**EST 123  INTRODUCTION TO ETHNIC STUDIES Block 6-2019  
  
Professor: Marcela Ochoa-Shivapour   
Mochoa-shivapour@cornellcollege.edu   
Office: 318 College Hall   
Phone: 4440   
Office Hours: M/W/Th/F 12-1 Or by appointment**

**Course description:**This interdisciplinary course provides students with an introduction to basic concepts and questions related to the field of Ethnic Studies in the United States(race, ethnicity, racism, identity, imperialism, migration, and culture).  
The course will study how the legacies of exploitation, slavery, imperialism, and immigration have shaped the participation of different groups in the history of the United States and continue to frame contemporary debate over the meaning of being “American”.

**Course Learning Objects**:    
Through the reading of a variety of academic and cultural texts, film viewings, and cultural analysis, students will be able to:  
- Identify concepts, theories, and historical background of the field of Ethnic Studies. (Relates with College Intercultural Literacy Outcome)  
- Discuss, compare and analyze contemporary texts (Relates with College Inquiry Outcome)  
- Develop critical thinking and engage in productive conversations about controversial topics (racial formations, ethnic identities, power and privilege, etc.)  
- Explore the ties or intersections between group identities  
- Question general assumptions about concepts of race and ethnicity in the US and abroad.  
  
**Educational Outcomes:**   
EST 123 (Introduction to Ethnic Studies) supports the Educational Outcomes of Cornell College with emphasis on knowledge, inquiry, reasoning, communication, and intercultural literacy.

**Required reading materials**:  
-Howard Zinn.  A People’s History of the United States. (Online)  
<http://www.historyisaweapon.com/zinnapeopleshistory.html>

On Moodle:  
-“Doing Race, an Introduction”, Moya/Markus  
-“Causes of Prejudice”, Vincent Parrillo     
-“Models of American Ethnic Relations”, George Fredrickson  
-“Many Americas”, Campbell     
-“Race and Ethnic Relations, Marger

\*\*Other readings online (as detailed in the syllabus)

**Class Hours:**M-F        9:00-11:30  
T/Th        1-3

**Course Evaluating Method:**Movie Analysis 10% (several)  
Class participation                   10%  
Class leading presentations/PPt 10% (several)  
Quizzes                                   10%  
Critical Essay #1                     15%    
Critical Essay #2                     15%   
Current Event Project                 10%   
Final Exam                              20%   
  
**Grading:**  
A 93-100 B+ 87-89 C+ 77-79 D+ 67-69 F 59-  
A- 90-92 B 83-86 C 73-76 D 63-6B- B- 80-82 C- 70-72 D- 60-62

**Attendance Policy**  
The accelerated pace of an intensive course supposes no absences.  Only faculty-approved absences and official medical excuses are valid.  In general, if you miss more than two full days you should discuss dropping the course with the professor.  Your daily attendance (morning and afternoon sessions) and class participation are key elements in you final grade.  Please, come to class on time. **After one unexcused absence, your grade will drop a full letter grade.  Grade will continue to drop for every additional unexcused absence**.  
  
**Class Leading Discussion**  
Presentations/class discussions take the role of daily readings teaching.  
Students will have the responsibility of running the class discussion for about 35 minutes.  The presentation should:  
-identify the main ideas of the reading  
-relate the information with other course materials (other readings, authors, movies, etc.)  
-include interaction with the class in the form of discussions  
-involve creativity and originality in presenting the material PPt).

**Class Participation:**Class participation will be calculated based on attendance, regular involvement/engagement in class discussion, and preparedness to lead quality group discussions. There will be group discussions, videos, and other materials discussed in class that cannot be made up, and could be part of next day’s quiz. It is each student’s responsibility to stay up op date on all course activities.   
Students should bring their readings to class every day, and invest themselves fully in the readings, keeping an open mind, taking notes. Students should write down at least one question per reading to stimulate class discussion. Please, locate the excerpt from the text to help other students contextualize your question. I will ask randomly for student’s contributions to daily readings. Comments that are vague, or do not reflect foundation related to the topic discussed (or the readings assigned) will be evaluated negatively.

Readings must be completed by the day they are assigned on the syllabus.

**Quizzes (10-minute)**  
Random, short, in-class quizzes based on daily readings to ensure students are keeping up with the readings.  
  
**Movie Analysis (2 pages)**

1. Analyzing a movie is similar to analyzing a short story, poem, etc.
2. Watch the movie, taking notes that might be relevant for your analysis.
3. After viewing the movie, take some time to think about what you want to write about.  Try to relate the content of the movie with the theme of the class:
4. Avoid summarizing the movie.  Your professor already watched it.
5. It is always important to pay attention to credits, so you can know about the director, actors, the year the movie was released, the soundtrack, etc.  That might be relevant in your study of the film.
6. Don’t get emotional.  Try to avoid subjectivity or the “I think”, “I like”, etc.
7. Pick an original title and stick with your topic.  Don’t try to cover too many things in such short paper.  Quality is better than quantity.
8. Focus on writing a coherent thesis with clear/relevant samples from the movie.
9. Let your paper rest for a while.  Go back to your paper.  Check spelling and style.   Make a printout and read it aloud.  Revise.
10. Make a final copy.

**Research Papers (6-7 pages)**Students will address a race/ethnic related issue in your paper. Analysis papers must incorporate relevant references to in-class readings, movies, and lectures, as well as original assessment and analysis of the groups involved in the analysis (Native Americans, New Americans, and African Americans) in addition to new resources. Research papers are objective. Avoid subjectivity or getting emotional.  
Emphasis should be placed on your original thinking and meaningful analysis of the readings.   
After you select your topic and write an outline, please, meet with me to discuss your ideas.   
Papers should be organized with a title, main topic (provocative), introduction (where you will present your topic, post strategic questions, and present your arguments), main body (where you will develop your topic with supportive facts, integrating original ideas and outside sources, and where you might make broader connections), conclusion (where you synthesize (not repeat) and confirm the ideas exposed in the introduction with the evidence developed through your research), and bibliography.  
Format: 12 point font, 1 inch margins, double spaced text, page number. ASA or MLA style.   
After you have a first draft, invest time proofreading the paper. Correct grammar and style. Then, read the text aloud. You will probably find other things that you could modify. After new changes, make a copy. Share it with a classmate or with a Writing Studio tutor. Use their feedback to tune in some loose ends. Read the final draft. Print it. Handle it to your professor.

Writing Studio. (314 Cole Library) Phone number: 319-895-4462  
<https://www.cornellcollege.edu/library/ctl/writing-studio/index.shtml>  
  
**Current Events Project**  
Each studentwill identify a current issue that deals with race and ethnicity in our country from thelist provided by the professor. Students should read all the latest news about the topic (of on Moodle), do more research on the topic, and prepare a presentation to report the issue to the class. Each student will debrief the issue, add pictures, videos (seconds only!), posse questions, relate the issue to readings or discussions we had in class, and facilitate class debate. Be objective! Cite your sources. If you choose to present your issue as a PPt, don’t read it. Before you start your work, give your professor an outline, for comments. Write a 3- page paper.

**Exam**  
Final exam include a combination of short answer questions and longer essay questions, synthesizing multiple readings, videos, and show student’s ability to draw conclusions from themes discussed throughout the course. A study guide with topics, themes, and authors will be provided.

**General Procedures**All readings must be done **BEFORE** class.    
There will be **NO** make-up quizzes, exams or presentations.  
**No cell phones or laptops allowed in class (unless previously arranged activities require the use of technology. Otherwise, phone and electronic devices must be turned off during class time.)**  
**NOTE**:  Readings must be printed out and brought to class in order to receive full credit.

**Etiquette: By the nature of the course topic, there will be contrasting opinions among students and/or instructor. A good class environment at a Liberal Arts College should stimulate critical thinking under a respectful and cordial atmosphere.  Debate is welcome.  Abusive and harsh language will not be tolerated.**

**Accommodations for all students:**  
Cornell College is committed to providing equal educational opportunities to all students.  If you have a documented learning disability and will need any accommodation in this course, you **must** request the accommodation(s) from [the instructor of the course] as early as possible, and no later than the third day of the term.  Additional information about the policies and procedures for accommodation of learning disabilities is available on the Cornell web site at: <http://www.cornellcollege.edu/academic-affairs/disabilities/index.shtml>

**Academic Dishonesty**If academic dishonesty occurs (cheating or plagiarism), you will get a “0” in the assigned work.  Further penalties and a final grade of “F” are probable.  Please, read Cornell College’s policies on Academic Dishonesty at  
<http://www.cornellcollege.edu/politics/resources-students/policies/red-tape.shtml>

**How to succeed in class:**

1. Come to class every day.
2. Pay attention and ask questions.
3. Do your job.  If you feel lost after spending hours in a subject, look for help.  Form a study group.  Visit your professor.  Look for a tutor at the writing studio.
4. Be positive and enjoy the next 31/2 weeks!     I hope we will have a great time together!   
     
   \*\*Due to weather or unexpected events (guest speakers, important issues on campus or in the area), this schedule could be subject to change. I will announce changes (if any) in class or by e-mail. It is student’s responsibility to check their mails daily, at least in the morning and at night, to be informed and up to date with class changes.

**Week 1   
Day                             Readings                                                             Topics**

|  |  |  |
| --- | --- | --- |
| February  11 Monday  AM | -Activity:  What is Race? Ethnicity? Ethnic Studies? -EST at Cornell College <http://www.cornellcollege.edu/ethnic-studies/>  <http://world-trust.org/mirrors-of-privilege-making-whiteness-visible/> (Mirrors of Privilege, trailer) | Introduction Ethnic Studies?  Why?  Who we are |
| Tuesday 12 AM | <http://muse.jhu.edu/journals/american_quarterly/v051/51.1radway.html> (“What’s in the Name? Janice Radway, ASA Presidential Address, 1998) Click the next link if the previous one doesn’t work <http://xroads.virginia.edu/~drbr2/radway.html> | Ethnic Studies |
| Tuesday PM | In class-video |  |
| Wed 13 AM | “Doing Race, an Introduction” (Moya/Markus)  Moodle Activities: race and ethnicity | Race |
| Thursday 14 AM | “Causes of Prejudice”, Vincent Parrillo   Moodle “Models of American Ethnic Relations”  George Fredrickson  Moodle | Prejudice and Ethnic Relations |
| Thursday 14 PM | In class video |  |
| Friday 15 AM | <http://www.historyisaweapon.com/defcon1/zinncol1.html> (Zinn, Columbus…) <http://www.jstor.org/pss/3491451> (“Pocahontas: (De)Contructing an American Myth”, a review  Michelle LeMaster) <http://www.jstor.org/stable/2080792> (Ronald Takaki, “The tempest in the Wilderness”) | The Conquest and the “Other” |

**Week 2  
Day                                         Reading                                                                Topics**

|  |  |  |
| --- | --- | --- |
| Mond  18  AM | <http://www.rlwclarke.net/theory/SourcesPrimary/CesaireDiscourseonColonialism.pdf> (Discourse on Colonialism, Aimé Casaire) <http://www.historyisaweapon.com/defcon1/zinncolorline.html> (Zinn, “Drawing the Colorline”) | Colonialism |
| Tuesd 19 AM | <http://www.historyisaweapon.com/defcon1/zinntak8.html> (Zinn, “We take nothing by Conquest, Thank God” <http://www.historyisaweapon.com/defcon1/zinnasl7.html> (Zinn, As long as grass…) | Expansionism |
| Tuesd 19 PM | In class video |  |
| Wed 20 AM | **Paper 1 due Presentations** |  |
| Thurs 21 AM | <http://www.historyisaweapon.com/defcon1/zinnslaem10.html> (Zinn, Slavery without submission..) <http://www.historyisaweapon.com/defcon1/zinnother10.html> (Zinn, The other Civil War) PBS  Slavery and the making of America <http://www.pbs.org/wgbh/americanexperience/freedomriders/issues/jim-crow-laws> | Slavery in America |
| Thurs 21 PM | In class Video |  |
| Friday 22 AM | -Zinn: “Or does it explode? <http://www.historyisaweapon.com/defcon1/zinn17explo.html> - Alain Locke, intro to The new Negro: An Interpretation <http://glc.yale.edu/forward-new-negro-interpretation> -Langston Hughes poems, Xerox copies | Being black in America, Harlem Renaissance |

**Week 3  
Day                                         Readings                                           Topics**

|  |  |  |
| --- | --- | --- |
| Mond 25 AM | <http://news.cornellcollege.edu/dr-martin-luther-kings-visit-to-cornell-college/?_ga=1.208304338.1317912661.1478099114> (Martin Luther King Speech at Cornell College) -Cornell College Climate in the 60’s (Xerox Copies) | MLK and current events **+Current Events** |
| Tuesd 26 AM | -<http://www.historyisaweapon.com/defcon1/zinnempire12.html> (Zinn, The Empire and the People) -Roosevelt Corollary <http://www.historyisaweapon.com/defcon1/rooscorollary.html> -Rubén Darío: To Roosevelt <http://www.historyisaweapon.com/defcon1/darioroos.html> | ImperialismMonroe, Intervention Immigration and Nativism |
| Tuesd 26 PM | In class video |  |
| Wed 27 AM | -Gloria Anzaldúa;  How to Tame a Wild Tongue <https://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/965/Anzaldua-Wild-Tongue.pdf> -Cherrie Moraga, La Guera <http://borderlandsnarratives.utep.edu/images/Readings/Moraga-CL-La-Guera-091979.pdf> -Aurora Levins Morales “…And even Fidel can’t change that” (Xerox copies) | Latinas in the United States  **+Me too movement** |
| Thurs 28 AM | -“Many Americas”, Campbell   -Moodle -“Race and Ethnic Relations”, Marger  -Moodle -Evelyn Alsultany, “Arabs and Muslims in the Media after 9/11: Representational Strategies for a “Postrace Era”  <http://muse.jhu.edu/journals/american_quarterly/v065/65.1.alsultany.html> | New Immigrants and the future of the ethnic relations **+ Current climate on Immigration** |
| Thurs 28 PM | In class video |  |
| FridayMARCH 1 | **Paper 2 due Presentations** |  |

**Week 4**  
**Day                             Readings**

|  |  |  |
| --- | --- | --- |
| Mond 4 AM | Jennifer Richeson, Maureen Craig: Intra-minority Intergroup Relations in the XXIst Century” [Richeson & Craig 2011 Daed - Intra-minority intergroup relations in the 21st century.pdf](http://groups.psych.northwestern.edu/spcl/documents/Richeson%20&%20Craig%202011%20Daed%20-%20Intra-minority%20intergroup%20relations%20in%20the%2021st%20century.pdf)) -Sarah Song: “What does it mean to be an American?” <https://works.bepress.com/sarah_song/42/> | Conclusions: Color Blind America? |
| Tuesd 5 AM |  | Final Exam Workshop |
| Tuesd PM | Free afternoon to study for the final exam |  |
| Wed 6  AM | **Final Exam** |  |