

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 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:

Strangers to these Shores 9th edition, 2008, Vincent N. Parrillo, ISBN: 020560841813 (**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)

- **Articles:** Resume Study: “Are Emily and Greg More Employable than Lakisha and Jamal?,” 2003, Marianne Bertrand and Sendhill Mullainathan & Slaughter House Study: “At a Slaughterhouse Some Things Never Die,” 2000, Charlie LeDuff
- **Videos:** “Brown Eyes, Blue Eyes,” “Rize,” & “Goobacks” South Park Episode
- **Just for Fun:** Sociology in the Media Blog <http://sociologyinthemedias.wordpress.com>

CLASS REQUIREMENTS:

Increasing Efficiency Tip #1: Always read directions carefully to avoid point deductions.

- 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.
 - 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.

Increasing Efficiency Tip #2: Get email notification of new posts by subscribing to specific threads or boards.

3) Exams: Midterm 20 points & Final 30 points) See Blackboard (under Assessments)

- 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 (is not cumulative). **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. 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. 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 students 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

Quizzes	5 Points	2.5%
Prompts	40 points	20%
Applications	55 points	27.5%
Cumulative Project	50 points	25%
Midterm	20 points	10%
Final	30 points	15%

200 points 100%

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 Cumulative Project:** 3 points will be taken from the final score of the assignment for each day in which it is late. No late papers are accepted after the close data on the class calendar.
- **Redoing Assignments or Last Minute Extra Credit, etc:** Under **NO** circumstances can you redo an assignment or do last minute extra credit, since it would be unfair to others.
- **Make-up, Extensions, or Doing Early an Exam, a Quiz, or a Discussion Board:** **None 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).
 - This documentation must be provided in a timely manner and show you were unavailable the entire time the assignment was open. I must approve it before we can discuss another option.
 - If I do not approve the other option (approval solely my discretion) you will receive a zero on the assignment. Note forgetting, a family vacation, stress, or anything along these lines 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 than most.
- **Grade Begging:** This entails asking for a special exception, an extra credit assignment, a redo, etc to be made for you that is not outlined in my grading policy. **Grade begging is not allowed in this class.** Remember, grades are earned in this class and there is no excuse that can justify being given a grade that was not earned. Grade begging emails will receive a standard cut and paste reply from my grading policy one time and further grade begging emails will not receive a response.
- **Special Needs:** If you have a special need, you should contact the Special Services Center (949-582-4833). Their staff will assist you =).

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 the question(s) and the answer(s) by Wednesday at 11:55pm. **They are for your benefit only & not worth points.**

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:**

- This is a serious offense and **no excuses** for such actions will be accepted. Any form of academic dishonesty that occurs will result in the following: A zero on the assignment, an academic dishonesty report, sent to my dean, and the vice president of student services (this office may choose to take further action and that will solely be up to them to decide), it will be put on a permanent record.
- Thus, **it is your responsibility** to know what qualifies as academic dishonesty. See the following link for a detailed outline of what it is <http://www.saddleback.edu/la/ActsofAcademicDishonesty.html>

- **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:** Be able to do what is outlined in the **“Section Highlights”** or **“By the End of...”**

EMAILING:

- **Email:** (it is your responsibility to regularly check your Saddleback Email)
 - Before Emailing Me a Question
 - Make sure you have checked the **syllabus** (99% of answers can be found here), the **course calendar**, the **Class orientation**, and the **question board** for the answer.

Increasing Efficiency Tip #3: Add the class calendar to your smart phone. See the following link for details <http://www.google.com/support/mobile/bin/answer.py?answer=65923&topic=13561>

- Emailing Me
 - **Purpose of Emailing me:** Clarifying terms theories, further grade questions after reading my feedback, site glitches, etc.
 - **Inappropriate Email Topics:** Asking questions that can be found in syllabus, panic emailing me multiple times, grade begging emails, etc. Other than these topics, I am happy to help!
 - **Do Not Forget to Include in All Emails:**
 - In the subject line: your ticket number
 - Sign the email with your full name so I can know who it is =).
- When Will You Hear Back From Me?
 - I normally check my email at least 1 time a day Monday through Friday. I do not check emails on weekends or school holidays.

Increasing Efficiency Tip #4: Use Mobile Learn to access the class on the go, see the following link for details http://www.blackboard.com/resources/mobile/mobile_learn_splash/desktop/portal-nonsprint.html#android*

*Note: For the app to work search for "**South Orange County Community College District**" (not Saddleback) as the school

COURSE OUTLINE

Week	Content	Readings*	Assignments/Tests/Announcements
WEEK 1	Lesson 1: Introduction Race vs. Ethnicity	Ch. 1	<ul style="list-style-type: none"> ○ <u>Prompt #1</u>: Introductions & celebration of personal race/ethnicity ○ <u>Prompt #2</u>: "A pigment of your imagination?" ○ <u>Learning Agreement</u>: Opens
WEEK 2	Lesson 2: Minority vs. Majority & Theoretical Perspectives	Ch. 1 Con't	<ul style="list-style-type: none"> ○ <u>Application #1</u>: Prejudice in the real world ○ <u>Learning Agreement</u>: Due
WEEK 3	Lesson 3: Prejudice & Discrimination	Ch. 3 Web: Brown vs. Blue Eyes	<ul style="list-style-type: none"> ○ <u>Prompt #3</u>: Brown vs. Blue Eyes
WEEK 4	Lesson 4: Racial Inequality	Web: Resume Study & Slaughter House Studies	<ul style="list-style-type: none"> ○ <u>Prompt #4</u>: Living together, but apart
WEEK 5	Lesson 5: Immigration Reactions	Ch. 4	<ul style="list-style-type: none"> ○ <u>Application #2</u>: "We're Here, Now What?" ○ <u>Cumulative Project</u>: Opens
WEEK 6	Lesson 6: The Native American Experience	Ch. 7	<ul style="list-style-type: none"> ○ <u>Prompt #5</u>: Native American: What is the right percentage? ○ <u>Prep Online Exam Quiz</u>: Opens
WEEK 7	Lesson 7: Early European Immigration Irish Case Study Lesson 8: Later European Immigrants & Becoming White	Ch. 5 Ch. 6	<ul style="list-style-type: none"> ○ <u>Prompt #6</u>: Becoming...? ○ <u>Midterm</u>: Opens ○ <u>Midterm</u>: Closes @ 4:00pm ○ <u>Prep Online Exam Quiz</u>: Due
WEEK 8	Lesson 9: Black Exceptionalism Social Contexts	Ch. 10	<ul style="list-style-type: none"> ○ <u>Prompt #7</u>: One-drop rule: Blacks vs. Native Americans
WEEK 9	Lesson 10: Black Exceptionalism Modern Society & Media	Ch. 10 Con't Web: "Rize"	<ul style="list-style-type: none"> ○ <u>Application #3</u>: Social issue: Opinion Switch
WEEK 10	Lesson 11: Early Asian Immigration Chinese/Japanese	Ch. 8	<ul style="list-style-type: none"> ○ <u>Application #4</u>: Other Asians ○ <u>Cumulative Project</u>: Due
WEEK 11	Lesson 12: Later Asian Immigration Vietnamese & Asians in Modern Society	Ch. 9: 303-311	<ul style="list-style-type: none"> ○ <u>Prompt #8</u>: Asian Americans in Mass Media: Gender Images
WEEK 12	Lesson 13: Hispanic Immigration Mexican Case Study	Ch. 11 Web: "Goobacks" South Park	<ul style="list-style-type: none"> ○ <u>Prompt #9</u>: South Park vs. Minute Men
WEEK 13	Lesson 14: The Future of Race and Ethnicity (Optional)	Ch. 15	<ul style="list-style-type: none"> ○ <u>Application #5</u>: Closing Thoughts ○ <u>Cumulative Project</u>: Due (in the dropbox)
WEEK 14			<ul style="list-style-type: none"> ○ <u>Final Exam</u>: Opens ○ <u>Final Exam</u>: Closes @ 4:00pm

*Note on Readings: If a different edition of the textbook is used ch. order may vary, so use the content to discern what Ch. to read.

***Note:** The syllabus is accurate to the best of my ability. I do reserve the right to modify this syllabus at anytime