



## **Introduction to Comparative Ethnic and Global Societies**

**CCST 1110 – Fall 2020**

**Instructor: Dr. Patricia Marie Perea**

Email: [pereapm@unm.edu](mailto:pereapm@unm.edu)

Phone: (505) 277-6414

Office: Humanities 318 and/or at the Chicana and Chicano Studies Department at 1829 Sigma Chi Road

Office Hours: Tuesdays 2:00 – 3:30

I will be available to meet each week during my office hours via ZOOM. If your schedule does not allow you to meet during these times, we can also arrange a different time.

In order to contact me, use the course messages tool on the left side of your UNMLearn screen. I will regularly check course messages beginning each Monday at 8:00 A.M. through Friday ending at 12:00 P.M. You can expect a response from me within 24-48 hours. If an emergency occurs over the weekend, I will respond to you Monday morning.

### Department Contact Information:

Department of Chicana and Chicano Studies

MSC02 1680

1829 Sigma Chi Road NE

Albuquerque, NM 87131

(505) 277-6414

[chicanos@unm.edu](mailto:chicanos@unm.edu)

Website: <http://chicanos.unm.edu/>

### Course Description:

This course is an introduction into the study of diverse global societies and cultures. One of the basic concepts of this course will be to question and critique the ways diverse cultures have historically been discussed and/or written about. In addition to this basic concept, the theme of immigration will run through this course. What has caused the migration of populations? What is a migration? What is forced migration? Although, it seems as if there are some cultures that this theme may not apply to, we will learn that in fact, all populations have had a migration, even if it is a relatively small one or one that occurred far back in the stories of creation. Some of the cultures we will study include the indigenous cultures of the Americas and the Pacific Islands. We will also discuss the Caribbean the diverse experiences of Asian, African and European migrations. Within the Department of Chicana and Chicano Studies, this course serves as a class in which we can begin to develop comparative analyses between diverse global communities. What do different ethnic groups have in common? What are their differences? How can we develop ways to build bridges among communities? This course is an interdisciplinary course,

which means we will also watch films, listen to relevant music as well as read a variety of articles.

### Course Goals:

The purpose of this course is:

1. To familiarize students with the study of culture
2. To familiarize students with the study of ethnicity
3. To introduce students to the history of diverse migrations
4. To introduce students to the theories, activism, and practices of cultural studies scholarship
5. To introduce students to the various modes of the artistic production of diverse ethnicities and communities
6. To introduce students to the formulation of LGBTQ experiences within diverse communities
7. To inform students of the particular history and experience of diverse communities
8. To inform students of the experience of immigration and globalization

### Student Learning Outcomes:

Students will:

1. Identify the role of ethnic studies in the classroom
2. Identify the practice of the study of culture
3. Define the term ethnicity
4. Define key terms in the study of diverse culture
5. Define the term immigration
6. Define the term globalization
7. Identify the various types of the immigration experience
8. Demonstrate an ability to use interdisciplinary methods of study to understand the cultural heritages of diverse populations
9. Demonstrate the ability to critically analyze the problems in the ways diverse cultures have historically been studied
10. Demonstrate the ability to form a comparative analysis among diverse populations
11. Students will demonstrate an ability to articulately communicate an intersectional analysis through academic writing, publishing and/or public presentations.
12. Students will demonstrate an ability to produce audiovisual materials to convey new forms of cultural knowledge and information to academic and community audiences. In this process, students will conduct oral history and other interdisciplinary methods of research, documentation and presentation. They will have the opportunity to present their work in class, at an academic venue, or in a community setting.
13. Students will demonstrate the ability to apply community-responsive research and reasoning in working with diverse communities.
14. Analyze the many intersections of the migrant experience in order to understand the impact of the social construction of race, class, gender, and sexuality as related to diverse communities in national and transnational contexts.

15. Evaluate the applicability and relevance of theories and approaches to diverse ethnic and cultural experiences and to the discipline of ethnic studies.

Prerequisites and Co-Requisites:

None

Technical Skills:

In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- Use UNM Learn to access all readings, lectures and discussion forums (help documentation located in "How to Use Learn" link on left course menu, and also at <http://online.unm.edu/help/learn/students/>)
- Use email – including attaching files, opening files, downloading attachments. This includes assignments
- Use course messages as a means of contacting the professor
- Edit your text and other projects through copy and paste within applications including Microsoft Office
- Open a hyperlink (click on a hyperlink to get to a website or online resource). We will watch numerous films through UNM Learn by hyperlink
- Use Microsoft Office applications
  - Create, download, update, save and upload MS Word documents
  - Create, download, update, save and upload MS PowerPoint presentations
  - Download, annotate, save and upload PDF files
- Use the in-course web conferencing tool (Collaborate Web Conferencing software). This will fulfill one of the course requirements
- Download and install an application or plug in – required for participating in web conferencing sessions
- Learn to use Kaltura in the MyMedia tab on the left of your screen.

Technical Requirements:

Computer:

- A high speed Internet connection is highly recommended.
- Supported browsers include: Internet Explorer, Firefox, and Safari. Detailed Supported Browsers and Operating Systems: <http://online.unm.edu/help/learn/students/>
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can **greatly** affect performance. Many locations offer free high-speed Internet access including [UNM's Computer Pods](#).
- For using the Kaltura Media Tools inside Learn, be sure you have downloaded and installed the latest version of [Java](#), [Flash](#), and [Mozilla Firefox](#). They may not come preloaded.

- Microsoft Office products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page:  
<http://it.unm.edu/software/index.html>)

**For UNM Learn Technical Support: (505) 277-0857 (24/7) or use the “Create a Support Ticket” link in your course.**

Tracking Course Activity:

UNM Learn automatically records all students’ activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty

Textbook and Other Course Materials:

All of your readings will be online and posted on UNM Learn.

Coursework and Participation:

Modules:

Modules will open Sunday. You will have a full 8 days to complete each module.

Procedures for Submitting Coursework:

All written work needs to be submitted online. If you have a difficulty using a tool to complete work, contact your instructor for guidance (or use the “Create a Support Ticket” link in the Course Menu).

**Submission of Late Work:** If an unforeseen circumstance of emergency occurs, I will accept late work if the student contacts me. The student must contact me within 2 days and must provide documentation of their inability to complete the required assignments. Otherwise, no late work will be accepted.

Expectations for Online Participation:

Students are expected to:

1. To learn how to navigate in UNM Learn
2. To keep abreast of course announcements
3. Use Course Messages
4. Keep instructor informed of class-related problems, or problems that may prevent the student from full participation
5. Address technical problems immediately
6. Observe course netiquette at all times
7. Ask questions

8. Have a good time!!!

Netiquette:

“In following with the UNM Student Handbook, all students will show respect to their fellow students and instructor when interacting in this course. Take Netiquette suggestions seriously. Postings that do not reflect respect will be taken down immediately” (Rebecca Adams, OLIT 535).

For more information on Netiquette, see:

<http://online.unm.edu/help/learn/students/pdf/discussion-netiquette.pdf>

Grading Policy:

Students' grades will be determined by how well students fulfill their assignments.

The assignments are:

1. Response Assignment: Every other week, students will upload a response to UNMLearn. These assignments will be in response to readings. They are not summaries. They are short assessments and analyses of the readings/texts. What do you think the writers/artists convey in their work? What is their message? How does this message relate to what we are learning in our course? These responses will be 500-750 words. They will be due every other Wednesday. The purpose of these assignments is to help you understand the difference between summary and analysis and to prepare you for your final exam.
2. Weekly Discussion Post: These posts will be 200–300 words. It will be in response to a discussion prompt that I post on Monday. They will be part of a discussion thread that I create. In these posts, you will write your thoughts and opinions on the readings/texts. These posts will be due every Monday. The purpose of these posts is for you to help you think through the assigned activities.
3. Weekly Replies. Students will also be required to reply to the posts of 2 other students in the discussion thread. These replies can be 100–200 words. These replies will be due every Friday. The purpose of these replies is to build a collaborative community between you and your fellow students.
4. Memoir/Autobiographical Presentation. Students may use either PowerPoint or Prezi. This PowerPoint will be a record of your own migration experience, or that of your family and community. As I mentioned in the course description, we tend to think of migration as something that occurs across great distances; however, a migration can be something as small as moving from a rural to an urban area. It may be moving from one neighborhood to another. Even these small migrations affect the ways we understand ourselves, each other and the world. How do your personal experiences reflect this theme of migration? To accomplish this presentation, you will need to interview family members, perhaps interview friends or other community members. You will upload this presentation to UNMLearn. This presentation will be due September 18, 2020. The

purpose of the presentation is to illustrate the ways you can build creative content out of the course and to demonstrate your use of technology and Kaltura within UNMLearn.

5. Final Exam. The final exam will consist of 10 short answer questions and 1 essay question. This exam will be due October 9, 2020.

\* This is an 8-week course, 3-credit course. Traditionally 3-credit courses are 16-week courses; therefore, in order to maintain the proper workload for a 3-credit course, we will compress our 16 weeks into 8 weeks. This means what we would have covered in 2 weeks during a 16-week course, we will cover during 1 week in our 8-week course.

Assessment:

Participation = 135

3 Response Assignments = 60

7 Discussion Posts and replies (5 points each) = 35

20 Discussion Replies (3 per week, 2 points each) for 7 weeks = 40

Presentation = 65

Final Exam = 100

Letter Grade	Points
A+	294 - 300
A	282 - 293
A-	270 - 281
B+	264 - 269
B	252 - 263
B-	240 - 251
C+	234 - 239
C	222 - 233
C-	210 - 221
D+	204 - 209
D	192 - 203
D -	180 - 191
F	0 -179

\*Assignments will be graded and returned to the students within 7 days

Attached to each assignment is a rubric that you may access on UNMLearn within the assignments tab.

UNM Policies:

Copyright Issues:

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

#### Accessibility:

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities.

If you have a disability requiring accommodation, please contact me immediately to make arrangements as well as Accessibility Services Office in 2021 Mesa Vista Hall at 277-3506 or <http://as2.unm.edu/index.html>.

All information regarding accessibility is confidential.

Blackboard's Accessibility statement can be found here:

<http://www.blackboard.com/accessibility.aspx>

#### Academic Misconduct:

You should be familiar with UNM's Policy on Academic Dishonesty and the Student Code of Conduct (<http://pathfinder.unm.edu/campus-policies/other-campus-policies.html>) which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act.

#### Academic Calendar:

This course falls under all UNM policies for last day to drop courses, etc. Please see <http://www.unm.edu/studentinfo.html> or the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

#### UNM Resources:

CAPS Tutoring Services <http://caps.unm.edu/programs/online-tutoring/>

CAPS is a free-of-charge educational assistance program available to UNM students enrolled in classes. Online services include the Online Writing Lab, chatting with or asking a question of a CAPS tutor.

\*The instructor reserves the right to change this syllabus at any time.

Week	Modules	Texts/Readings	Assignments	Due Dates
Week 1: August 17 – August 24	Going Home: Migration and Grief	<u>Film</u> : <i>A Thousand Roads</i> <u>Article</u> : “Grief and a Headhunter’s Rage”	Course Tour Introduction Post Discussion Post	August 24 August 24 August 24
Week 2: August 24 – August 31	How Not to Study: Indigenous Methods of Resistance	<u>Article</u> : “Twenty-five Indigenous Projects”	Discussion Post Response 1 Discussion Replies	August 24 August 26 August 28
Week 3: August 31 – Sept. 7	Since Time Immemorial: Migration Across the Americas	<u>Article</u> : “Interior and Exterior Landscapes: The Pueblo Migration Stories.” <u>Article</u> : “The Border Patrol State” <u>Article</u> : “Fifth World: The Return of Mah shra true ee, the Giant Serpent.”	Discussion Post Discussion Replies	August 31 Sept. 4
Week 4: Sept. 7 – Sept. 14	Away at School: The Education of Empire	<u>Article</u> : “From a Native Daughter” <u>Document</u> : “Kill the Indian, Save the Man” <u>Film</u> : <i>We Shall Remain: Episode 5</i>	Discussion Post Response 2 Discussion Replies	Sept. 7 Sept. 9 Sept. 11
Week 5: Sept. 14 – Sept. 21	Black Lives: The African Diaspora	<u>Article</u> : “Get Up, Stand Up” <u>Video Clip</u> : “Zimbabwe” <u>Article</u> : “Letter to My Nephew” <u>Video Clip</u> : “Liberation”	Discussion Post Discussion Replies Presentation	Sept. 14 Sept. 18 Sept. 18
Week 6: Sept. 21 – Sept. 28	From Ellis to Angel: Labor Migrations in the United States	<u>Selections</u> : <i>How the Irish Became White</i> <u>Selections</u> : <i>Strangers from a Different Shore</i> <u>Video Clip</u> : <i>The Slanted Screen</i> <u>Video</u> : <i>Huang’s World</i> , Episode 6	Discussion Post Response 3 Discussion Replies	Sept. 21 Sept. 23 Sept. 25
Week 7: Sept. 28 – Oct. 5	War Stories: Refugees of Empire	<u>Selections</u> : <i>The Spirit Catches You and You Fall Down</i> <u>Film</u> : <i>Last Days in Vietnam</i>	Discussion Post Discussion Replies	Sept. 28 Oct. 2
Week 8: Oct. 5 – Oct. 9	Finals Week		Final Exam	Oct. 9