**CCS 110: Introduction to Comparative Ethnic and Global Societies (CEC Ethnic Studies I)**

**General Information**

**Instructor: Mr. Gabino Noriega**

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**II: Introduction/Course Description (1.00/Elective/3.OO/UNM/Grade 10-12)**

Ethnic Studies courses operate from the consideration that race and racism, have been, and continue to be, profoundly powerful social and cultural forces in American society. This course focus on the experiences of African Americans, Asian-Pacific Americans, Latinx, Native Americans, and other racialized peoples in the US. Courses are grounded in the concrete situations of people of color, and use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions.

The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, from politics to social reform, allowing students to identify similar social patterns and universal qualities present in other societies, including their own. This course will focus on the experiences of African American, Asian Americans, Latino American, and American Indians. This course will also include an Identity section where students will consider concepts related to their own personal, group, and/or national identity.

**III: Textbook & Supplemental Materials**

* Supplemental Readings
* Numerous other web sites and digital media.

**IV: Course Objectives**

In this course will give students the opportunity to:

* Students will communicate how diverse societies and communities have evolved historically and contemporarily in the United States and the ways social and cultural institutions and values are gendered and impact women in particular ways.
* Explore individual and group identity and the meaning of terms such as race and ethnicity.
* Explore race as a social construct.
* Assess the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.
* Explore New Mexico’s ethnic diversity and articulate their roles as citizens in a global context and develop an awareness and appreciation for diverse value systems in order to critically examine and work toward quality of life within a framework of understanding and social justice.
* Develop an understanding and respect for various communities (LGBTQ) and also explore gender stereotypes.

**V. Course Requirements**

* Completing all of the assigned readings in advance
* Weekly Participation
* Taking periodic reading quizzes and completing short assignments
* Completing group and individual projects
* Writing one research based essay
* Participating in class discussion and group learning activities

**Student attendance and participation are required. A student with excessive absences will be dropped from the class. Refer to your student handbook section on attendance for more clarity.**

**VI. Course Grading Procedure**

There will be no “extra credit” in this course. Make-up work will only be accepted if the student turns in an excused absence form in a timely manner. Students are responsible to find out what class assignments or homework assignments they missed and then complete the work. When absences are anticipated, the student is to contact his/her teacher to determine what assignments are to be completed during the absence. It is the student’s responsibility to check with his/her teacher as to work missed during the absence and the procedure to follow. All assignments need to be turned in on the dates they are due; significant loss of points will result from assignments turned in late. If an assignment is turned in one day late, the grade drops 50%. All work is important. Your grade will reflect class work, homework, tests, quizzes and projects. IF YOU SNOOZE, YOU WILL LOSE…

Grade scale: A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= 0-59

Grades weighted as follows: Exams: 15% Final Exam Quizzes: 20% Units Classwork/Homework: 35% unit assignments, discussion entries, etc. Projects: 30% Students will be expected to use complete sentences, proper grammar, and correct spelling in every written performance.

**VII. Course Expectations**

Ethnic Studies students are expected to attend class regularly and arrive promptly, to assume responsibility for their assignments and participate in class activities and discussions. In addition, students are expected to display behavior that conveys respect toward the instructor and fellow students and honesty in their academic and personal interactions. Academic dishonesty and Plagiarism on part of the student, such as cheating on a test or aiding others who are cheating, or engaging in plagiarism, falsification, fabrication, or unauthorized collaboration, will be subject to serious academic sanctions. For more information about academic dishonesty and how such incidents will be handled, consult your student handbook.

**VIII: Classroom Rules and Procedures**

• No cell phones, Ipods, or any other electronic devices are allowed in the classroom.

• Treat each other with respect. This includes respecting each other’s personal belongings and classroom interactions. Respect each other while having discussions and while working in groups.

• Respect the classroom as well as its equipment. We are in here together so let’s keep it clean and functional

• Food or drinks are allowed in the classroom. Preferably bottled drinks. Clean up after yourself!

• Come prepared to class every day with your notebook and a writing utensil.

• If you need the restroom, ask the instructor by raising your hand or approaching his desk.

• If you are ill or have to miss class for any reason, inform your instructor as soon as possible. No makeup work will be given unless you have an approved excuse.

**IX. UNITS (subject to change)**

FOCUS: IDENTITY: In this unit, students will explore the meaning of words such as race and ethnicity as they pertain to individuals and communities. How do we define our various identities: national, state, local, and community? How do we perceive ourselves and how do others perceive us? Who is the in-crowd and who is the other? What is the process of our identity formation? How has the development of images, often stereotypes, reduced or magnified an individual? What does it mean to be American? How has the perception hyphenated Americans changed over time, both within and between ethnic groups? The overall objective of the Identity Unit is for students to explore themselves and how they fit into society. Students will also begin their Autoethnography project.

FOCUS: LATINO/A AMERICANS (Theme: Identity) In this unit, students will explore individual and group identity and the meaning of terms such as race and ethnicity. They will clarify their own feelings and values through reading, writing, speaking and listening. Students will focus on the experience of Latino Americans both historically and in terms of contemporary issues. What are the cultural and political similarities/differences between South Americans, Central Americans, and Mexican Americans? How did political power develop within the Latino American community and how has this power evolved to work effectively with changing power structures in the United States? To what extent has immigration impacted the political, social, and economic realities of Latino Americans? What challenges continue to face Latino Americans? What opportunities do students have to enact positive change for Latino Americans? Students will engage in a case study of the Chicano Movement. Students will complete their Migration Essays.

FOCUS: AFRICAN AMERICANS (Theme: Race): In this unit, students will explore race as a social construct. Students will focus on the experience of African Americans both historically and in terms of contemporary issues with an emphasis on the post – WWII Civil Rights Movement. What role did self-determination play in the trajectory of the African American community? Was the Civil Rights Movement the work of one man? What role did youth play in the Civil Rights Movement? How did the Freedom Riders influence the Civil Rights Movement? What challenges continue to face African Americans? What opportunities do students have to enact positive change for African Americans? They will engage in a case study of the Montgomery Bus Boycott and other civil rights movement event. Students will also write an argumentative essay about race as a category.

FOCUS: NATIVE AMERICANS (Theme: Ethnocentrism): In this unit, students will explore the concept of ethnocentrism. Students will focus on the experience of Native Americans both historically and in terms of contemporary issues. How has cultural conflict affected American Indians? How have the experiences of different tribes, within the United States, varied and what impact have these differences had on the economic/political status of the tribes? What role has assimilation played in the experience of American Indians? What challenges continue to face American Indians? What opportunities do students have to enact positive change for American Indians? They will engage in a case study of the effects of New Mexico missions on the native population. Students will also create a group project called “Beyond the Books,” in which they compare the mission mythology with Native American reality.

FOCUS: ASIAN AMERICANS (Theme: Diversity): In this unit, students will explore New Mexico’s ethnic diversity. Students will focus on the experience of Asian Americans both historically and in terms of contemporary issues. What are the cultural and political similarities/differences between East Asians, Southeast Asians, and Southern Asians? What accounts for the cultural perception that Asian Americans are the “model minority”? What challenges continue to face Asian Americans? What opportunities do students have to enact positive change for Asian Americans? They will engage in a case study of the diverse ethnic groups living in New Mexico. They will participate in a role play about New Mexico public policy on diversity.

FOCUS: LGBTQ COMMUNITY (Theme: Scapegoating): In this unit, students will develop an understanding and respect for the LGBTQ community. Additionally, students will explore gender stereotypes. Students will focus on the experience of the LGBTQ community both historically and in terms of contemporary issues. They will engage in a case study of same-sex marriage. Students will also participate in a deliberation called “Marriage and the State.”

**Syllabus Contract**

**I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read and understand Mr. Noriega’s Class Syllabus, rules, and course outline.**

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**Thanks for your time,**

**Gabino Noriega**

**CEC/UNM**

**This is your first grade…It must be turned in and complete to receive full credit, any papers turned in after the second class meeting will receive a late penalty.**