

COMPARING CULTURES
SOCIAL SCIENCES 70C

Instructor:	J. Castellanos, Ph.D.	Reader:	Leyna Vo
Office:	SST 369	email:	plvo@uci.edu
Office Hours:	Mon. 1-2pm Tues, 12-2pm		
Phone:	949-824-6298	Location:	SH 134
email:	castellj@uci.edu	Class time:	Wed. 2:00-4:50pm

COURSE DESCRIPTION

This course introduces students to the scope of cross-cultural comparisons by analyzing the theories, methodologies, problems, and ethical issues encountered by anthropologists, sociologists, psychologists, political scientists, and historians as they compare cultures and sub-cultures. More specifically, the class will present the historical development of the dominant American culture and society. The readings will have an emphasis on people in distinctly different societies throughout history, and students will be exposed to concepts that cross all social science disciplines. Themes that will be discussed and used as a basis for writing include democracy, elitism, power, social class, and race.

OBJECTIVES

Comparing cultures is a lower division class geared toward freshman and sophomores. The focus of this course is to present an opportunity for discussion of current social problems (prejudice, discrimination, ethnic identity, race relations, etc.) in the United States.

GROUND RULES

Students often have strong opinions about the topics discussed in a comparing cultures course. Many students have ideas about race and ethnicity that are based on misinformation, stereotypes, and prejudices which are prevalent in our society. Throughout the course, the instructor will help you to attain a better understanding of different cultures (their values, beliefs, and practices) by facilitating active discussions about the various topics involved. In the process, it is possible that members of the class will make comments or voice opinions that are based on misinformation or an interpretation that other members of the class may find objectionable. Given the volatility of the subject matter, it is essential that you treat each other with respect, that you do not demean or devalue the comments of classmates, and that one abstain from personal attacks. While you are not expected to agree with everything your classmates may say, you are expected to respect them and their opinions and treat them accordingly. If you disagree with a classmate, respond in a calm, respectful manner in class or speak with me personally. It is a learning experience to try and see the world from different perspectives, whether or not we agree with them.

DROP POLICY

Anyone wishing to drop this course must do so within the FIRST WEEK OF CLASS. This class is in high demand, and I will not allow your indecision to preempt others from fulfilling a requirement. No Exceptions!

STUDENT EXPECTATIONS:

- ❖ Read the textbook and assign supplemental materials, and come to class each session prepared to discuss the selected topic(s).
- ❖ Attend class sessions regularly and punctually.
- ❖ Participate actively in group problem solving/work sessions.
- ❖ Complete and present assignments on time.

REQUIRED BOOKS & MATERIALS:

Aguirre, A., & Turner, J. H. (2009). American ethnicity: The dynamics and consequences of discrimination 6th Edition. McGraw Hill: NY, NY.

Ponterotto, J. G. & Pedersen, P. B. (2006). Preventing prejudice: A guide for counselors and educators (2nd Edition). Sage: Newbury, CA.

ALL ITALICIZED READINGS WILL BE POSTED ON THE WEBSITE.

CLASS ASSIGNMENTS

ATTENDANCE POLICY (10 POINTS; 2.0 POINTS FOR EACH SESSION)

You will be required to be in class daily. You will need to sign-in on the provided roll sheet (Tuesday or Thursday) and there will be no make-ups. The roll sheet will be available the first 10 minutes of class only. After this time, you will not be able to sign-in. You will receive two points for each day you are present and on time. It is recommended that you come to class even if you are late; both exams will assess your understanding of lectures and class discussions.

BACKGROUND HISTORY TASK (25 POINTS)

Everyone has ethnic or cultural history although some individuals may not be consciously aware of it. In a 5-6 page typed, double spaced paper, describe your family's ethnic/cultural history/heritage. To facilitate the process, interview parents, grandparents, and relatives to help you understand your ethnic background and family origins (e.g, national, cultural, geographical, religious, etc.) A handout will be provided in class with a more thorough description of this assignment.

MIDTERM AND FINAL EXAMINATIONS (100 POINTS EACH)

The exams will consist of multiple-choice questions, T/F, and matching. The test will focus on the material covered up to the date of that exam, including readings, lectures, and material presented in discussion sections. One of the best strategies to study for exams is to emphasize the overlap between the in-class presentations and required readings.

PLEASE NOTE: THERE WILL BE NO MAKE-UP EXAMS EXCEPT FOR DOCUMENTED EMERGENCIES.

INTERVIEW TASK (50 POINTS)

The Interview Task involves talking with a individual who is a member of a different ethnic group than your own, in order to achieve some understanding of the impact of culture on daily life. You will need to conduct your interview in a specific format (provided by Instructor). During the interview, you will keep notes in order to complete a 7-8-page paper about your interview experience. Lastly, you are to spend two additional hours with the interviewee (i.e., sharing pictures, stories, having lunch) to learn more about them as an individual and their life experiences.

CHEATING

You are responsible for understanding all aspects of University regulations regarding academic honesty. Acts of academic dishonesty, including but not limited to cheating (e.g., copying another person's work or obtaining examination answers in a dishonest manner) and plagiarism (i.e., using another person's words or ideas without acknowledgement) will result in a zero for the assignment or examination; additional sanctions may be imposed by the University administration.

FINAL GRADE

A final grade will be determined primarily according to the five major criteria.

ASSIGNMENT	POINTS
Attendance	10
Background History Task	25
Midterm Examination	100
Interview Task	50
Final Examination	100
TOTAL	285

Grades will be assigned by percentage, i.e., 100-95% = A, 94-90% = A-, 89-87% = B+, 86-84% = B, 83-80 = B-, 79-77 = C+, 76-74 = C, 73-70, 69-67 = D+, 66-64 = D, 63-60 = D-, 59↓ = F. Assignments are due at the beginning of class on the day noted. No late papers or make-up exams will be accepted unless there is some medical emergency (must provide proof). If the assignment is late, you will suffer consequences. Specifically, for each day late (including weekends) you will incur one of the following penalties:

2 POINT DEDUCTION FOR 10 POINT ASSIGNMENTS PER DAY LATE

4 POINT DEDUCTION FOR 25 POINT ASSIGNMENTS PER DAY LATE

5 POINT DEDUCTION FOR 50 POINT ASSIGNMENTS PER DAY LATE

CLASS SCHEDULE- SPRING 2009

WEEK 1: INTRODUCTION AND RACE RELATIONS

April 1

Overview of Syllabus
General Introduction/What's Culture
Race Relations/Stereotypes/Racism

Introduction
Class Activity

Readings:

Ponterotto – Chapter 1, 2
American Ethnicity, Chapter 1

WEEK 2: NATIVE PEOPLES

April 08

American Indians
Development of Expression of Prejudice
Watch: Smoke Signals
Discussion of Movie – Group Activity

Readings:

Ponterotto – Chapter 3
American Ethnicity, Chapter 6
Why didn't you teach me, Bennett

WEEK 3: EARLY IMMIGRANTS AND IDENTITY DEVELOPMENT

April 15

Early Immigrants
White Racial Identity Development/Activity

Readings:

White Ethnic Americans, American Ethnicity - Chapter 8
I speak my own piece pp. 205-211
Ponterotto – Chapter 5
Anglo Saxon Core, American Ethnicity – Chapter 3, 4

Class Discussion:

Discuss the phrase “No Irish Need Apply” Why did people use this phrase? What does it suggest about conditions in American during the mid 1850s? Identify similar phrases and situations that exist today for some groups.

Assignment Due:

Background History Task

WEEK 8: JAPANESE AMERICANS

May 20 **Japanese Americans and Film**

Readings: *Pearl Harbor echoes in Seattle pp.490-502*

Japanese Americans - Discussion

WEEK 9: CHICANOS

May 27 **Mexican Americans and Chicanos**

Readings: Latinos, American Ethnicity - Chapter 7

The Organizer's Tale pp. 566-574

The Circuit, Jimenez

Abuela, Yzquierdo

Class Discussion: Review the philosophy, focus, and methods of the organization Chavez founded. Write an essay that discusses the advantages and disadvantages of his method of going directly to the people.

Assignment Due: Interview Task

WEEK 10: CULTURAL TOLERANCE, ACCEPTANCE, APPRECIATION AND COMPETENCY

June 3 **The Future of Ethnic America**
Reaching Cultural Competency
The Dos/Don't and Hows

Readings: American Ethnicity - Chapter 9 and 10
Ponterotto – Chapter 7, 8 and 9

Pope and Reynolds – Core Competencies

WEEK 11: FINALS

June 10 **10:30-12:30pm**