COMPARING CULTURES 
SOCIAL SCIENCE 70C

COURSE INFORMATION
Website: www.socsci.uci.edu/ssarc/ss70C
Meeting Place: SH 134
Meeting time: Wednesdays, 2:00-5:00pm
Course Assistant: Johanna Solomon
Email: jsolomo1@uci.edu
Office Location: SST 659
Office Hours: Wednesdays 1:00-2:00pm

INSTRUCTOR INFORMATION
Jeanett Castellanos, Ph.D.
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Email: castellj@uci.edu
Office Hours: Tuesdays 1:00 - 4:00 pm
*By appointment only

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:**


**ALL ITALICIZED READINGS WILL BE POSTED ON THE WEBSITE.**

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**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 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, handouts, 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 an 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.

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<thead>
<tr>
<th>COURSE EVALUATION</th>
<th>POINTS</th>
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<tr>
<td>Attendance</td>
<td>10</td>
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<tr>
<td>Writing Assignments</td>
<td>25</td>
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<tr>
<td>Background History Task</td>
<td>50</td>
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<td>Interview Task</td>
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<tr>
<td>Midterm Examination</td>
<td>100</td>
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<tr>
<td>Final Examination</td>
<td>100</td>
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<td>Total Points Available</td>
<td>285</td>
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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-, 59ψ = 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 2012

### Week 1: Introduction and Race Relations

**April 4**
- 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 11**
- 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 18**
- 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 America during the mid 1850s? Identify similar phrases and situations that exist today for some groups.

**Assignment Due:**
- Background History Task
WEEK 4: MINORITIES IN AMERICA

April 25

\[\text{Racial Ethnic Minorities in America}\]
Migration Patterns/General Background
MINORITY IDENTITY DEVELOPMENT MODELS

Readings: Explaining Ethnic Relations, American Ethnicity - Chapter 2
Ponterotto – Chapter 4

WEEK 5: ASIAN AMERICANS/CHINESE AMERICANS

May 2

\[\text{Asian Americans}\]
Chinese Americans

Readings: Asian Americans, American Ethnicity - Chapter 8
 From the Chinese Exclusion Act pp. 256-258
Lindo Jong: Double Face pp. 307-315

Midterm Review

Class Discussion: Highlight the differences between the Chinese and American characters.

WEEK 6: CASE STUDIES AND MIDTERM

May 9

\[\text{Midterm Exam}\]
Conducting Interviews for Case Studies
Formulating Questions, Identifying People

WEEK 7: AFRICAN AMERICANS AND LATINA/OS ~ PUERTO RICANS

May 16

\[\text{African Americans}\]

Readings: African Americans, American Ethnicity, Chapter 5
 The Autobiography of Malcolm X pp. 403-410

Puerto Ricans

Readings: Latinos, American Ethnicity - Chapter 7
 No to PR Statehood pp. 471-475

Class Discussion: Discuss Malcolm X’s solution to the problems of the “black man” worldwide. Analyze the strengths and weaknesses of that solution.
**WEEK 8: JAPANESE AMERICANS**

**May 23**  
**Japanese Americans and Film (Rabbit in the Moon)**

Readings:  
- Asian Americans, American Ethnicity - Chapter 8  
- *Pearl Harbor echoes in Seattle* pp.490-502  

**Japanese Americans - Discussion**

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**WEEK 9: CHICANOS AND CUBANS**

**May 30**  
**Mexican Americans /Chicanos and Cubans**

Readings:  
- Latinos, American Ethnicity - Chapter 7  
  
  *The Organizer’s Tale* pp. 566-574  
  *The Circuit*, Jimenez  
  *Abuela*, Yzquierdo  
  *Cubanas*  

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**

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**WEEK 10: CULTURAL TOLERANCE, ACCEPTANCE, APPRECIATION AND COMPETENCY**

**June 6**  
**The Future of Ethnic America**

Readings:  
- American Ethnicity - Chapter 9 and 10  
- Ponteotto – Chapter 7, 8 and 9  
  
  *Pope and Reynolds – Core Competencies*  

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**FINALS**

**June 11**  
**10:30-12:30pm (TBC)**