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.
Telephone: (916) 278-7566 & Web Address: http://www.csus.edu/aas/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): 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/umanual/acad/umg05150.htm](http://www.csus.edu/umanual/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:  
   • President Barack H. Obama, Speech at “Let Freedom Ring” ceremony, 28 August 2013  

2. Basic Concepts & Theories  
   a. Historical context: Race vs. Ethnicity  
   b. Race, Class and Gender Analyses  
   c. Theories of Race Relations  
   *Readings  
   • Rachel Caspari, “From Types to Population: A Century of Race, Physical Anthropology and the American Anthropological Association” in American


3. Race as a Social Construction

*Readings*


4. Ethnic Studies & the Third World Liberation Front

*Readings*

- 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](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*

- “In the Wake of the Admiral,” TIME Asia, 20-27 August 2001: [http://content.time.com/time/world/article/0,8599,2054421,00.html](http://content.time.com/time/world/article/0,8599,2054421,00.html)

6. European Migration & Colonization of Native Americans

*Readings*

• 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/gunsgermssteel/show/transcript2.html
  http://db.lib.csus.edu/databases/

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

1. African Americans: Part I, European & American Racializations
   *Readings
   • “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/awhtml/awlaw3/slavery.html

   *Readings
   • “History of Brown et al vs. Topeka” from United State Courts:

   *Readings

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/kera/usmexicanwar/prelude/md_a_mexican_viewpoint.html
   • Sam W. Haynes, University of Texas at Arlington, “Manifest Destiny”:
     http://www.pbs.org/kera/usmexicanwar/prelude/md_manifest_destiny.html
5. **Mexican Americans: Part 2, Colonization of the Southwest & Migration**


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

1. **Asian Americans: Part I, Migration & Settlement**
   *Readings*

2. **Asian Americans: Part II, 1965 Immigration Act**
   *Readings*
   - Sunday, May 7, 2006
   - *SF Chronicle*, “Deported Filipino Family,” 22 August 2004

3. **Asian Americans: Part III, Post-1965 Immigration & Globalization**
   *Readings*
     *the story to the video is available here: [http://www.pbs.org/frontlineworld/stories/cambodia/thestory.html](http://www.pbs.org/frontlineworld/stories/cambodia/thestory.html)*
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/umanual/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 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.