

Introduction to Race and Ethnic Studies

Anthropology 2070/Sociology 2070

Spring 2013

Tuesdays and Thursdays 3:30pm-4:50pm

Chemistry 352

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COURSE OBJECTIVES

This class will provide a general introduction of the interdisciplinary field of Ethnic Studies. It is designed to help you engage with fundamental concepts that will allow you to understand the relevance of race and ethnicity in contemporary U.S. To achieve these objectives this class will:

- Introduce you to the basic theories related to the study of race and ethnic relations.
- Examine the various perspectives relevant to ethnic studies (i.e. anthropology, sociology, history) to analyze how race relations have evolved in the U.S.
- Explain the tendencies that contribute to foster assimilation or cultural distinctiveness among various groups in the U.S
- Raise questions about continuing prejudice and racism in our society, and look at applied attempts to rectify racial distrust and alienation.

COURSE REQUIREMENTS (375 points total)

1) Readings:

- You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them.

2) **Attendance:**

- To get the most out of this class your attendance is required.
- An attendance sign in sheet will be circulated at the beginning of each class. Sign your name on the sheet to document your attendance. Failure to sign the sheet will be considered an absence.
- More than 4 unexcused absences will lower your total semester grade by 20 points.
- An unexcused absence during a scheduled “community discussion” (see below for explanation) will count as 2 absences.
- If you have a documented excuse for your absence let us know as soon as possible and bring it to class. A valid documented excuse consists of a doctor’s note, documenting your illness or a death in the family

3) **Action Research Project (AR): (250 points total)**

You will sign-up for a group on Blackboard Learn (instructions will be given in class). Your group’s task is to select a community problem on or off campus, conduct research to find out more about it, and based on your research develop a plan to solve it. Community problems have to relate to one of the topics covered in class (race and racism, ethnicity and culture, class, gender, education). Examples of community problems are: coverage and portrayal of race, ethnicity, gender, or class in the NT Daily, tuition costs and financial aid, student enrollment, campus climate for first-generation or LGBT students, high school to college pipeline. The Action Research project will consist of the following assignments:

1) **Community Discussion (50 Points):**

Your group will conduct an in class presentation using Power Point or Prezi. Every group member must be present and participate in order to receive full credit. Attendance by the rest of the class is still mandatory during group presentations. An unexcused absence during a scheduled “community discussion” will count as 2 absences. Must include the following:

- *Topic:* What class topic do you plan to research? Provide an explanation of your topic based on the class readings and class discussions
- *Community Problem:* What community problem do you plan to research and why is it important? How does your selected community problem relate to the class topic? What question/s will your research try to answer?
- *Due starting 1/29, 3/19, 4/9, 4/18*

2) **Topic and Methods (50 points)**

2 page double-spaced paper written by the entire group (1 paper per group)

Must include the following:

- *Topic:* What do you plan to research and why is it important? What question/s will you try to answer?

- *Methods*: What tools of data collection will you use? Where will you conduct the research? How will you conduct the research (for example: # of people, observations, surveys etc.).How do you plan to gain access?
- *Timeline*: When will you conduct the research and who will be responsible for the data collection and analysis?
- *Due 3/7*

1) Data, Results, and Action Plan (50 points)

2 page double-spaced paper written by the entire group (1 paper per group)

Must include the following:

- *Findings*: How did you analyze or make sense of the data (describe exactly what you did? What did you find through your research?
- *Relevance*: Why are your findings important? How are they related to the topics covered in class and to specific ideas from the class readings?
- *Action*: What specific actions do you suggest? How are your proposed actions related to your findings? If you were able to implement your actions, what were the results?
- *References cited*: Cite the readings and class notes that informed your research using the AAA style (this will be discussed in class)
- *Due 4/11*

2) Presentation (50 points):

Your group will conduct an in class presentation using Power Point or Prezi. Every group member must be present and participate in order to receive full credit. Attendance by the rest of the class is still mandatory during group presentations. Must include the following:

- Name of group members
- Topic and research question(s)
- Methodology
- Findings
- Action(s)
- Reflection
- *Due starting 4/23*

3) Group Participation (50 points)

Your participation in the PAR project will be graded by your group members. A peer-grading sheet will be distributed in class.

- *Due 5/1*

- Late assignments will be deducted 5 points for every day they are late unless you have a documented excuse.

6) Quizzes: (10 points each)

5) 1 volunteer activity: (75 points total)

- You will spend at least 2 hours outside of class as a volunteer for the Multicultural Center.
- An explanation of the available volunteer activities along with a sign-up will be discussed in class.
- To get full-credit for the volunteer activity you must:
 - Sign up for an activity
 - Show up on the day you signed-up to volunteer and perform your volunteer duties accordingly
 - Write 1 short reflection (250 words). Include:
 - A description of what you did
 - Your reflections (what you learned, any suggestions)
 - *Complete no later than 4/18*

7) 1 optional extra credit (10 points):

- Write a short reaction paper to a film shown in class or a guest lecture.
- The paper should be no longer than 2 type-written pages and must be double spaced. It must include:
 - a) name of the film or name of guest lecturer, b) a brief description of the film or lecture, c) your reaction to the film or lecture: if you liked it disliked it and why, d) its contribution to your understanding of Ethnic Studies.
- The optional extra credit is due on the class day immediately following the film or guest lecture that you selected. No exceptions!

Grading:

- All grades will be assigned based on the following grading scheme:
 - 100-89% = A
 - 88-79% = B
 - 78-69% = C
 - 68 -59% = D
 - 58%- = F
- You are responsible for tracking your own grade progress. If you have questions about your grade or if you need documentation of your grade progress talk to us during office hours or make an appointment.

CLASSROOM POLICIES

1. Since discussion is an essential part of this course please come to class prepared and on time.
2. Please turn off your cell phones. Laptops are only allowed for note taking.
3. Do not come into class late or leave early.

4. You are responsible for tracking your own grade progress (see course requirements and grading scheme to help you keep track of available points). If you have questions about your grade come to office hours, make an appointment, or contact me via email. Do not make specific inquiries about your grade in class.

5. No late work will be accepted unless you have a valid documented excuse (documented illness or death in the family). **If you miss an assignment and you have a valid documented excuse notify me as soon as possible via phone or email so we can arrange a reasonable time for you to make up the missed assignment.**

6. All work must be turned in at the beginning of class. We will not accept emailed work unless you have a valid documented excuse.

7. **Plagiarism and Cheating.** The department of anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic “F” in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

8. The Anthropology Department does not discriminate on the basis of an individual’s disability as required by the Americans With Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities in its program and activities. Attempts will be made to meet all certified requirements.

SETE (Student Evaluation of Teaching Effectiveness): The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. We are very interested in the feedback we get from students, as we work to continually engage students in our teaching. We consider the SETE to be an important part of your participation in this class.

REQUIRED TEXT

Available at the UNT bookstore:

Kendall, Diane

1997 *Race, Class, and Gender in a Diverse Society*. Boston: Allyn and Bacon. [referred to as RCG in the course outline]

COURSE OUTLINE

I: LOOKING AT RACE, CLASS, AND GENDER

1/15 Introduction

1/17 Ethnic Studies: history, methods, objectives

- **Assignment:** RCG pp. 1-8 and <http://www.unt.edu/ethnicstudies/>
**Access this web link and become familiar with its contents*

1/22 From biological race to social race

- **Assignment:** RCG Article 1

1/24 Social Race (continued)

- **Assignment:** RCG Article 2

1/29 Community Discussion

- **Assignment:** Presentations by Race and Racism groups

1/31 Film-Race the power of an illusion: The Story We Tell

- **Assignment:** RCG Article 3

2/5 Explanation of volunteer activity and sign-up

- **Assignment:** <http://www.unt.edu/edo/multicultural.htm> Access this web link for the Multicultural Center and become familiar with its contents. We will meet in the Student Union room 218

2/7 Ethnicity and culture

- **Assignment:** RCG pp 8-10, Article 4, Sign up for group project on Blackboard Learn

2/12 Racism

- **Assignment:** RCG pp. 299-300, Article 23

2/14 Introduction to AR and Explanation of Project

- **Assignment:** *Quiz 1* (RCG Articles 1-3), Access the website for the Center for Cultural Understanding and Change <http://archive.fieldmuseum.org/par/introduction.html> Read the Introduction and 7-Step Model

2/19 Discussion of AR project: Choosing a Topic and Collecting Data

- **Assignment:** Quiz 2 (RCG pp 8-10, Article 4, pp 299-300, Article 23)

2/21 Capitalism and class

- **Assignment:** RCG pp. 10-17, Article 5

2/26 Working class struggles

- **Assignment:** RCG pp. 302-306, Article 22

2/28 Film-Class Dismissed: How TV Frames the Working Class

- **Assignment:** RCG Article 6

3/5 Discussion of PAR project: Making sense of the data and planning an action

- **Assignment:** Quiz 3 (RCG pp. 10-17, Article 5, pp. 302-306, Article 22, Article 6), AR Topic and Methods due

3/7 Community Discussion

- **Assignment:** Presentations by Ethnicity and Culture groups and Social Class groups

3/11-3/16 SPRING BREAK

3/19 Film-Hip Hop: Beyond Beats and Rhymes

- **Assignment:** RCG pp. 17-23

3/21 Film-Miss Navajo

- **Assignment:** RCG Article 14

3/26 Gender and sexuality

- **Assignment:** RCG Article 7

3/28 Gender, sexism

- **Assignment:** RCG Article 13

II: LIVING AND LEARNING IN A DIVERSE AND CONFLICT RIDDEN SOCIETY

4/2 Intersections of privilege and oppression

- **Assignment:** Quiz 4 (RCG pp 17-23, Article 14, Article 7, Article 13). Read RCG Article 10

4/4 Community Discussion

- **Assignment:** Presentations by Gender groups.

4/9 Education and schools

- **Assignment:** RCG Article 18. AR Data, Results, and Action Plan due

4/11 Education and schools continued

- **Assignment:** RCG pp. 139-149, Article 15

4/16 Community Discussion

- **Assignment:** Quiz 5 (RCG Article 18, pp. 139-149, Article 15) Presentations by Education and School groups. Volunteer Activity must be completed by this date.
**Sign up for AR presentation in class*

III: RESISTANCE AND CHANGE

4/18 AR Presentations

4/23 AR Presentations

4/25 AR Presentations

4/30 AR Presentations

- **Assignment:** Turn in group participation peer-grading sheets

5/2 AR Presentations

Note: This syllabus may be subject to changes and/or revisions