

ES 11: Introduction to Ethnic Studies

WINTER SESSION 2015: 5 – 23 January 2015

Professor: James Sobredo, Ph.D.

Lecture/Discussion: ETHN_011_Sec.2: 10043

Office Hours: Amador Hall 563A, Online Office Hours. **ONLINE** Mon. & Thurs. 8-9 p.m.

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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): 6 short essays & ONE long essay (short essay are 100 words each and long essay is 400 words).
Final	40 pts	Final: One long essay
Class Discussions	60 pts	In-class online discussion sessions
TOTAL	300 pts	

GRADING SCALE 300 pts Total

300-282 points.... A, 281-270...A-, 269-260... B+, 259-250...B, 249-240...

B-, 239-230...C+, 229-220...C, 219-210...C-, 209-179...D, 178 and below... "E" [not passing]

HOW I GRADE: For the ESSAYS, 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/umannual/acad/umg05150.htm>

REQUIRED TEXTBOOKS

***TESTBOOK: None from Bookstore.**

***Readings include articles online in the CSUS Library (JSTOR database)**

TENTATIVE SCHEDULE OF WEEKLY TOPICS AND READINGS [3 weeks]

Week 1: Intro, Basic Concepts, Theories, Third World Strike & Europeans

1. Introduction

*Readings:

- Dr. Martin Luther King, "I have a Dream," 28 Aug. 1963:

<http://www.archives.gov/press/exhibits/dream-speech.pdf>.

- President Barack H. Obama, Speech at "Let Freedom Ring" ceremony, 28 August 2013

<http://www.whitehouse.gov/the-press-office/2013/08/28/remarks-president-let-freedom-ring-ceremony-commemorating-50th-anniversa>

2. Basic Concepts & Theories

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

*Readings

- Rachel Caspari, "From Types to Population: A Century of Race, Physical Anthropology and the American Anthropological Association" in *American*

Anthropologist (March 2003, Vol. 105: 1). *Available at CSUS Library database: <http://db.lib.csus.edu/databases/> (JSTOR). *See Librarian for assistance.

- “No Biological Basis for Race” (SFGate, 23 February 1998)—available <http://www.sfgate.com/news/article/PAGE-ONE-No-Biological-Basis-For-Race-3310645.php>
- “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> (as of 2/1/2008).
- “Racial Formations,” Michael Omi & Howard Winant: http://homepage.smc.edu/delpiccolo_guido/Soc34/Soc34readings/omiandwinant.pdf

4. Ethnic Studies & the Third World Liberation Front

*Readings

- Helene Whitson, “Strike!” essay in *Shaping San Francisco*: http://foundsf.org/index.php?title=STRIKE!..._Concerning_the_1968-69_Strike_at_San_Francisco_State_College
- Torri Minton, “Race Through Time,” *SF Chronicle*, 20 September 1998
- Harvey Dong, “Richard Aoki: Toughest Oriental to Come out of West Oakland,” *Amerasia Journal*, 35:2 (2009) 223-232: <http://www.amerasiajournal.org/blog/wp-content/uploads/2012/08/223-232.HDindd.pdf>
- Terry Norton, “In era when protest exploded, fuse was lit at Berkeley and S.F. State,” *SF Examiner*, 1 March 1998—available at <http://www.sfgate.com/cgi-bin/article.cgi?f=/e/a/1998/03/01/SPECIAL804.dtl&hw=san+francisco+state+college+strike+hayakawa&sn=004&sc=573>

5. When Europeans Didn’t Rule the World

*Readings

- Nicholas Kristoff, “1492: The Prequel” from *New York Times* (1999): <http://www.nytimes.com/library/magazine/millennium/m3/kristof.html>
- “In the Wake of the Admiral,” *TIME Asia*, 20-27 August 2001: <http://content.time.com/time/world/article/0,8599,2054421,00.html>

6. European Migration & Colonization of Native Americans

*Readings

- “History of Jamestown” (PBS)—available at <http://www.apva.org/history/>
- “John Rolfe”—available at http://www.preservationvirginia.org/rediscovery/page.php?page_id=27

- Jared Diamond, read transcript of “Conquest” which is based on Jared Diamond’s “Collision at Cajamarca” in his book *Guns, Germs and Steel* (NY: WW Norton & Company, 1999):
<http://www.pbs.org/gunsgermsteel/show/transcript2.html>
- Nicholas P. Canny, "The Ideology of English Colonization: From Ireland to America," *The William and Mary Quarterly*, 3rd Ser., Vol. 30, No. 4. (Oct., 1973), pp. 575-598--available at CSUS Library database (JSTOR):
<http://db.lib.csus.edu/databases/>.

Week 2: Unfree Labor, Slavery, Genocide & Conquest of the Southwest

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

*Readings

- “African Slave Trade”-- <http://www.pbs.org/wgbh/aia/part1/1narr4.html>
- “From Indentured Servitude to Racial Slavery”--
<http://www.pbs.org/wgbh/aia/part1/1narr3.html>
- “Slavery and Indentured Servants” from Library of Congress:
<http://memory.loc.gov/ammem/awhhtml/awlaw3/slavery.html>

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

*Readings

- “History of *Brown et al vs. Topeka*” from United State Courts:
<http://www.uscourts.gov/educational-resources/get-involved/federal-court-activities/brown-board-education-re-enactment/history.aspx>
- 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](#).

3. California Indians: 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](#).

4. Mexican Americans: Part 1, Colonization of the Southwest & Migration

*Readings

- Jesus Velasco-Marquez, Instituto Tecnológico Autónomo de México, “A Mexican Point of View of the War With the United States”:
http://www.pbs.org/keramexicanwar/prelude/md_a_mexican_viewpoint.html
- Sam W. Haynes, University of Texas at Arlington, “Manifest Destiny”:
http://www.pbs.org/keramexicanwar/prelude/md_manifest_destiny.html

5. Mexican Americans: Part 2, Colonization of the Southwest & Migration

- Richard Griswold del Castillo, “Treaty of Guadalupe Hidalgo”: http://www.pbs.org/kerawar/kerawar/wars_end_guadalupe.html
- Sonia Nazario, “Enriquez’s Journey,” *LA Times* series & winner of the 2003 Pulitzer Prize: <http://www.pulitzer.org/works/2003-Feature-Writing>
- Rick Tejada Flores, “Cesar Chavez” in *The Fight in the Fields* (PBS): <http://www.pbs.org/itvs/fightfields/cesarchavez.html>

Week 3: Conquest of Asian & Migration from Across the Pacific

1. Asian Americans: Part I, Migration & Settlement

*Readings

- Stephen Maganini, “Chinese Transformed Gold Mountain” from *Sacramento Bee* Special Gold Rush Issue (1998): <http://www.calgoldrush.com>
- “We the People: Asians in the United States,” US Census Special Report (2000): <http://www.census.gov/prod/2004pubs/censr-17.pdf>

2. Asian Americans: Part II, 1965 Immigration Act

*Readings

- Carolyn Lochhead, “A Legacy of the Unforeseen: Immigration Reform,” *SF Chronicle*, 7 May 2006—available at <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2006/05/07/MNGELIN29I1.DTL&hw=1965+Immigration+act&sn=001&sc=1000>
- Sunday, May 7, 2006
- *SF Chronicle*, “The New Gold Mountain” (Special Series 2004)
- *SF Chronicle*, “Deported Filipino Family,” 22 August 2004

3. Asian Americans: Part III, Post-1965 Immigration & Globalization

- “American Experience: My Lai,” PBS documentary: <http://www.pbs.org/wgbh/americanexperience/features/transcript/mylai-transcript/>
- “Cambodia: Pol Pot’s Shadow,” watch video documentary in Frontline (PBS/WGBH Boston: 2002): <http://www.pbs.org/frontlineworld/stories/cambodia/>
*the story to the video is available here: <http://www.pbs.org/frontlineworld/stories/cambodia/thestory.html>
- “Hmong: Orphans of History,” Stephen Magagnini in *Orphans of History*: <http://theauthenticvoice.org/mainstories/orphansofhistory/>

4. Race and Ethnic Relations in the New Global Economy

*Readings

- [SF Chronicle](#), “HK Maids,” 18 Nov. 2004
- Darfur: Genocide in Slow Motion (PBS):
http://www.pbs.org/frontlineworld/flash_point/darfur/

CLASS ENDS: 23 January 2015

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**).
3. **Inappropriate classroom behavior:** It is disruptive to have a private conversation with other students, 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**). It is disruptive to the instructor if you fall asleep in 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.
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**.
7. The instructor does not give "make-up" quizzes, exams or grade on a curve.