PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013
If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: SOCI 2319

Texas Common Course Number (TCCN Matrix):

Course Title: Introduction to Ethnic Studies

Course Catalog Description (Copy and paste from online catalog for existing courses):
[SOCI 2319] Introduction to Ethnic Studies. A survey of the field and problems of Ethnic Studies as an area of knowledge and investigation. The instruction is to be interdisciplinary in nature. Major considerations of the entire Ethnic Studies field will be defined and analyzed. Although the course is not prerequisite to any of the others, students are strongly urged to take it before attempting other Ethnic Studies courses. Credit 3.

Course Prerequisites: None

Available Online?
☒ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: )
☐ No

Number of Sections to be Offered per Academic Year: 45

Estimated Enrollment per Section: 75

Course Level (freshman, sophomore): sophomore

Designated Contact Person (for follow-up communication purposes): Lee Miller

E-Mail Address: LMM007@SHSU.EDU

Phone: 936-294-1517

Approvals

Department Chair: [Signature] 10-22-12

Academic Dean: [Signature] 10/22/12
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: IV. Language, Philosophy Culture

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: This course explores the histories, cultures and current circumstances of the principal minority groups in the United States. The course offers a comparative approach to explore the diversity of ideas, beliefs, values, customs and cultural artifacts associated with U.S. ethnic groups, but centers on the ways in which themes common to the human condition are experienced and expressed across a wide variety of groups. Cultural expressions (both aesthetic and intellectual) are presented as they related to the dynamics of intergroup understanding and interaction within contemporary U.S. society.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to…) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Students who successfully complete this course will develop intercultural competence through knowledge and understanding of the diverse histories, cultures and current situations of social minority groups in the U.S.

How will the objective be addressed (including strategies and techniques)?
In the first four weeks of the semester, students learn the basic terminology, concepts and theories associated with the study of minority groups so that they have the tools with which to understand, compare and contrast diverse cultures. After that, each week of the semester will focus on one or more of the major ethnic minority groups in the U.S. For example, readings, films, narratives and art will be employed to explore the history, culture and contemporary status of Native Americans as well as the diversity of nationalities, cultures, languages, faiths, occupations, etc. of the array of traditions subsumed under the panethnic category Asian Americans.

Describe how the objective will be assessed:
A standardized evaluation of multiple choice questions that address Student Learning Objective 1 will be administered in each section during the second half of the semester that includes questions regarding cultural differences and similarities among U.S. ethnic groups. The evaluation will be developed by the department and the same evaluation will be administered in all sections of the course. A continuous level of performance will be tracked from semester to
semester to determine how well the students are mastering the concepts linked to the requirements.

Objective/SLO 2: Students who successfully complete this course will be able to describe aesthetic expressions (oral, written, visual) of the role culture plays in the ways social groups understand the human condition, the cultural artifacts they produce to express it and how these diverse cultural understandings influence intercultural communication.

How will the objective be addressed (including strategies and techniques)?
As students learn about the sociocultural histories and contemporary situations of the major U.S. ethnic groups, they will be exposed to cultural products created by minority groups to express their experiences, identity and culture. These will include narratives, poetry, visual arts, music, and other performance arts. Students will match examples of aesthetic or intellectual creations to the ethnic group they represent.

Describe how the objective will be assessed:
Student Learning Objective 2 will be assessed across all sections and instructors using a standardized evaluation of multiple choice questions. The instrument will be developed by the department to include questions regarding cultural differences and similarities among U.S. ethnic groups and will be administered during the second half of the semester. Progress on this student learning outcome will be monitored from semester to semester to provide longitudinal data on performance.

Objective/SLO 3: Students who successfully complete this course will be able to demonstrate understanding of how ideas, values, and beliefs of a culture affect the unique aesthetic and intellectual creations within specific societies, particularly the U.S.

How will the objective be addressed (including strategies and techniques)?
Students will compare and contrast an array of ethnic cultures in the U.S. in terms of key values, common beliefs, customs and aesthetic and intellectual creations. Intercultural pluralism, or multiculturalism, is explored even as themes common to the human condition are emphasized across diverse cultures. For example, students are shown cultural artifacts and are divided into groups to discuss (using sociological concepts) how these reflect the specific ethnic culture that created them as well as common aspects of the human condition.

Describe how the objective will be assessed:
A series of multiple choice questions asking students to compare and contrast key values, customs and cultural representations linked to diverse ethnic groups in the U.S. will assess student progress on this learning objective. A standardized evaluation will be administered in each section of the course during the second half of the semester. The evaluation will be developed by the department and will be administered to all course sections. In so doing, performance on the student learning objectives may be tracked from semester to semester to determine how well the students are mastering the concepts.
Objective/SLO 4:

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:
Objective/SLO 5:

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will develop capacity for critical thinking through exams, weekly reflective writing exercises, discussions and assignments. For example, one of the weekly written reflection assignments asks students to compare and contrast the intercultural experiences of an immigrant group recently new to the U.S. to those experienced by one of the earliest groups to immigrate to the U.S. In each of these activities, students will ask informed questions about cultures, integrate and synthesize information they learn in the course, form appropriate conclusions and develop individual belief systems about their own, as well as other, cultures in the U.S.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will exercise effective presentation and expression of ideas through weekly reflective writing exercises, verbal discussion and a visual arts assignment. Weekly reflective writing exercises are brief written responses to an in-class prompt. Although brief and informal, they must coherently transmit the student's ideas and opinions about an issue relevant to the discussion of intercultural understanding and interaction. For example, students view a YouTube video on the effects of cultural and religious discrimination based on stereotypes and write an in-class reflection addressing issues of personal and social responsibility. In-class discussion also provides opportunities for students to verbally express opinions and the information on which they are based in small peer group discussions. For example, students are shown cultural artifacts and are divided into groups to discuss (using sociological concepts) how these reflect the specific ethnic culture that created them and a common aspect of the human condition. Students who successfully complete the course will also be able to recognize visual arts representations associated with an array of ethnic cultures in the U.S.
3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will articulate in writing, and orally, how they make sound ethical judgments based on the development of their personal value system. Students will approach the study of diverse cultures with an understanding of the cultural heritage that humans share, and do not share. As cultures in the U.S. are studied, students will be guided in thinking critically through weekly written reflections and discussions about their own cultures, and sub-cultures, and how their ideas, values, and beliefs have helped shape their own aesthetic viewpoints. For example, to increase student understanding the consequences of personal choices and ethical decision-making particularly as it relates to issues of prejudice, discrimination toward cultures that differ from their own students students view a YouTube video on the effects of cultural and religious discrimination based on stereotypes and write an in-class reflection addressing issues of personal and social responsibility. These reflections are then discussed in class in small groups.

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will learn intercultural competence as they explore ideas, values, beliefs, customs and cultural artifacts from major social minority groups in the U.S. For example, as we explore Native American culture, students will divide into groups to discuss policies establishing bilingual programs aimed at the preservation of Native American languages and cultures in public schools. Students will come to understand the nature of their personal role in their own local and regional communities and their social responsibility in respecting and preserving the diversity of cultural traditions in the U.S. Additionally, students will adopt a broader perspective of their culture and social position and how these are affected by, and interconnected with, national and global communities.

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**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Intro to course, meet groups</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Exploring Race and Ethnicity</td>
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<td>Week 3</td>
<td>Prejudice</td>
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<td>Week 4</td>
<td>Discrimination</td>
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<td>Week 5</td>
<td>Exam #1, Film on prejudice and discrimination</td>
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<td>Week 6</td>
<td>Immigration</td>
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<td>Week 7</td>
<td>Ethnicity and Religion</td>
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<td>Week 8</td>
<td>Exam #2, Native Americans</td>
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<td>Week</td>
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<td>African Americans (contd.)</td>
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<td>Hispanic Americans</td>
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<td>Hispanic Americans, Exam #3</td>
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<td>12</td>
<td>Muslim and Arab Americans</td>
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<td>13</td>
<td>Asian Americans</td>
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<td>14</td>
<td>Exam #4, Women</td>
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<td>15</td>
<td>Women (contd.); Overcoming Exclusion</td>
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</tbody>
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2. Attachments (Syllabus Required)

- Syllabus Attached? ☒ Yes ☐ No
- Other Attached? ☐ Yes ☐ No
  If yes, specify:
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Required Skill Objectives

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<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Skill Objectives</th>
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<tr>
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<td>Critical Thinking</td>
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<tr>
<td>Communication</td>
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<td>Mathematics</td>
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<tr>
<td>Life and Physical Sciences</td>
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<td>Language, Philosophy &amp; Culture</td>
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</tbody>
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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
SOCI 2319  INTRODUCTION TO ETHNIC STUDIES
3 Credit Hours

Course Description: In this introductory course students will survey the field and problems of Ethnic Studies as an area of knowledge and investigation. Major considerations of the entire Ethnic Studies field will be defined and analyzed. Through the exploration of the cultures, histories and current circumstances of the main ethnic groups in the U.S., students will gain intercultural familiarity and understanding.

Course Objectives: By the end of the course, students should be able to:
- explain basic sociological principles, concepts and issues related to the study of social minority groups;
- gain intercultural competence through knowledge and understanding of diverse cultural groups in the U.S.;
- compare and contrast aesthetic expressions of culture associated with different cultural groups in the U.S.;
- understand how ideas, values and cultural beliefs generate distinctive aesthetic and intellectual creations;
- apply course material to contemporary events and trends in local, regional, national and global communities;
- think critically about current events in an increasingly diverse U.S. society;
- reflect on personal and social responsibility linked to intercultural competence, understanding and interaction;

*** A copy of this textbook is available on reserve at the library.

Attendance: SHSU policy is that attendance is mandatory. Attendance is recorded at the beginning of class. Students who arrive once class is underway, or leave early, will be counted absent unless the late arrival/early departure has been negotiated with the professor prior to the class meeting. If you arrive more than 5 minutes after the start of class, you will be counted absent. If you leave more than 5 minutes before the end of class, you will be counted absent. Documentation is required for an absence to be excused, to make up missed assignments, quizzes or exams.

Participation: Your participation points (total possible = 10 pts.) may be earned in a variety of ways during the semester: in-class participation (asking questions, offering relevant comments and observations – 2 pts each); discussion group participation (in-class discussion group activities); attending lectures, films, seminars, etc. on campus and completing a one-page (typed) write-up about how the experience relates to class (5 points each); attending study sessions (2 pts each). In class there will be periodic announcements for other opportunities for participation points.
Weekly Reflections: in order for you to practice thinking critically and to reflect on your own culture, values, ideas and personal and social responsibility, each week you will be required to write a weekly reflection (at least a paragraph) related to the material covered in class and/or in the text. This will be done in class individually or in your assigned groups. You must be in class to participate. Each reflection will be worth 2 points. There are 15 weeks of class. 15 Weekly Reflections x 2 points each totals 30 points.

Film Assignment: In week 5, you will view a film on prejudice and discrimination. A ten (10) point film assignment will be linked to the film. This will involve watching a movie during one class period and answering a short quiz on the movie in the following class meeting. To prepare, in-class discussion will follow the film and a study guide will be provided.

Chapter Quizzes: As we finish discussing a chapter in class, we will have a brief (5-10 questions) chapter quiz. Although we will cover 15 chapters in class, some of them will be combined in our discussions. There will be 11 quizzes. Each quiz is worth 10 points. At the end of the semester, I will drop your lowest quiz grade. Eleven quizzes minus 1 equals 10 quizzes x 10 points each totals 100 points (10 x 10 = 100).

Exams: there will be five equally weighted exams. These will consist of multiple-choice and true/false questions. On exam day, you must bring a scantron to take the test. Each exam will be worth 100 points (5 x 100 = 500). All exam grades will factor into your final grade.

The exams will cover the assigned chapters in the textbook AND the material discussed in class. Although much of the class lectures will refer to the text, new material will also be introduced. You are expected to read and study the textbook independently. Information discussed in class, as well as that contained in the assigned readings, even if they are not reviewed in class, may appear on exams.

Make-up exams will be given only if arranged with the professor PRIOR to the day of the scheduled exam to be missed and ONLY if the reason for the absence is deemed valid by the professor. Documentation for absences must be provided to make-up assignments, quizzes or exams.

Final grades will be calculated by adding points earned from Participation (10 points), Weekly Reflections (15 x 2 = 30), Film Assignment (10 points), Chapter Quizzes (11 - lowest = 10 quizzes x 10 points each = 100 points) and all five exam grades (possible 100 points each = 500), plus any extra credit points earned and dividing this total by 6.5. If your final average is within two points of a higher letter grade and you have no more than two absences, your grade will be rounded up. If you do not meet both of these requirements, your grade will remain as is.

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found
guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Cheating (copying) on an exam, quiz and/or assignment (plagiarism) is an act of dishonesty. Students who cheat or plagiarize will automatically receive the grade of zero (0) for the exam, quiz or assignment in question. Students who cheat more than once will receive an automatic F in the class. For further information please see SHSU Academic Policy Statement 810213 and Student Syllabus Guidelines
http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf

Americans with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center and then meet with the instructor so that appropriate accommodations may be made. This meeting should take place within the first two weeks of the semester. See Student Syllabus Guidelines
http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. See Student Syllabus Guidelines
http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor if arranged prior to the class session. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar’s Office. See Student Syllabus Guidelines
http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf

Instructor Evaluations: Student will be asked to complete a course/instructor evaluation form toward the end of the semester. This feedback is important. It is used by professors to improve their teaching. Please participate in the evaluation process.

Assignments: Work for this class will consist of reading the text, attending class, taking notes, studying the text and class notes for the quizzes and exams. Once a week you will
be required to provide a Weekly Reflection. You will also have some in-class exercises to help you understand the material.

**Required Supplies:** You must have access to Blackboard for this course. The syllabus, class notes, assignments and announcements will be posted on Blackboard. You are expected to check Blackboard and your SHSU email address for course materials and announcements.

**COURSE OUTLINE**

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<thead>
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<td>Women; Overcoming Exclusion</td>
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<td>Finals Week</td>
<td>Exam #5</td>
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**Classroom Rules of Conduct:** Students are expected to assist in maintaining a classroom environment that is conducive to learning.

1) Students are to treat other students, guest speakers and faculty with respect.
2) Please do not talk while the professor, guest lecturer, or another classmate is speaking or during films. Points will be deducted from your grade if the professor has to repeatedly remind you not to talk during class as this is disruptive and disrespectful.
3) Students are to turn off cell phones while in the classroom. Note: If your phone is visible during class you will be docked two (2) points from your next exam. Points will be deducted each time your phone is visible in the classroom. This is to avoid the temptation to read or send text messages during class. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination.
4) I-Pods and MP3 players should be turned off and ear buds should be removed during class.
5) Computers may be used to take notes only. You must sit in the first two rows of the classroom to use a computer.
6) Please no food, drink or tobacco products in the classroom.
7) Students may record lectures with the professor's approval provided they do not disturb other students in the process. See Student Syllabus Guidelines
http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf

**THIS SYLLABUS IS SUBJECT TO CHANGE.**