

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	York
Course Number	250
Course Title	Ethnic America
Department(s)	Social Sciences
Discipline	Anthropology
Subject Area	Enter one Subject Area from the attached list. <i>U.S. Experience in its Diversity</i>
Credits	3
Contact Hours	3
Pre-requisites	Anth 101 and Eng 125
Catalogue Description	The United States as well as almost all countries in the Americas is multi-cultural and multi-racial. This course studies the influence of the major ethnic and cultural migrations to the Americas. What skills did they bring with them that allowed for varying acculturation success? What influence have they had on American culture? This course is a fully online asynchronous course. <u>This course is Writing Intensive.</u>
Syllabus	Syllabus must be included with submission, 5 pages max

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
 Mathematical and Quantitative Reasoning
 Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
 US Experience in its Diversity Scientific World
 Creative Expression

Learning Outcomes

In the left column explain the assignments and course activities that will address the learning outcomes in the right column.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

Students will participate in a group project creating a wiki about two ethnic groups in the U.S. Students will be required to gather, interpret and assess information from a variety of published and online sources about the history, family organization, social problems, and cultural strengths of these ethnic groups.

- Gather, interpret, and assess information from a variety of sources and points of view.

Class discussions will focus on different ethnic groups in the U.S. analyzing different theories of the ethnic experience and influence on the U.S. Students will be required to post arguments to on Blackboard comparing and contrasting these various theories.

- Evaluate evidence and arguments critically or analytically.

Students will write two extensive essays based on class readings where they are required to develop conclusions supported by evidence from the literature.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

Via essays, class discussions, and in a group wiki project, identify and apply concepts from Anthropology to studying various ethnic groups in the U. S. and their role in the development of the U.S. in terms of cultural fusion and influence.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.

- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

Learn about the origins of different cultural/ethnic groups in the U.S. and how have the relationships fared between cultural/ethnic groups in the U.S. In addition in the second essay and in the wiki project a student will evaluate the origins and reasons for immigration of the various cultural groups to America.

- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

- Explain and evaluate the role of the United States in international relations.

- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.

Analyze and discuss how different ethnic groups have influenced different cultural institutions, values, and customs in the U.S. as part of class discussions, the first essay and in the wiki project

- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Syllabus: Anthropology 250: Ethnic America

Prereq: ANTH 101 and Eng 125

Course Description:

The United States as well as almost all countries in the Americas is multi-cultural and multi-racial. This course studies the influence of the major ethnic and cultural migrations to the Americas. What skills did they bring with them that allowed for varying acculturation success? What influence have they had on American culture? This course is a fully online asynchronous course. This course is Writing Intensive.

Learning Outcomes For The Course

In this course a student will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
5. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
6. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

General Requirements:

1. A computer in your home with Internet access.
2. A college email address that you list in the Tools, Personal Information section of Blackboard (You should use a college email address even if you have mail forwarded to your private address). We will communicate by email and Blackboard. The instructor will respond to your email messages within 24 hours, and the instructor will be available during on-campus office hours as well.
3. You are required to log into the class site at least once a day.
4. Word, WordPerfect, or Word compatible word processing software (See below for free software).
5. An ability to listen to audio files on your computer (speakers or a headset).
6. You will need to complete the Blackboard Workshop given by Educational Technology.
7. You will be required to take part in weekly discussions online
8. A course evaluation will be available for you to take anonymously at the end of the semester.

Accommodations:

Faculty members at York College are committed to the inclusion of all students. We strive to make reasonable accommodations for persons with documented disabilities. As your instructor, I am happy to discuss specific needs with you.

Instructor-Student Communication

It is important for students, especially in online classes, to have frequent and consistent exchanges with each other and their instructor. Students who have excelled in previous online courses are those who communicated with me by email at least once a week. When emailing, please include your name, course number and section

in the subject line because I won't always recognize the email address, especially when it is completely unrelated to your name (i.e. kittycat, 22balloon, etc.). In this virus-laden environment, if I don't recognize the sender, I will delete the message *without* reading it. Aim to provide a substantive message, so that I can respond fully and appropriately. I will answer all emails within 24 hours. You can also reach me by phone, 845-284-2374. It is imperative for you to interact together, through online exchanges and the Discussion feature of the course will facilitate multiple weekly exchanges. You can also write to each other in the Student Internet Café, a student-only space set up on Blackboard.

Required Texts:

- Maria Mazziotti Gillan, Jennifer Gillan, Editors (1999). *Growing up Ethnic in America: Contemporary Fiction about Learning to Be American*. New York: Penguin Group
- Charles Mindel, Robert Habenstein & Roosevelt Wright (1998). *Ethnic Families in America: Patterns and Variations*, 4th Ed. New Jersey: Prentice Hall

All books are in paperback and have been ordered via the bookstore. You can also get the books on www.bn.com and from www.amazon.com but if you order them make sure you get two-day delivery. Both books will be used in the course so it is necessary to have them all early in the course.

Assignments and Grade Points

There are six areas for earning points towards your final grade:

Assignments	Number	Points	Due Date
Class Weekly Discussions	12 @ 2 pts. ea.	24	Bi-Weekly discussions finish on Sun 8PM
Academic Experience Survey		6	Due by Sun 10PM, 2/13
1 st Essay Draft: What are three frequent themes in the pieces in the Performing and Crossing sections	(5 pages)	10	Due Sun 10PM, 2/20
Final version of 1 st Essay	(5 pages)	10	Due Sun 10PM, 3/13
2 nd Essay: What are some similarities and differences in family authority between European, Latin, and Asians	(6 pages)	20	Due Sun 10PM, 4/17
Group Wiki Project	(2,000 lines)	30	Due Sun 10PM, 5/15
Total		100	

Late reports are downgraded 10% for each day late. You know the due dates now so prepare for emergencies.

Discussion Points: There will be a discussion each two-week period based on a topic from the readings. Each two-week discussion can earn 2 points, which will require at least 2 posts of 60 words and 4 comments or replies to other's posts for at least 30 words each. To earn points for a discussion period you must complete all six postings, e.g., if you make only 4 or 5 posts during a discussion forum you earn zero points. Postings made after the discussion is closed do not count for points. To earn any points from each discussion forum you must complete the total number of postings.

Academic Experience Survey:

There will be an online survey on your experiences in school. If you complete the survey you will earn 6 points towards your final grade. The survey will take about 30 to 45 minutes to complete.

Essays: You will write two essays. The 1st essay is based on the book by Gillan and Gllan and should be at least 1500 words (about 6 pages of text, double-spaced with 1-inch margins) and is worth up to 20 points (You will submit a 1st draft worth 10 points and a final draft worth 10 points). The second essay is based on the book by Mindel et al. and should be at least 1500 words (about 6 pages of text, double-spaced with 1-inch margins). You can earn up to 20 points for the second essay. See the slide/lecture and the instructions on how to write your essays.

Group Wiki Project:

You will be working on a group wiki project concerning ethnicity. Groups of five persons will develop a wiki site on Blackboard about two ethnic groups in the U.S.. See the slide/lectures and instructions on the project. Groups will be formed during the first week of class. The wikis will be made on a special Blackboard site where the two courses are combined.

The instructor reserves the right to make changes in the above during the course of the semester if he/she thinks it is necessary. For example, there are no exams planed for as of now, but if the instructor thinks that students are not doing the readings, exams may be instituted by the instructor.

Plagiarism: Needless to say, your reports must be in your own words. Any quotes you use must be set off in quotation marks and cited to the source of the quote. Quotes longer than 3 lines must be single spaced and indented five spaces on the left and right margins. Plagiarism will result in an immediate F grade for the entire course. You should submit your papers to Safe Assign in Blackboard to check your work. Do not mess with this one.

Grading Policy: Grading will be on an absolute scale. Your final grade will be assigned based on the points earned as listed in the table below, following: 90 = A, 80 = B, or on a curved scale determined by the instructor. In either case, you will receive the higher of the two scales. My experience teaching for almost 40 years (I started teaching when I was five years old) and the way I structure my courses – students create their own grades by their effort and performance. I just plug in the numbers and handle problems that arise.

Grading Scale for Final Grades

Letter Grade	GPA Index	Grade Range
A+	4.00	97.0-100
A	4.00	93.0-96.9
A-	3.70	90.0-92.9
B+	3.30	87.0-89.9
B	3.00	83.0-86.9
B-	2.70	80.0-82.9
C+	2.30	77.0-79.9
C	2.00	73.0-76.9
C-	1.70	70.0-72.9
D+	1.30	67.0-69.9
D	1.00	60.0-66.9
F	0.00	<59.0

Interactive Syllabus -- Anthropology 250 Ethnic America			
LEARNING UNIT (Last day of week given)	Readings (By Book & Chapter)	Slide/Lectures (Turn your computer speakers on to watch & listen. Download Java.com)	Assignment Due (Assignments are due on Sunday night)
WEEK 1	Growing up Ethnic in America: PERFORMING E. L. Doctorow • <i>The Writer in the Family</i> • 3 Amy Tan • <i>Rules of the Game</i> • 18 Gary Soto • <i>Looking for Work</i> • 32 Bche Moore Campbell • <i>The Best Deal in America</i> • 39 Nash Candelaria • <i>The Day the Cisco Kid Shot John Wayne</i> • 45 Darryl Pinckney • <i>The New Negro</i> • 64 Tiffany Midge • <i>A Hall-Breeds Dream Vacation</i> • 68 Kathryn Nocerino • <i>Americanism</i> • 76 Frank Chin • <i>Railroad Standard Time</i> • 83	What is Culture? The Layer Cake Theory of Culture	
WEEK 2	CROSSING Judith Ortiz Cofer ; <i>American History</i> • 93 Louise Erdrich • <i>The Red Convertible</i> • 103 Toni Morrison • from <i>The Bluest Eye</i> • 115 Lynne Sharon Schwartz • <i>Killing the Bees</i> • 122 Mary Bucci Bush • <i>Drowning</i> • 136 Liz Rosenberg • <i>Magic</i> • 149 Daniel Asa Rose • <i>The Cossacks of Connecticut</i> • 156 Sandra Cisneros • <i>Mericans</i> • 169	Essay 1: What are three frequent themes in the pieces in the Performing and Crossing sections	Academic Experience Survey Due by 2/13
WEEK 3	NEGOTIATING Gish Jen • <i>What Means Switch</i> • 175 Laura Boss • <i>Myrna and Me</i> • 197 Bruce A. Jacobs • <i>Dinner with Father</i> • 200 Beena Kamlani • <i>Brandy Cake</i> • 205 Enid Dame • <i>Drowning Kittens</i> • 227 Diane Glancy • <i>Portrait of the Lone Survivor</i> • 238 Joseph Geha • <i>Holy Toledo</i> • 242 Maria Mazziotti Gillan • <i>Carlton. Fredericks and My Mother</i> • 260 Afaa Michael Weaver • <i>Honey Boy</i> • 268	Enculturation & Acculturation	Draft of 1 st Essay Due 2/20
WEEK 4	BRIDGING Sherman Alexie • <i>This Is What It Means to Say Phoenix, Arizona</i> • 287 Veronica Chambers • from <i>Mamas Girl</i> • 302 Diane di Prima • from <i>Recollections of My Life as a Woman</i> • 307 Naomi Shihab Nye • <i>Red Velvet Dress</i> • 312 Fred L. Gardaphe • <i>Grandpa's "Chicaudies."</i> • 320 Roshni Rustomji • <i>Thanksgiving in a Monsoonless Land</i> • 326 Simon J. Ortiz • <i>To Change in a Good Way</i> • 342 Helena Maria Viramontes • <i>The Moths</i> • 349 Sylvia A. Watanabe • <i>Talking to the Dead</i> • 356	How to work the wiki function in Blackboard	
WEEK 5	Ethnic Families in America: Diversity Among American Ethnic Minorities A “Then and Now” Overview of the Immigrant Family in America	How To Conduct Ethnographic Interviews	
WEEK 6	The Irish-American Family The Greek-American Family: A Generational Approach	Essay 2: What are some similarities and differences in family authority between European, Latin, and Asians	Final Version of 1 st Essay Due 3/13

WEEK 7	The Italian-American Family The Struggle for Identity in Second Generation Italian American Literature (Word file) American Response to Italian Food 1880-1930 (PDF file)	How to post photos, videos, and links in wikis	
WEEK 8	The Polish-American Family The Mexican-American Family The Cuban-American Family		
WEEK 9	The Puerto Rican Family The Korean-American Family The Vietnamese-American Family The Chinese-American Family		
WEEK 10	The Japanese-American Family The Asian Indian-American Family African-American Families Native American Families		
WEEK 11	The Jewish-American Family The Amish Family The Mormon Family		2 nd Essay Due 4/17
WEEK 12	SPRING RECESS		
WEEK 13			
WEEK 14			Group Project Wiki Due
WEEK 15	Finals Week		

Online access: If this is an online course or a hybrid course, they work differently from traditional face-2-face courses. In an online course there are no in-class meetings. In a hybrid course there will be two meetings a week in class and one online. In an online course, all contact is online although you are always welcome to come to see me in my office (3A01). The content is the same but the procedures are different. Although face-to-face contact is minimal, I am always available to meet with students by appointment and all are available to each other – both teacher and students – via email and discussion groups. If you want to talk to me on the phone, you can call me between 8AM and 9PM at home or on my cell. I recommend you keep in regular touch with me.

Software Needed for the Course:

If you do not have Microsoft Office Word, you can get a free compatible office suite from www.sun.com You will also need to have Java on your computer to see the slide/lectures. You can download that free at www.sun.com. When you access Blackboard use Internet Explorer or Mozilla as a browser. Do not use AOL. If AOL is your Internet provider, log on to the Internet with AOL then minimize it. You can then open up Internet Explorer.