

REQUEST FOR INCLUSION OF A COURSE IN THE GENERAL EDUCATION PROGRAM

REVISED (2nd Revision)

Request for inclusion of ANTH/SOCL 214 in the U.S. Diversity sub-category of the new General Education program

The Vetting Subcommittee responded to our previous application (1st Revision) as follows:

From: Margaret Crouch <mcrouch@emich.edu>
To: jay.weinstein@emich.edu
Date: Tue, 23 May 2006
Subject: ANTH/SOCL 214 Vetting

Dear Jay,

The Vetting Subcommittee considered the revision of the proposal to include ANTH/SOCL 214 U.S. Racial and Cultural Minorities in the U.S. Diversity category of the new Gen Ed program at its last meeting of the season. The committee appreciated the revisions, but has a few further requests for clarification.

Outcomes 2, 3 and 4 need to be separated and responded to individually. As it is, not every aspect of each of the three outcomes is explicitly addressed, either in (a) or (b). For example, Outcome 3 requires that the differences between social intolerance and institutionalized racism, etc., be explicitly addressed. The response does not show that the course does this. We would also like explicit examples for both the (a) and (b) parts of the response.

The committee is not meeting again until August, and your course will be moved to the head of the list when we begin again, since you are in the process of revision.

Thank you for working with us to prepare the courses for the new Gen Ed program. If you have any questions or would like to meet with one of us about your course, do not hesitate to contact me.

Sincerely,

Margaret Crouch
Chair, Vetting Subcommittee

The concerns expressed by the Vetting Subcommittee were addressed as follows:

Outcomes

- * Outcomes 2, 3 and 4 have been separated and responded to individually.
- * Explicit examples have been given for both the (a) and (b) parts of the response.

NOTE: The complete request materials are attached.

Revised sections--part of the 1st Revision and added for the 2nd Revision--are marked as such.
(page 1 of 16 pages)

**EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS**

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: SAC COLLEGE: CAS
DEPARTMENT CONTACT: RAOUF HANNA CONTACT PHONE: 7-0012

CONTACT EMAIL: rhanna@emich.edu

1. Subject Code, Number, and Title (**new**): ANTH/SOCL 214 & 214H
 “U.S. Racial and Cultural Minorities”

2. Credit Hours 3

3. Course Description (**new**)

An introduction to the study of U.S. diversity with particular reference to the black and Hispanic, and European and Asian immigrants in the United States; racial myths, doctrines and movements; conflict and accommodation of majority and minority peoples; and proposed solutions of ethnic problems.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)

Attached (to original submission)

a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**

Perspectives on a Diverse World

Global Awareness

U.S. Diversity

Knowledge of the Disciplines

Arts

Humanities

Science

Social Science

Learning Beyond the Classroom (*LBC designation*)

Self and Well Being

Community Service, Citizenship, and Leadership

Cultural and Academic Activities and Events

Career and Professional Development

International and Multicultural Experience

Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. *(The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.*

This section was previously REVISED (in 1st Revision)-----

This course is an introduction to the study of U.S. diversity in reference to majority-minority relations. Students will examine the characteristics of the racial, ethnic, and subcultural factors leading to the emergence of specific minority groups in American society. The dynamics of discrimination and assimilation will be studied as they apply to major American ethnic and subcultural groups, and issues related to separatism vs. multiculturalism will be discussed in a cross-cultural, comparative framework.

ANTH/SOCL 214 meets the U.S. Diversity requirement of General Education because it provides students with the conceptual tools to analyze their own experience of minority-majority status, and to trace the roots of such an experience by placing it in the context of American culture. Also, by applying social-science models to the understanding of the cultural, racial, ethnic, and subcultural diversity found in the U.S., students will be able to more clearly assess the complexity of in-group and out-group perspectives on identity and discrimination, particularly in reference to intercultural competence.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed).

To do this,

(a) list the General Education outcomes for the requirement and explain how the course meets each outcome

(b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

In the US Diversity Course, students will ...

1. *Examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.*
2. *Explore the causes and consequences of social intolerance in the U.S.*
3. *Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.*
4. *Explore how diversity has affected and continues to affect income distribution, economic mobility, political access, and the democratic process in the U.S.*
5. *Develop an awareness of alternative values, views, and communication styles in the U.S.*

Expected Learning Outcomes of Anth/Socl 214 & Their Evaluation Methods

The following section has now been REVISED (in 2nd Revision)-----

(1) Learning Outcomes and Evaluation Methods for:

Examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.

7a (1) Learning Outcomes

ANTH/SOCL 214 specifically requires students to analyze their own experience of majority or minority status in American society. To achieve this, they are provided the conceptual tools introduced by the course--these include discussion of what a culture is in reference to a nation-state; definitions of racial, ethnic, and subcultural groups, discussion of the dynamics of discrimination giving rise to minority groups; discussion of majority/minority relation policies such as assimilation, amalgamation, segregation, and genocide; definitions of processes of ethnogenesis and separatism in reference to cultural hegemony; and discussion of the politics of identity in reference to pluralism at the institutional and social levels.

7b (1) Evaluation Methods

This outcome is measured by the level of critical and reflective engagement of the students with material presented through lectures, film clips, and assigned readings as reflected in the regular submission of the written or oral questions or comments which constitute the basis for weekly class discussion. Recent examples of these questions/comments include:

- "I have long been wondering if the Albino constitute a racial group. From what I learned in class it sounds like there is no way to come up with biologically-based racial classifications because there is just as much biological variation across the so-called races as there is within each of these groups. So, if Albino are not a race how can they be defined?"
- "When you were explaining the process of ethnogenesis in reference to ideological subcultural groups I immediately thought about the Mormons. This group seems to have all of the characteristics necessary to be defined as a subculture. What would be necessary for them to transition into an ethnic group?"

- “Can foreign countries’ intervention into another country trigger ethnic differences? I was thinking of the splitting of North and South Korea. Are North and South Korean people culturally, ethnically, or subculturally different? And did they change as soon as their country was divided?”
- “I was extremely interested in what was presented in class about differences in responses to pain among American ethnic groups. I work in a nursing home, and I have a hard time dealing with Italian-American patients since they seem to complain about pain or problems all the time. If this is actually their way of establishing a positive relationship with the staff it really makes a difference.”
- “I think that the US has so many subcultural groups because of our freedom mind-set, which leads people to want to do their thing and choose to band with others like themselves. However, I can see how this might create problems if an ideological subcultural group is very restrictive in recruiting members, or if those who belong to a typological subculture, like the deaf depicted in the film, want to isolate themselves from the mainstream.”

Through these questions and comments, and subsequent involvement in class discussion, students earn points toward Class Participation, which assesses their comprehension of key concepts and topics. A list of the “Course Topics” summarizing the weekly keypoints addressed in class discussion is attached to the Syllabus. Also, this outcome is assessed through the quality of the students’ final Paper, in which they have to present the results of a self-reflective analysis of their own identity in reference to majority-minority status.

(2) Learning Outcomes and Evaluation Methods for:

Explore the causes and consequences of social intolerance in the U.S.

7a(2) Learning Outcomes

In this course students learn about the emergence and current characteristics of specific racial, ethnic, and subcultural U.S. minority groups, analyzing the factors that have led to their marginalization in the American context. The course traces the history of discriminatory policies as they have applied to major ethnic and subcultural groups, and gives particular attention to the impact of racial myths and doctrines on the marginalization of particular groups.

7a(2) Evaluation Methods

This outcome is measured by how clearly students can apply the knowledge acquired through lectures, film clips, and assigned readings in their participation to class discussions. Also, this outcome is measured through successful results on the objective tests, which constitute 50% of the final grade and which specifically assess the comprehension and retention of factual information, including conceptual definitions and historical and cultural examinations of specific groups. Examples of objective test questions addressing these outcomes include:

- In reference to myths of racial superiority and related definitional terms, it was pointed out in class that the ethnicity of the core American colonizers is best defined as: a)Celtic/Anglo/Teutonic, b)White, c)Caucasian, d)Euro/Nordic
- The major source of culture clash between the Western colonizers of North America and the native populations was: a)the native resistance to conversion, b)the difference in subsistence patterns, c)the unwillingness of colonizers to settle, d)the interest of the colonizers in marrying the natives
- Which of the following African-American expressive patterns is likely to be the most dystonic with the mainstream? a)their use of "nommo", b)their macular eye-contact, c)their sense of humor, d)their athletic skills
- "Fictive kinship"--such as that created by "compadrazgo"--is taken very seriously among Mexican-Americans because it is used in order to: a)formalize special bonds of friendship, b)expand the boundaries of the immediate family, c)link up with people of higher socioeconomic status, d)all of the above

(3) Learning Outcomes and Evaluation Methods for:

Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.

7a(3) Learning Outcomes

In this course students analyze the process by which social intolerance for particular groups has led to institutionalized racism in the U.S. by comparing racial-specific American legislation with that of other multiracial nations. They also learn about the type of social behavior correlated to institutional racism and sexism by comparing it with ethnocentric practices. Finally, by learning about the history of exclusionary practices in American immigration, students also examine the process by which particular ethnic groups become historically marginalized.

7a(3) Evaluation Methods

These outcomes are measured by how well students understand the material presented through lectures, film clips, and assigned readings as they apply it in the formulation of the written or oral comments/questions constituting the basis for weekly review and expansion through class discussion. Also, this outcome is measured through successful results on the objective tests, which constitute 50% of the final grade and which specifically assess the comprehension and retention of factual information, including conceptual definitions and historical and cultural examinations of specific groups. Examples of objective test questions addressing these outcomes include:

- The 1924 "National Origins Act" determined quotas to regulate immigration into the USA. The quota system was introduced to insure: a)an even distribution of immigration from all parts of the world, b)that the majority of immigrants could be "assimilatable," c)that people who had not immigrated before could have a chance to do so, d)the free immigration of political refugees
- As a social phenomenon ethnic discrimination first emerged in the USA as directed against: a)Germans immigrants in the early 1800s, b)the Italians who immigrated before 1900, c)the Jews who immigrated after the 1920s, d)Irish immigrants in the 1860s
- Some African-Americans argue that some form of financial reparation should be made to compensate for the experience of slavery. To support this request they mention that another ethnic group has in fact been given financial reparation for discrimination by the American government. This group is: a)the Italian-Americans, b)the American Jews, c)the Irish-Americans, d)the Japanese-Americans
- The case of Vincent Chen was discussed in class in reference to: a)the emphasis Japanese-Americans put on generational differences in acculturation, b)the special history of Filipinos in this country, c)the impact of visual markers in majority-minority relations, d)the role of "enryo" in Chinese-American achievement in the sciences

(4) Learning Outcomes and Evaluation Methods for:

Explore how diversity has affected and continues to affect income distribution, economic mobility, political access, and the democratic process in the U.S.

7a(4) Learning Outcomes

In this course students learn about the social, economic, and political implications of diversity, by examining how laws regulating citizenship, intergroup marriage, voting rights, and immigration have historically changed in the American setting, reflecting changes in the national ideological perspective on cultural hegemony and pluralism. Also, attention is called to the way this changing perspective gets translated into institutional practices. In particular, the course examines the debates over Affirmative Action Policies, the Patriot Act, and other types of past or current legislation, such as the "Bracero Program" or gay marriage laws, affecting the lives of U.S. ethnic and subcultural groups. This examination is further enriched through comparisons with the way diversity is addressed in other multiethnic countries.

7a(4) Evaluation Methods

These outcomes are measured by the quality of the students' contribution to class discussion, as they critically engage with the information gathered through lectures, film clips, and assigned readings. Also, this outcome is measured through successful results on the objective tests, which constitute 50% of the final grade and which specifically assess the comprehension and retention of factual information, including conceptual definitions and historical and cultural examinations of specific groups. Examples of objective test questions addressing these outcomes include:

- What is the major difference between a displaced ethnic minority (such as the Native-Americans) and one created by immigration (such as the Chinese-Americans)? a)territorial claims, b)sense of identity, c)demographic composition, d)rates of intermarriage with members of the majority
- When we say: "PIGS are not CATs" we refer to what concept?
a)America's "manifest destiny" b)the "rise of the unmeltable ethnics" c)the "closing of the frontier" d)the "Harlem Renaissance"
- The "termination policies" applied to Native-Americans have to do with: a)the closing down of reservations, b)the abolishment of their right to vote, c)the genocide of several Native-American groups, d)the elimination of Native-American religious practices
- It was pointed out in class that, in terms of economic mobility related to employment, Affirmative Action policies have benefited the most which of the following groups of Americans? a)people with disabilities, b)the Japanese-Americans, c)white women, d)gay men

(5) Learning Outcomes & Evaluation Methods for:

Develop an awareness of alternative values, views, and communication styles in the U.S.

7a (5) Learning Outcomes

ANTH/SOCL 214 specifically introduces students to the process by which "expressive style" is catalyzed by cultural, ethnic, and subcultural membership. Expressive style involves various patterns of communication, inclination and identification, and the class examines the dynamics by which cultural dissonance in expressive style may lead to discrimination toward non-mainstream groups. Thus, students' awareness of in-group and out-group views of normative behavior is stimulated throughout the course. Through lectures, readings, and film clips, students are exposed to the expressive diversity correlated to specific ethnic and subcultural groups, and they analyze the process by which differences in lifestyle may lead to stereotypes, discrimination, and marginalization by the majority.

7b (5) Evaluation Methods

This outcome is measured through all three of the class assignments, that is, Class Participation, Objective Testing, and Paper. In particular, however, the Self-Reflective Paper (see "Assignment Guidelines" in Syllabus) provides the most striking assessment of the students' understanding of the concepts and information learned through the course and their application to the process of self-reflection. Through this process, by which they have to analyze the impact of cultural, ethnic, or subcultural factors on individual communication and expressive patterns, as well as on identity-formation and self-definition, students really demonstrate a successful overall learning outcome in the course.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). *The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.*

Attached (REVISED version)

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For 14 Against 0

Abstentions 0

Signed by Raouf S. Hanna 2/05/07

Department Head

Date

NOTE: Please refer to original submission for record of departmental approval, which remains unchanged.

2. College

College Dean

Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____

Abstentions _____

Chairperson, General Education Advisory Committee

Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date

S Y L L A B U S

Course Title and Number: “U. S. RACIAL AND CULTURAL MINORITIES” (ANTH/SOCL 214)

Meeting Times and Location: -----

Instructor Name and Information: -----

Course Description:

(Rationale for fulfilling the “U.S. Diversity” General Education requirement)

REVISED (in 1st Revision)

This course is an introduction to the study of U.S. diversity in reference to majority-minority relations. Students will examine the characteristics of the racial, ethnic, and subcultural factors leading to the emergence of specific minority groups in American society. The dynamics of discrimination and assimilation will be studied as they apply to major American ethnic and subcultural groups, and issues related to separatism vs. multiculturalism will be discussed in a cross-cultural, comparative framework. **ANTH/SOCL 214 meets the U.S. Diversity requirement of General Education** because it provides students with the conceptual tools to analyze their own experience of minority-majority status, and to trace the roots of such an experience by placing it in the context of American culture. Also, by applying social-science models to the understanding of the cultural, racial, ethnic, and subcultural diversity found in the U.S., students will be able to more clearly assess the complexity of in-group and out-group perspectives on identity and discrimination, particularly in reference to intercultural competence.

Objectives of course:

To provide an introduction to the study of U.S. diversity with particular reference to the black and Hispanic, and European and Asian immigrants in the United States; racial myths, doctrines and movements; conflict and accommodation of majority and minority peoples; and proposed solutions of ethnic problems.

Outcomes for General Education requirement in “U.S. Diversity”

Upon successful completion of this course, the student will be able to:

1. Understand social-science definitions of cultural, racial, ethnic, and subcultural groups
2. Understand the dynamics of discrimination leading to the emergence of minority groups
3. Understand the characteristics of the various policies applied to majority-minority relations
4. Trace the process of ethnogenesis and the establishment of a hegemonic culture in the U.S.
5. Analyze the history and characteristics of major representative ethnic groups in the U.S.
6. Trace the history of U.S. majority-minority relations as they apply to specific ethnic groups
7. Analyze U.S. immigration laws and other legislation affecting majority-minority relations
8. Correlate intracultural variation to the emergence of typological and ideological subcultural groups
9. Identify the process by which a subcultural group can gradually be seen as deviant by the mainstream
10. Correlate the major characteristics of U.S. mainstream culture to definitions of social deviancy
11. Understand the way cultural, subcultural, and/or ethnic membership is reflected in communication and expression patterns, values, lifestyle choices, and identity formation
12. Understand the development of contemporary U.S. views on diversity and multiculturalism in reference to globalization processes
13. Understand the principles of multicultural education and of intercultural competence

Textbooks:

Required

1. Cerroni-Long, E.L. 2001. **Diversity Matters**. Trieste: COER Press (available as coursepack)
2. Mindel, C. H., R.W. Habenstein, and R. Wright, Jr. (eds.) 1998 **Ethnic Families in America**. New York: Prentice-Hall (NOTE: Any edition is acceptable, adjust assigned chapters as needed)

Recommended

3. (Fitzgerald, F. 1986. Cities on a Hill. New York: Simon & Schuster)

Class Format (methods and pedagogies):

The course materials are presented through lectures and through the discussion of appropriate film clips, and are supplemented by the assigned readings. Students are expected to understand and actively integrate course materials (which is tested through Class Participation and Objective Tests) and to selectively apply the concepts and information learned in the course to the writing of their Term Paper.

Methods of Evaluation:

Students are evaluated through three types of testing: oral, “objective,” and written.

The final grade is assigned on the basis of the total number of points each student earns. Each of the tests aims at assessing particular cognitive skills, and the degree to which the student has met the General Education outcomes for this course. Specifically:

Oral (Class Participation, 20 %) assesses the ongoing engagement of the students with class material as it is introduced, and their ability to integrate the content of lectures with assigned readings and film clips.

Class participation is encouraged throughout, and review sessions are specifically dedicated to it.

Objective (Midterm and Final Tests, 50 %) assesses the comprehension and retention of factual information, including conceptual definitions and historical and cultural examinations of specific groups (see Course Schedule for details). The Midterm serves as a diagnostic, being corrected and thoroughly discussed in class.

Written (Self-Reflective Paper, 30 %) assesses the application of the conceptual tools presented in the course through each student’s self-reflective analysis of the impact of cultural, ethnic, or subcultural factors on individual communication and expressive patterns, as well as on identity-formation and self-definition. A detailed description of what is expected from the paper is given in the “Assignment Guidelines” handout. Further information is provided in class at the time this sheet is distributed (see below for Excerpt).

Excerpt from:

Assignment Guidelines

According to the model used in our course, all human beings are defined by sociocultural membership; the challenge is to identify what type of membership has the most impact on one’s expressive style. If you grew up in the United States you are defined first and foremost by American culture. You may also belong to an ethnic group, and/or to a subcultural group. The group you belong to may be the majority or a minority (please remember the definitions provided in class for all of these terms). This assignment asks you to engage in a self-reflective analysis of your cultural, ethnic, or subcultural background (or combination thereof), and to sort out the various factors determining the unique patterns of communication/inclination/identification that constitute your expressive style.

This **Self-Reflective Paper** is to be titled:

What is it like to be _____?

where the blank should be filled in with the cultural, ethnic and/or subcultural definition that best applies to you. The aim of your paper is to answer this question on the basis of self-reflective analysis, applying the concepts and knowledge acquired in the course.

Your description should be written up as a paper (typed, double-spaced) of appropriate length, and should include--WHEN APPLICABLE--the treatment of the following topics:

- 1) Identification of your personal cultural, ethnic, and/or subcultural background.
- 2) Identification of the other factors (e.g. regional, ideological, material, etc.) that in your view have contributed to the uniqueness of your expressive style.
- 3) Discussion of the general characteristics of the group you identify with.
(*Note: Use the textbooks as source of information and references for this part.*)
- 4) Detailed description of the impact of cultural, ethnic and/or subcultural factors on your expressive style and sense of identity. In particular please make sure to analyze:
 - a) presentation of self (physical features; nonverbal, paraverbal, and verbal behavior; personal taste and expressive choices)
 - b) social lifestyle (ways you interact with others, type of people you are attracted to, daily routines, ways you enjoy yourself)
 - c) perception of self (the way you perceive your identity, the values that guide your choice of aspirations and actions, the way you define life's meaning and purpose, the type of social norms you accept as valuable).
- 5) Analysis of the possible channels through which cultural, ethnic and/or subcultural factors influence your life (e.g. do you experience family, peer, or other pressures to "conform to a certain image"? do you have--or have you had in the past--specific role models shaping your sense of identity in a certain way? are the media affecting your view of the group you identify with? if so, is this positive or negative? do you consciously cultivate a certain image, and if so, how and why?).
- 6) Carefully and honestly examine whether the social group you most strongly identify with may be defined as a minority or as part of the mainstream. Then briefly analyze the consequences this has on your sense of identity and on your attitudes toward others (e.g. do you feel victimized by society? do you feel angry at the way others perceive your group? do you feel that the characteristics of your group are generally misunderstood? is there a conflict between your ethnic and/or subcultural background and American culture? if so, how could this conflict be resolved?).

IMPORTANT: Make sure to give equal space to discussion of behavioral characteristics and mental outlook so that by reading your paper it can be possible to get a clear idea of your expressive style (which involves both what you look and act like and what you think and feel). Keep in mind that the aim of the paper is to explore the impact of sociocultural membership, not the individual details of your life.

Grading Criteria:

Grading is based on an accumulation of points and a straight score breakdown. Letter grades are assigned only at the end of the course and are based on the student's total performance. To pass the course a student must earn at least 51 points. Ranges are 51 to 74 for Ds and Cs, and from 75 to 100 for Bs and As.

Course Policies:

Classroom behavior should not in any way be disruptive of the learning process. No late submissions of Term Paper will be accepted. Non compliance in any of the testing areas determines failure in the course.

COURSE SCHEDULE

<i>Week</i>	<i>Dates</i>	<i>Topics</i>	<i>Assignments (& Memo)</i>
1		“Class Information Packet” distribution/explanation Introduction to the course: culture and diversity	
2		Cultures, subcultures, ethnic groups	Cerroni-Long, chaps. 1-2
3		Ethnicity and race Discrimination and minority status	Cerroni-Long, chaps. 3-4
4		American culture as framework for majority/minority relations <i>Term paper clarification</i>	“Assignment Guidelines” handout
5		An indigenous racial minority: The “Native-Americans” (N-A)	Mindel, chap. on N-A
6		An imported racial minority: The “African-Americans” (A-A)	Mindel, chap. on A-A
7		Midterm Review <u>Midterm Test</u> & class correction	-----Bring pencil! <u>Stay for class correction</u>
8		Immigration in the USA Displaced/immigrant minorities: The “Latinos” (case study: Mexican-Americans, M-A)	Mindel, chap. on M-A
9		Racial immigrant minorities: The “Orientals” (case study: Japanese-Americans, J-A)	Mindel, chap. on J-A
10		Early immigrant minorities: The “White Ethnics” (case study: Italian-Americans, I-A)	Mindel, chap. on I-A
11		“Typological minorities”	(Fitzgerald: “Sun City”)
12		“Ideological minorities”	(Fitzgerald: “Rajneeshpuram”)
13		Diversity and multiculturalism	review Cerroni-Long, chap. 4
14		Catching up (?) and conclusion Final paper consultation	
15		Final Review. <u>Term paper due</u> <u>Final Test</u>	MUST submit Paper -----Bring pencil

NOTE: As explained in class, the Final Examination time will be dedicated to administering a make-up Final Test to students who missed it for serious, justifiable, and documented reasons.

COURSE TOPICS

The course addresses the following topics, constituting the basis of Class Discussion:

CULTURE

species-specific adaptation mechanism
 characteristics of the human species: social, visual, remembering, symbolizing
 the role of environment (territory) and history: society, country, nation-state (sovereignty)
 critical mass, feedback, open vs closed system
 cultural identity vs expressive (or behavioral) style (ES)
 ES components: communication/inclination/identification
 expressive style vs stereotypes

ETHNIC GROUP (ethnicity)

cultural expansion/contraction; culture contact: invasion (annexation)/migration
 ethnic expressive style (“core of the onion”) vs ethnic identity
 cultures vs ethnic groups: “nations without states” (hyphenated groups)
 mainstream as hegemonic group (the issue of power)
 ethnicity and separatism (the role of language, e.g. Quebec)

SUBCULTURE (subcultural group)

intracultural variation and subcultures
 subcultures vs categories of people, social settings, groups; concept of “civilization”
 combination of subcultural & ethnic factors (case of the Amish)
 ethnogenesis as rare phenomenon (case of the Sikhs)
 from subculture to ethnic group to culture (case of “Trekkies”?)
 from culture to ethnic group to subculture (and back: case of Israel)

RACIAL GROUP (“race”)

species and “races”; human sexual reproduction and genetic variation
 distribution of physical/biological characteristics: clines & clusters (case of earwax)
 the impact of visual markers: cultural vs physical differences (the case of cross-racial adoptions)
 racism (biological determinism & “natural hierarchy”; concept of “chosen people”)

MINORITY GROUP

differential treatment & perceived discrimination
 consciousness-raising process
 types of minority groups: typological & ideological
 numerical size of majorities and minorities
 from subculture to minority (the case of smokers) or vice-versa

TREATMENTS OF DIVERSITY (majority-minority relations)

the pervasiveness of ethnocentrism; xenophobia and group-hate vs racism
 genocide, assimilation, segregation, amalgamation, pluralism
 majority, mainstream, hegemonic group
 assimilation (majority-conformity/acculturation)
 cultural syntony and dystony (syntonic/dystonic reaction); demographic factors & tolerance

AMERICAN CULTURE

Environmental: Huge, varied, rich, and “undeveloped” land (NEW world)

Historical: Characteristics of indigenous subsistence patterns in North America (foraging)

Defining moments: (conflict)

Revolution, Civil War, Immigration Waves, Civil Rights Movement

American ethnic “core”: Celtic, Anglo, Teutonic (CAT)

Characteristics of CAT colonizers (vs Hispanic colonizers); Early regional self-segregation among CATs

Immigration and “cultural fit”; The “melting-pot” ideology: majority conformity vs marginalization

American “cultural denial” and the definition of self; American census categories and “official minorities”

Social: The “pioneer” as social model

Geographical mobility and social organization (nuclear family)

Social mobility and competition; egalitarianism and materialism

Rights vs duties (attitudes toward government); freedom from vs freedom of
 Uniformity vs conformity: insecurity and the importance of peer approval
 Competitive individualism vs need for affiliation: friendliness vs guardedness
 Importance of personal autonomy and self-reliance
 Importance of “keeping busy”
 Importance of “positive outlook” (repressing emotions) and problem-solving
 Anti-intellectualism and the importance of “visible outcome” (the profit motive)
 Moral value of religion & self-righteousness (self-improvement/other-improvement)

The American “Compass” (The seven Cs of American Culture)

NATIVE-AMERICANS: A marginalized indigenous group (American Indians? Tribal names?)

Environmental: Original inhabitants (subjugated, displaced, and almost eliminated)

Clash of subsistence patterns: foragers vs agriculturists (attitudes toward land)

Reservations as symbolic tribal homelands (commuting)

SIZE: Small overall number but growing

Historical: Experience of conflict, genocide, forced relocation, segregation

Defining moments: 1824, 1871, 1924, mid-1930s, mid-1950s, 1970s, early 1980s

Treaties and “unceded lands”; Swings between resistance and acculturation

The Bureau of Indian Affairs (BIA) and American anthropologists

Reservations: indirect rule vs termination

Civil rights movement: activism vs traditionalism (AIM and intra-group conflict)

Pan-Indian movement, indigenous organizations, and self-help

Social: Poverty, unemployment, and self-destructive patterns of behavior

Importance of non-verbal behavior, indirectness, tolerance

Slow behavioral tempo, no eye contact, decision by consensus

No overt show of emotions up to explosion point

Importance of motherhood, extended families, community cooperation, elders

Attachment to places rather than things (communal property)

Importance of learning from tradition and by doing (symbolic value of pow-wow)

Cooperative individualism and respect for personal privacy (“warrior names”)

Personal definition of spirituality through direct access to the supernatural

Importance of altered states: music, dance, use of substances

AFRICAN-AMERICANS: A marginalized imported minority (Negro? Colored? Black?)

Environmental: West Africa, the “Old South”, contemporary inner cities

Celtic (“Cracker”) influences & US plantation life

Free men of color, Caribbean immigrants, immigrants from Africa

SIZE: Largest “official minority” group

Historical: Experience of forced relocation, slavery, segregation, and discrimination

Defining moments: 1619, 1863, mid-1890s, 1920s, 1954-1968, mid-1960s, 1988

The slavery experience and the theory of “cultural loss” (Chicago sociology)

Civil War, the Emancipation Declaration, and Segregation

The “Great Northern Migration” and the Harlem Renaissance

The Civil Rights Movement and the “integration dream”

Affirmative Action, “Afrocentricity” and self-segregation/self-help

Social: Poverty, unemployment, and self-destructive patterns of behavior

“Nommo” and the “moral duty” of physical self-expression

Boasting, bragging, sarcasm, and the “verbal martial arts”

Forceful show of emotions, turn-taking in groups, and reciprocal energizing

Resistance to majority conformity and self-marginalization (case of “Black English”)

Cryptomatriarchy and the dilemma of male social status

Mother-centered extended families and fictive kinship

Use of resources: display vs frugality, pleasure vs achievement

The issue of justice & perceived mainstream hypocrisy

The issue of ethnic allegiance vs intermarriage & inter-group adoption

IMMIGRATION PATTERNS

The 4 “door type” periods (open, ajar, pet, revolving)
 Emergence of ethnic discrimination: the Irish (1860s)
 The National Origins Act (1924) and the quota system
 The issue of political refugees
 The issue of economic migration/“brain drain”
 The “green card” and how to get one
 The Immigration Act of 1965 and the current immigration wave

THE “LATINOS”: displaced/immigrant minorities (Latino or Hispanic?) ---- ignored?

Immigrants from Mexico, Puerto Rico, Cuba, other Latin American countries
 Sources of dystony across various Latino groups
 The issue of growth (numbers), concentration, language, politics

MEXICAN-AMERICANS (Chicano?) ---- largest Latino group (numbers?)**Environmental:** Aztlan and the emergence of “la raza” (amalgamation processes)

The Mexican-American border subculture

Historical: The Mexican-American war (1846-1848) and the annexation of the South West

Assimilation and World War II (“Bracero Program”)
 From Mexican-Americans to Chicano (mid-1960s)

Social: Labor migration, illegality, lack of education, high fertility

Illegal immigration and “political invisibility”
 Low educational achievement and “criminal tendencies”
 Large families: importance of motherhood/importance of sibling cohort
 Mainstream misunderstanding of “machismo”
 Cryptomatriarchy & child development
 Value orientations dystonic with mainstream:
 person vs principle; present vs future; formalism vs frankness
 The role of “compadrazgo” in social mobility

THE “ORIENTALS”: racial immigrant minorities ---- assimilated?

“Orientals” vs “Asian-Americans”
 Immigrants from the Middle-East: who are they?
 The issue of growth (percentage), “brain drain”, and varied geographical origin
 Largest Asian-American groups: Chinese, Filipino, Japanese

JAPANESE-AMERICANS ---- the “model minority”**Environmental:** Hawaii/West-Coast rural settings; post-war urban settings**Historical:** Migration to Hawaii (early Meiji period)

US annexation of Hawaii and migration to US mainland
 “Picture brides” and ethnic farming communities
 World War II and the internment camps (“wartime evacuation” 1942-1945)
 Post-war assimilation patterns: urbanization, professionalization, intermarriage
 Government compensation for internment (1988)

Social: Generational differences: issei, nisei, sansei

The Japanese-American immigrant personality: (amae)/enryo
 The behavioral consequences of enryo (self-sufficiency, endurance, frugality, etc.)

Contrasts between Japanese-American and Chinese-American characteristics

The Chinese diaspora
 The case of Vincent Chen

THE “WHITE ETHNICS”: early immigrant minorities (“door ajar period”) ---- assimilated?

1970s and the emergence of the “unmeltable ethnics”
 PIGSs are not CATs

ITALIAN-AMERICANS ---- largest “White Ethnic” group**Environmental:** Migration from the Italian South & Islands

Settlement in US urban centers--especially North-East--and “return migration”
 Chain migration and ethnic concentration (“Little Italies”)

Historical: Early contacts with the Irish-Americans (“love-hate relationship”)

Labor unions, radicalism, resistance to authority

Social: Familism and the issue of honor/venge (the Mafia)

Religiosity focused on ritual rather than moral content

Children as “little adults”

“Disdain of intangibles” and work ethic

Italian-American attitudes toward pain and illness (comparison with other groups)

The Jewish-Americans: “uncounted White Ethnics” or “uncounted Middle-Easterners”?

CULTURES-----ETHNIC GROUPS-----SUBCULTURES (Typological/Ideological)-----}(MINORITIES)

Factors leading to intra-cultural variation

Group membership: cultural, ethnic, subcultural layers

Factors favoring the emergence of subcultures:

historical (heterogeneity in population); ideological (individualism; political tolerance)

AMERICAN CULTURE as framework for diversity

Social: radical individualism & psychological insecurity (uniformity vs conformity)

ready friendliness and social egalitarianism, but also violence and competition

mobility and self-segregation as solution to conflict (“cities on a hill”)

TYPOLOGICAL SUBCULTURES --- membership by ascription / identification by choice (?)

Not all typological subcultures are minorities

Examples of typological subcultures: the old (reading); the homosexuals

Not all homosexuals consider themselves members of a subculture

Homosexuality is found in similar percentages in all world cultures

In some cultures homosexuals are a minority, in others they are not

Views of homosexuality and pro-natalist/anti-natalist ideologies are correlated

IDEOLOGICAL SUBCULTURES --- identification by socialization / membership by choice (?)

Not all ideological subcultures are minorities

Some ideological subcultures become ecumenical movements (ex. Christianity)

Examples of ideological subcultures: religious (reading); political (ex. neo-Nazi)

Social alienation may lead to creating or joining ideological subcultures

Ideological subcultures often share some characteristics:

(blueprint; ritual; symbols; reward; head/models; socialization; rationalization)

Factors favoring the success and perpetuation of an ideological subculture:

intrinsic strength of belief system

long history / rich tradition (and well-established socialization patterns)

circumstances facilitating distinction from mainstream (ex. persecution)

NOTE: Typological/ideological minorities do not always coincide with typological/ideological subcultures

(typological factors may lead to discrimination of entire categories of people: e.g. women)

Biological “resistance” to pluralism (the “triune” brain model); Diversity as “stressful” - reptilian brain tendencies

Alternatives to pluralism: genocide, segregation, amalgamation, assimilation

Assimilationist reactions to diversity as deviant: marginalization vs “therapy”

Equal rights require OAR = opportunity, (social) acceptance, respect

The social contract and pluralism: the dynamics of tolerance and the importance of empathy

From Golden Rule to Platinum Rule & from Political Correctness to Intercultural Competence (IC)

* * *