ETHNIC CULTURES OF THE UNITED STATES SYLLABUS

“Race is a pigment of our imagination” – Rubén G. Rumbaut

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Sociology 20/History 20

COURSE DESCRIPTION:
This class exams of the sociological, psychological, and historical background of ethnic groups in the U.S.

STUDENT-LEARNING OUTCOMES:
1) Define race and ethnicity as fluid social and historical constructs.
2) Compare and contrast the sociological, psychological, and historical differences between the ethnic groups.
3) Explain the consequences that specific group membership has on life experiences and future outcomes.
4) Apply sociological ideologies and concepts in discussions of the history of specific ethnic groups in the U.S.
5) Evaluate & discuss the stereotypes of ethnic groups in the U.S. as well as the effects stereotyping has on group members.
6) Compare and contrast the different theories of prejudice and discrimination.
7) Describe the patterns of immigration and assimilation.
8) Discuss diversity awareness and the steps towards equality.

GOALS
1) Explain why race and ethnicity are socially constructed and why and how this happened in the U.S.
2) Utilize class concepts to support your opinions about ethnic cultures in the U.S.
3) Describe key concepts in each unit and make connections between the concepts in different units.
4) Use sociological theories and concepts to critically analyze race in the media or your ethnic history.

TEXT:
(Any edition is fine)
* I suggest looking for it at http://www.dealoz.com/, because it searches all the major book selling sites for you

ONLINE ARTICLES & WEB VIDEOS: See Blackboard (under Handouts, Online Articles/Web Videos)
- Videos: “Brown Eyes, Blue Eyes,” “Rize,” & “Goobacks” South Park Episode
- Just for Fun: Sociology in the Media Blog http://sociologyinthemedia.wordpress.com

CLASS REQUIREMENTS:
1) Quizzes: 5 Points See Blackboard (under Assessments)
   - Learning Agreement (3.5 points) Confirm, point by point, that you understand the syllabus.
   - Prep for Online Exam Quiz (1.5 points) Review how to avoid crashing an online exam

2) Discussion Board: (95 Points)
   - Prompts: There will be 9 of these each worth 5 points each (45 points)
   - Applications: There are 5 of these worth 10 points each and are more in-depth than Prompts (50 points)
   - Directions for Prompts and Applications:
     - The discussion boards will open at 12:05am the Saturday prior to the week a discussion board is due.
     - Regular participation is vital to ones’ success in the class. I suggest at least 10 minutes a day.
     - Main Post: By Friday at 11:55pm, students need to post this. (1 point will be deducted for every day it is late up until the Tuesday that the responses are due. After that the grade will be a zero).
Response: Reply to peers posts at least 2 times by 11:55pm on Tuesday of the following week. No late replies accepted. See Blackboard (Handouts, Course Handouts Folder, Response Etiquette)

- Grades are based on your main post and replies to others. Grades are posted by Friday of each week.
- Make-ups: You cannot make up a discussion board that you missed.

3) Exams: Midterm 20 points & Final 30 points) See Blackboard (under Assignments)
- They will consist of multiple-choice questions and it is an open book test. that you can access 1 time during the open period, which closes at 4:00pm.
- Midterm = 40 questions in 2 hours & Final = 60 questions in 3 hours. Every 5 minutes over in time = -1 Point off your score.
- A study guide will be posted 2 weeks before the exam (everything appearing on the exam is included).

4) Cumulative Project: 50 points See Blackboard (under Assessments)
- You have a choice of doing either Option 1 or 2 to fulfill this requirement.
  - Option 1 Race in the Media: In this activity you have a chance to apply the knowledge you have learned this semester and use it to discuss and analyze an image of your choice (I suggest using something from popular culture). The paper will be 3 pages maximum. See Blackboard for more details.
  - Option 2 Ethnic History Exploration: In this activity, you have a chance to apply the knowledge you have learned this semester by researching your ethnic history using class concepts to discuss how this has influenced you today. The paper will be 3 pages maximum. See Blackboard for more details.

5) Extra Credit: 5 Points See Blackboard (under Discussion Board)
- Questions Board: Be the first student to answer another student’s question on the Question Forum for 1 point each time you do it for a maximum of 2 points.
- Cumulative Project Discussion Board: If you give feedback on another student's thesis using the criteria I outlined in the Cumulative Project Writing Tips Tutorial you will receive 1 point Extra Credit each time for a max of 3 Points.

Grading Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>5</td>
<td>2.5%</td>
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<tr>
<td>Prompts</td>
<td>45</td>
<td>27.5%</td>
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<tr>
<td>Applications</td>
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<td>20%</td>
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<td>Cumulative Project</td>
<td>50</td>
<td>25%</td>
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<tr>
<td>Midterm</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>Final</td>
<td>30</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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Grading Scale

- A = 180 - 200 points 90 - 100%
- B = 160 - 179 points 80 - 89%
- C = 140 - 159 points 70 - 79%
- D = 120 - 139 points 60 - 69%
- F = 119 & below 59% & below

Grading Policy:

- Late Papers and Assignments: 3 points will be taken from the final score of an assignment for each day in which papers or assignments are late. No late papers are accepted after the final exam closes.
- Redoing Assignments: Under NO circumstances can you redo an assignment, since it would be unfair to others.
- Make-up Exams, Extensions, or Taking an Exam Early?: None of these are an option. There is another option that I give ONLY for excused absences, which must include DOCUMENTED illnesses (doctor’s note required, if you do not have a doctor you can go to the Student Health Center) or emergencies (i.e. accidents with a police or emergency room report). I must approve these before we can discuss another option. If I do not approve you the other option, you will receive a zero on the exams. Remember oversleeping or a family vacation will not be approved.
• **Borderline Grades:** If a student receives a % grade that has a 9 with some decimals trailing it I will round your grade up **ONLY IF THE STUDENT PARTICIPATED ON TIME IN EVERY MANDATORY DISCUSSION BOARD.** Thus if you have not done this I will not be able to round your grade up even if it ends with 9.99999. If a student has a score that ends with a 9 with no decimals you will not be considered for a grade round up. I have to draw the limit somewhere and I draw it much more leniently then most.

• **Disabilities:** If you have a disability that may impede your ability to successfully complete this course, you should contact the Special Services Center (949-582-4833) **BY THE FIRST WEEK OF THIS COURSE.** Their staff will assist you in arranging accommodations that can help you meet course requirements.

**THINK FASTS (SAMPLE TEST QUESTIONS):**

• There will be 1-2 exam questions directly from my test question pool available each week from Saturday to Wednesday **See Blackboard (under Lesson, Weekly Lesson Folder, Think Fast).** Be sure to write down both the questions and the answers by Wednesday at 11:55am.

**STUDENTS’ RESPONSIBILITIES:**

• **Opinions Welcome and Encouraged:** This class will be a safe place where you can share their opinions and ask questions without fear of reproach. I feel so strongly that you share your opinions in class that I will not share mine. Multiple viewpoints are presented in class (I never say what my view on them is) for you to evaluate.

• **Create a Respectful Environment:** Since you are safe to share **ANY** viewpoint you would like as long as it is done in a respectful manner. I have a zero-tolerance policy towards racist, sexist, and/or homophobic language (You can still share views that would be considered any of these as long as the language is non-offensive).

• **Academic Dishonesty:** All work that you submit must be your own. When using material written by others (articles, newspapers, books, etc) cite them. If you are caught, plagiarizing or committing any form of academic dishonesty on any assignment/test you will receive a zero on that assignment. In addition, cheating, collusion, or any other forms of academic dishonesty are grounds for disciplinary action. Please see the Student Code of Conduct for a further explanation. If you have any questions please come see me.

• **Learning from Each Other:** I truly believe that learning is a two-way street. You will not only learn from me, but more importantly I will learn from you!

**PREPARATION:**

• **Reading:** Lessons complement the readings and will be better understood if reading is done prior to the Lesson.

• **Annotation:** Based on previous (i.e. high school) restrictions, many students are hesitant to highlight and write in textbooks. Fear not and put that thinking style behind you! Annotation is a useful strategy that facilitates learning and you may still sell back your annotated books or keep it to develop your own academic library.

• **Notetaking:** Take notes while going through the lessons, using **LESSON NOTES** to better process the information. **Use these notes when taking exams!**

• **What to Focus on:** For the test is to be able to do what is outlined in the “**Section Highlights**” or “**By the End of This Lesson You Should be Able to Section.**”

• **Think Fasts:** See the above section for details.

• **Email:**
  - **Before Emailing Me a Question**
    - Make sure you have checked the syllabus and the course calendar for the answer.
    - Make sure you have also checked the Question Discussion Board to see if anyone else has asked the same question and have had it answered.
  - **Emailing Me**
    - I am happy help! Just include Ethnic Cultures and your ticket number in the subject line.
    - Also sign it with your name so I can know who it is =).
  - **When Will You Hear Back From Me?**
    - I check my email at least 1 time a day Monday through Friday. I do not check emails on
# Course Outline

“History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again.” – Maya Angelou

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Readings</th>
<th>Assignments/Tests/Announcements</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>Lesson 1: Introduction Race vs. Ethnicity</td>
<td>Chapter 1</td>
<td>Prompt #1: Introductions &amp; celebration of personal race/ethnicity</td>
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<td>Prompt #2: “A pigment of your imagination?”</td>
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<td>Learning Agreement: Opens</td>
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<td>Lesson 2: Minority vs. Majority Groups &amp; Theoretical Perspectives</td>
<td>Chapter 3 Web: Brown vs. Blue Eyes</td>
<td>Application #1: Prejudice in the real world</td>
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<td>Lesson 3: Prejudice &amp; Discrimination</td>
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<td>Prompt #3: Brown vs. Blue Eyes</td>
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<td>Prep for Online Exam Quiz: Opens</td>
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<td>WEEK 2</td>
<td>Lesson 4: Racial Inequality</td>
<td>Web: Resume Study &amp; Slaughter House Studies Chapter 4</td>
<td>Prompt #4: Living together, but apart</td>
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<td>Lesson 5: Immigration Reactions</td>
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<td>Application #2: “We’re Here, Now What?”</td>
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<td>Cumulative Project: Opens</td>
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<td>Learning Agreement: Due</td>
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<td>WEEK 3</td>
<td>Lesson 6: The Native American Experience</td>
<td>Chapter 7</td>
<td>Prompt #5: Native American: What is the right percentage?</td>
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<td>Prep for Online Exam Quiz: Due</td>
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<td>Lesson 7: Early European Immigration</td>
<td>Chapter 5</td>
<td>Midterm: Opens</td>
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<td>Irish Case Study</td>
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<td>Lesson 8: Later European Immigrants &amp; Becoming White</td>
<td>Chapter 6</td>
<td>Prompt #6: Becoming…?</td>
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<td>Lesson 9: Black Exceptionalism</td>
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<td>Prompt #7: One-drop rule: Blacks vs. Native Americans</td>
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<td>WEEK 4</td>
<td>Contexts</td>
<td>Chapter 10 Web: “Rize” Chapter 8</td>
<td>Application #3: Social issue: Opinion Switch</td>
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<td>Lesson 11: Early Asian Immigration</td>
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<td>WEEK 5</td>
<td>Lesson 12: Later Asian Immigration</td>
<td>Chapter 9: 303-311 Chapter 11 Web:“Goobacks” “South Park</td>
<td>Prompt #8: Asian Americans in Mass Media: Gender Images</td>
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<td>Lesson 13: Hispanic Immigration</td>
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<td>Prompt #9: South Park vs. Minute Men</td>
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<td>Wrap-up</td>
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<td>Application #5: Closing Thoughts</td>
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*Note: The syllabus is accurate to the best of my ability. I do reserve the right to modify this syllabus at anytime

**Note on Readings: If you use a different edition of the textbook chapter order may vary so use the content to see what chapter to read ;)*