



**Course Number: ETST 2000: Introduction to Ethnic Studies**  
 Fulfills UCD Social Science CORE Requirement & is Approved GT-SS3  
 Ethnic Studies Department  
 College of Liberal Arts & Sciences, University of Colorado Denver  
 Location: Thomas Jefferson High School  
**COURSE SYLLABUS**

Instructor:	Lynne Valencia-Hernández	Term:	Fall, 2021
Phone:	720-423-7118	Class Meeting Days:	M,W,F
E-Mail:	lvalen2@dpsk12.net	Class Meeting Hours:	7 <sup>th</sup> Period 12:59-1:50
Website:	Schoology & <a href="http://lvalencia.tjspartans.org/">http://lvalencia.tjspartans.org/</a>	Class Location:	Thomas Jefferson High School room 218
Office Hours:			

**Instructor:** Lynne Valencia-Hernández – Available for conferences by appointment after school, or in advisement.

*Email:* [lynne\\_valenciahernandez@dpsk12.org](mailto:lynne_valenciahernandez@dpsk12.org) (parents) [lvalen2@dpsk12.net](mailto:lvalen2@dpsk12.net) (students)

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**I.** Currently in the news it is difficult to avoid the negative characterization of immigrants in the United States. Do you have questions about how we as a nation of immigrants arrived at this point in our political spectrum? This course will ultimately reveal how wider social forces shape the philosophical outlooks and aesthetic sensibilities of American writers of different ethnic groups that may be different from theirs can teach us about ourselves and or shared humanity.

**II. University Course Catalog Description:** Multi-disciplinary survey of contemporary and historical research analyses of the diverse social, economic, political, and cultural facets of African American, American Indian, Asian American, and Latino communities and cultures. GT: Course is approved by the Colorado Dept of Higher Education for statewide guaranteed transfer, GT-SS3.

**III. Course Overview** Students in this course will read and discuss a wide variety of works by American writers of different racial and ethnic origins. Major themes explored include double consciousness, cultural hybridity, critical whiteness, passing, immigration and assimilation, exclusion and marginalization, geographical and psychological displacement, environmental injustice.

#### IV. Course Goals and Learning Objectives:

##### Marginalization

- Explanation of theories and histories of marginalization and discrimination
- Discussion of implications of biased treatment on contemporary events

##### Social Access and Rights

- Identification of diverse social positions
- Analysis of how social positions affects access

##### Collective Identities

- Description of evolution and social construction of collective identities

##### Self-Awareness

- Awareness of one's own attitudes and identities in the context of cultural diversity
- Recognition of the connection between one's own attitudes and identities and personal and professional interactions.

##### Contributions

- Summarization of contributions and impact by diverse groups to institutions and society
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**V. Course Prerequisites:** Students should have sufficiently completed Social Studies requirements through their Sophomore year and have strong reading and writing skills in order to be critical thinkers and write analytically.

#### VI. Course Credits: 3 credits

**CU Succeed and CU Denver Credit:** This is a CU Denver class being taught in your high school classroom through the CU Succeed program. You have the *option* to receive CU Denver credit for taking this class. To receive credit, you need to register for this class with CU Succeed on the CU Succeed Website. If you register for this class with CU Succeed the grade you earn will be recorded on an official CU Denver transcript. It will become part of your permanent academic record at any of the University of Colorado campuses, unless you drop the course with CU by the drop deadline. There may be a tuition cost associated with this course. To learn more about CU Succeed, how to register, registration and drop deadlines, tuition, and transferability of credits please go to our website. <https://clas.ucdenver.edu/cusucceed/>

#### Required Texts and Materials:

Schaefer, Richard T. (2012). *Racial and Ethnic Groups* (13<sup>th</sup> Edition). New Jersey: Pearson Prentice Hall.

#### Course Schedule:

Date	Topic	Required Reading	Assignments
Week 1	Intro/syllabus/expectations		Study Ethnic Studies key terms and write a film review for <i>Precious Knowledge</i> . Due 8/30/21
Week 2	Is being colorblind good or bad?	Chapter 1 Schaefer <b>Race &amp; ethnicity</b>	Comprehension questions Ch. 1 and write a film review for one of the Short Films on Racism. Due 9/10/21
Week 3	Are humans permanently bound by prejudice and hate?	Chapter 2-3 Schaefer <b>Prejudice &amp; discrimination</b>	Comprehension questions Ch. 2-3 and prepare a slide presentation on a Racial or Ethnic Association. Due 9/17/21
Week 4	Salad Bowl or Melting Pot?	Chapter 4 Schaefer <b>Immigration</b>	Comprehension questions Ch. 4 and write a film review on <i>Poisoned Water</i> . Due 9/24/21

Week 5	Does ethnicity and religion come as a package?	Chapter 5 Schaefer <b>Ethnicity &amp; Religion</b>	Comprehension questions Ch. 5. Due 10/1/21
Week 6	How do Native Americans maintain a balance between their identity & assimilation?	Chapter 6 Schaefer <b>Native Americans</b>	Comprehension questions Ch. 6 and write a film review for <i>The Trail of Tears</i> . Due 10/8/21
Week 7	How has the African American journey shaped their place in America today.	Chapter 6, 7 & 8 Schaefer <b>African Americans</b>	Comprehension questions Ch. 6,7 & 8 and write a film review for <i>The Black Klansman</i> . Due 10/20/21
Week 8	How has the Hispanic American journey shaped their place in America today?	Chapter 9-10 Schaefer <b>Hispanic Americans</b>	Comprehension questions Ch. 9-10 and write a film review for J.R.-the artist's TED Talk. Due 10/29/21
Week 9	How has the Arab/Muslim American journey shaped their place in America today?	Chapter 11 Schaefer <b>Arab/Muslim Americans</b>  Comprehension questions Ch. 11, and film review for <i>The Muslim on the Airplane</i>	<b>Mid Term:</b> Choose one prompt to write an ACEIT CEIT essay. Your essay should be 5 paragraphs with an introduction, 3 body paragraphs; with text evidence for each and a conclusion. Please use Times New Roman, 12 point font and double space and MLA citations. (List of prompts will be provided one week in advance). Due 11/5/21
Week 11	How has the Asian American journey shaped their place in America today?	Chapter 12-13 Schaefer <b>Asian Americans</b>	Comprehension questions Ch. 12-13 and write a film review for <i>The Model Minority</i> . Due 11/12/21
Week 12	Has Anti-Semitism evolved in the US?	Chapter 14 Schaefer <b>Jewish Americans</b>	Comprehension questions Ch. 14 and write a film review for <i>An overview of the Holocaust</i> . Due 11/16/20
Week 13	How has the economic, social and marital role of women changed throughout history?	Chapter 15 Schaefer <b>Women</b>	Comprehension questions Ch. 15 and write a film review for <i>On the Basis of Sex</i> . Due 11/19/21
Week 14	Identify how social definitions work to define group boundaries?	Chapter 16 Schaefer <b>Overcoming Exclusion</b>	Comprehension questions Ch. 16. Due 12/3/21
Week 15	In what ways are the aged, people with disabilities and LGBTQ stereotyped?	Chapter 17 Schaefer <b>Elderly, Disabled and LGBTQ</b>	Comprehension questions Ch. 17. and write a film review for <i>MILK</i> . Due 12/10/21

Week 16	Exam Review	<p><b>FINAL EXAM (3<sup>rd</sup>)</b> Write a 5 paragraph essay to address this prompt using the ACEIT CEIT format, Times New Roman 12 pt. font and double spacing. Be sure to include text evidence to support your assertion. The media in advertisements, humor, dramas, news coverage, and situation comedies portray life in society. What are some examples, both positive and negative, of how minorities are presented in the media that you have seen? In what ways are these groups stereotyped? Due 12/17/21</p>
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**Supplies needed:**

- Composition Notebook
- Notebook paper
- pens/pencils (pen is preferred); red pen (or other color for editing); highlighters
- Headphones (earbuds)

**Google Apps for Education Use:**

For many of your assignments, you will need to use Schoology and Google's suite of Apps for Education and Actively Learn. Denver Public Schools utilizes Google's suite as they ensure your privacy and protect personal information as required by the Federal law.

**COURSE PROCEDURES**

**Make-Up Work/Late Work:**

It is expected that students complete homework on time and individually, unless the assignment is explicitly to be done in pairs or groups. **LATE WORK** will be penalized 25% for each day it is late and will not be accepted after 3 days from any student for any reason with the exception of excused absences, IEPs, and 504s. To reward self advocacy, students can recover up to 90% on graded work that has been docked for lateness by coming in to office hours and making teacher-suggested revisions. If a student has an excused absence, it is the student's responsibility to get any missing assignments and turn them in within the 48 hours allotted by school policy.

**Extra Credit Policy:** There is only one extra credit assignment. If extra credit is granted, the additional points will be added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100.

**Rewrite/Resubmit Policy:** Provide specifics about your policy on rewrites and resubmissions. Example: Only the formal essay may be rewritten for a revised grade. Note that an alternate rubric will be used for the rewrite.

**Mandatory Office Hours:** Students with excused or unexcused missing work are expected to attend office hours weekly on Wednesdays after school. Failure to attend Office Hours will result in lunch detention the following day.

**Grades:** All homework, projects, written work, and tests are assigned a point value and placed in either the Process, Product, or Final Exam category. Each category is calculated at a different weight (Process 30%, Product 60%, Final Exam 10%) which then combine for a final grade in the course.

**Basis for Final Grade:** Provide a listing of assessments, points possible for each assessment, and the percentage weighting. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences. Tests can also be learning experiences.

<b>Assignments</b>	<b>Points Possible</b>	<b>Percent of Final Grade</b>
Comprehension Questions: Chapters 1-17 (12 total)	20 points each (240 total)	30%
Film Reviews: 9 total	20 points each (180 total)	30%
Mid Term	100 points	60%
Final Exam	100 points	10%
<b>Total</b>	<b>404 points</b>	<b>100%</b>

**Checking grades/progress:** Parents/guardians and students are strongly encouraged to monitor academic progress and grades. Infinite Campus is a computer-based grade, attendance, and behavior tracking system and is the easiest and most thorough resource for keeping up to date with grades.

SCALE (points or %)

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94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

**IMPORTANT NOTE:** the grade you receive in this course will be recorded on an official CU Denver transcript and will become a part of your permanent University of Colorado academic record. A grade below C could affect your admission to a CU or other campus. If you earn a grade of C- or lower and are later admitted to a CU campus, you will be on academic probation for the first semester of attendance and subject to University policies on satisfactory academic progress.

**Attendance Policy:** Students in CU Succeed classes will be allowed no more than 5 unexcused absences before being penalized for subsequent absences.

**Late Arrivals:** Students will be counted absent if they arrive to class more than 15 minutes late without a parental excuse.

**Religious Observances:** Absences related to religious holidays will be excused with parental consent.

**Rewrite/Resubmit Policy:** Only the formal Mid Term essay may be rewritten for a revised grade. Note that an alternate rubric will be used for the rewrite.

## **DISABILITY ACCESS:**

The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in the Commons Building, Suite 2116 (Address: 1201 Larimer Street, Denver, CO 80217-3364; Phone: 303-315-350; Fax: 303-315-3515; Email: [disabilityresources@ucdenver.edu](mailto:disabilityresources@ucdenver.edu) I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter. Note: DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student's request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved.

*(If the student has been deemed eligible for accommodations by their high school, they will be issued a 504 plan. As the instructor, you may honor the school's evaluation and grant the student the recommended accommodations in the 504, or you may instruct the student to request the accommodations from the office of Disability Resources and Services, which will conduct an evaluation and determine if the student is eligible for accommodations and what those accommodations should be)*

## **Academic Honesty:**

**Student Code of Conduct:** Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook:

[http://www.ucdenver.edu/faculty\\_staff/faculty/center-for-faculty-development/Documents/academic\\_honesty.pdf](http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf)

*You may also want to include specific statements regarding plagiarism, cheating, etc. For examples:*

Plagiarism is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word- for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledge.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.

Multiple submissions involve submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.

Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

**Dear Parents or Guardians,**

**I am very pleased to have your son or daughter in my class. I value getting to know all of my students and helping them to draw upon their strengths to be successful learners. I emphasize respect and dignity in my classroom. These are values that are very important to me, and I expect students to demonstrate self-respect, tolerance, and acceptance of others. Discussing and debating ideas is an important part of what we will do this year, so it is vital that students feel safe and respected. I am looking forward to working with you and your child this semester.**

**Sincerely,**

**Lynne Valencia-Hernández, NBCT**

**The following portion shows that you have read and understood the course guidelines, and asks for information so that I may contact you if the need arises.**

(Please complete and return this page to me via your student. Thanks for printing neatly.)

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Course/Period

\_\_\_\_\_  
Parent(s) / Guardian(s) Name

\_\_\_\_\_  
Home Phone

\_\_\_\_\_  
Cell Phone

\_\_\_\_\_  
E Mail Address

\_\_\_\_\_  
How would you prefer I contact you, if necessary? Is there a best time?

***We have read and understood the course syllabus.***

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Parent Signature/Date