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.

<table>
<thead>
<tr>
<th>College</th>
<th>York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>250</td>
</tr>
<tr>
<td>Course Title</td>
<td>Ethnic America</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Discipline</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Enter one Subject Area from the attached list. U.S. Experience in its Diversity</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>Anth 101 and Eng 125</td>
</tr>
</tbody>
</table>

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. This course is Writing Intensive.

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.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>![tick] English Composition</td>
<td>![tick] World Cultures and Global Issues</td>
</tr>
<tr>
<td>![tick] Mathematical and Quantitative Reasoning</td>
<td>![tick] Individual and Society</td>
</tr>
<tr>
<td>![tick] Life and Physical Sciences</td>
<td>![tick] Scientific World</td>
</tr>
</tbody>
</table>

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.

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.

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- 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.
- 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.

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.

- 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 number.
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:**

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:

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

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**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA Index</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
<td>97.0-100</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>93.0-96.9</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>87.0-89.9</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83.0-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>77.0-79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>73.0-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td>70.0-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
<td>67.0-69.9</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>60.0-66.9</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>&lt;59.0</td>
</tr>
</tbody>
</table>
## LEARNING UNIT (Last day of week given)

| WEEK 1 | **Growing up Ethnic in America:**  
E. L. Doctorow • *The Writer in the Family* • 3  
Amy Tan • *Rules of the Game* • 18  
Gary Soto • *Looking for Work* • 32  
Bcbe Moore Campbell • *The Best Deal in America* • 39  
Nash Candelaria • *The Day the Cisco Kid Shot John Wayne* • 45  
Darryl Pinckney • *The New Negro* • 64  
Tiffany Midge • *A Halfl-Breeds Dream Vacation* • 68  
Kathryn Nocerino • *Americanism* • 76  
Frank Chin • *Railroad Standard Time* • 83  
 | **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 2 | **CROSSING**  
Judith Ortiz Cofer ; *American History* • 93  
Louise Erdrich • *The Red Convertible* • 103  
Toni Morrison • from *The Bluest Eye* • 115  
Lynne Sharon Schwartz • *Killing the Bees* • 122  
Mary Bucci Bush • *Drowning* • 136  
Liz Rosenberg • *Magic* • 149  
Daniel Asa Rose • *The Cossacks of Connecticut* • 156  
Sandra Cisneros • *Mericans* • 169  | What is Culture?  
The Layer Cake Theory of Culture |  |
| WEEK 3 | **NEGOTIATING**  
Gish Jen • *What Means Switch* • 175  
Laura Boss • *Myrna and Me* • 197  
Bruce A. Jacobs • *Dinner with Father* • 200  
Beena Kamlani • *Brandy Cake* • 205  
Enid Dame • *Drowning Kittens* • 227  
Diane Glancy • *Portrait of the Lone Survivor* • 238  
Joseph Geha • *Holy Toledo* • 242  
Maria Mazziotti Gillan • *Carlton. Fredericks and My Mother* • 260  
Afaa Michael Weaver • *Honey Boy* • 268  | Essay 1: What are three frequent themes in the pieces in the Performing and Crossing sections | Academic Experience Survey Due by 2/13 |
| WEEK 4 | **BRIDGING**  
Sherman Alexie • *This Is What It Means to Say Phoenix, Arizona* • 287  
Veronica Chambers • from *Mamas Girl* • 302  
Diane di Prima • from *Recollections of My Life as a Woman* • 307  
Naomi Shihab Nye • *Red Velvet Dress* • 312  
Fred L. Gardaphe • *Grandpa's "Chicaudies."* • 320  
Rosni Rustomji • *Thanksgiving in a Monsoonless Land* • 326  
Simon J. Ortiz • *To Change in a Good Way* • 342  
Helena Maria Viramontes • *The Moths* • 349  
Sylvia A. Watanabe • *Talking to the Dead* • 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  
 | **Readings** | **Assignment Due** (Final Version of 1st Essay Due 3/13) |
| WEEK 6 | The Irish-American Family  
The Greek-American Family: A Generational Approach  | **How To Conduct Ethnographic Interviews** |  |
| 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 | 2nd 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-to-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](http://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](http://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.