance & Self-Identity

*Readings

- William S. Kowinski, “In 1860 Six Murderers Nearly Wiped Out the Wiyot Tribe,” [28 February 2004](#).
- Rick Del Vecchio, “Filmmaker tells story of forgotten Indian burial ground disputed by quest for retail,” *SF Chronicle*, 25 March 2005.

12. Mexican Americans: Part I, Colonization & Migration

*Readings

- Jesus Velasco-Marquez, Instituto Tecnológico Autónomo de México, [“A Mexican Point of View of the War With the United States.”](#)
- Sam W. Haynes, University of Texas at Arlington, [“Manifest Destiny.”](#)
- David M. Pletcher, Indiana University, [“An Ideal or a Justification?”](#)

13. Mexican Americans: Part II, California’s New Economy & Transnationalism

*Readings

- *LA Times*, “Enriquez’s Journey”—The 2003 Pulitzer Prizes ([entire series](#)).

***** Mid-term II (13th Week): Thursday, 19 April *****

14. Asian Americans: Part I, Migration & Settlement

*Readings

- Erika Lee, "The Making of Asian America: A History," US National Archives lecture, 2 October 2015: <https://www.youtube.com/watch?v=MgYmAvRJTmw>

15. Asian Americans: Part II, 1965 Immigration Act & Globalization

*Readings

- Carolyn Lochhead, "[A Legacy of the Unforeseen: Immigration Reform](#)," *SF Chronicle*, 7 May 2006.
- Sunday, May 7, 2006
- *SF Chronicle*, "The New Gold Mountain" (Special Series 2004)
- *SF Chronicle*, "Deported Filipino Family," 22 August 2004

16. Race and Ethnic Relations in the New Global Economy

*Readings

- *SF Chronicle*, "HK Maids," 18 Nov. 2004
- *Exodus: Frontline Special* (PBS, 2016): [transcript](#). Film can also be found online.
- [The Rohingya Exodus: 101 East](#) (Al Jazeera), 9 November 2017

CLASS ENDS: THURSDAY

FINAL EXAM (as scheduled)

CLASSROOM POLICIES

1. Only medical and family emergencies will be considered as legitimate excuse by the instructor. Unless prior arrangement has been made with the class instructor, the professor does not accept late assignments.
2. **The professor does not tolerate disruptive class behavior.** For example, it is disruptive to come in fashionably late, hold private conversations, let your cell phone ring or have a cell phone conversation in class (turn off your cell phone, beeper, or put it on silent).

***Do not use a cell phone, iPhone or a laptop in class.**

3. **Inappropriate & disruptive classroom behavior:** It is disruptive to have a private conversation with other students when the professor is lecturing, to walk in "fashionably" late to class (let me know ahead of time if you're going to be late and go to the back of the class and quietly find a seat) or to engage in any behavior that is disruptive to the lecture or classroom activity. It is disruptive to the instructor if you fall asleep in front of class (this particular instructor spends many long hours preparing for his class lessons)—let me know ahead of time if you work nights/evenings or have children and other pressing responsibilities. **It is completely inappropriate and disruptive to look at videos, email or social media while the professor is lecturing or having a class activity.** If you engage in any of these inappropriate or disruptive activities, you will be deducted 5 points from your overall grade. If the behavior persists, appropriate action will be taken and the Dean of Undergraduate Studies will be informed of the disruptive behavior.

4. **Professional Ethics.** Students are expected to behave and conduct themselves in a polite and professional manner. The course instructor is to be addressed as "Dr. Sobredo" or "Professor Sobredo."
5. **Plagiarism.** The professor does not tolerate academic dishonesty--consult the CSUS Student Handbook (<http://www.csus.edu/admbus/umannual/UMA00150.htm>) for policies governing student conduct and responsibilities. It is the student's responsibility to understand what plagiarism is and how to provide the appropriate and correct citation of ideas and sources that are not their own. An "F" grade will be given to any student who plagiarizes by (a) passing another person's idea or work as theirs or (b) failing to provide the appropriate citation for original theories/concepts, quotes or research data—I will also write a letter about the incident to the Dean of Student Affairs.
6. Unless prior arrangements has been made with the professor, late work will be assessed a 20 percent reduction in grade. Late work are to be submitted via SacCT in "Assignments."
7. The instructor does not give "make-up" quizzes, exams or grade on a curve.
8. **Incompletes: When the semester ends and all work is due. Students who do not finish their work will receive a FAILING GRADE ("F") for the assignment.**
9. Do not call or email the instructor regarding homework assignments. All homework assignments are available online, 24 hours a day, 7 days a week (24/7). Should any mistakes occur regarding online postings of assignments, the instructor will make the appropriate changes and adjustments.
10. **EXTRA CREDIT:** The professor will allow students no more than 1 (ONE) extra credit assignments (short paper, 2 pages minimum)—see the ["Extra Credit" format requirement](#) at Dr. Sobredo's [webpage](#), write the 2-page essay and submit your work via SacCT. [*Exceptions: no extra credit work is accepted during the shortened online and summer sessions.]
11. Finally, when the Professor asks students to participate in class by reading a text or short quote out loud, stand up when you present your ideas in class (so your voice could project) or to come to the front of the class as part of the classroom activity & participation, if the student does not follow these instructions or refuses to, the Professor will deduct 5 points from your class participation grade.
11. Your final grade will reflect your ability to follow these classroom policies, follow the Professor's class instructions