

**FRESNO CITY COLLEGE
COURSE OUTLINE**

Course Department and Number _____ <p style="text-align: center;"><u>American Studies 10</u></p> Course Title <u>American Pluralism: A Search for</u> <u>Common Ground in a Multicultural Society</u>	Program <u>American Studies</u> <hr/> Discipline(s) <u>Interdisciplinary Studies</u> <hr/> Date: <u>Fall 1998</u>
Catalog Description: <input type="checkbox"/> no change <input type="checkbox"/> revised/clarified <input checked="" type="checkbox"/> new (check one) Prerequisite: <input type="checkbox"/> no change <input type="checkbox"/> revised/clarified <input checked="" type="checkbox"/> new (check one) Corequisite: <input type="checkbox"/> no change <input type="checkbox"/> revised/clarified <input checked="" type="checkbox"/> new (check one) Advisory: <input type="checkbox"/> no change <input type="checkbox"/> revised/clarified <input checked="" type="checkbox"/> new (check one) Units, hours, repeatability, credit/no credit, number of weeks: <input type="checkbox"/> no change <input type="checkbox"/> revised <input checked="" type="checkbox"/> new (check one) (If revised is checked, underline item(s) revised above.) <u> 3 </u> unit(s) <u> 3 </u> lecture hour(s) <u> 0 </u> laboratory hour(s) <u> 0 </u> number of repeats (maximum = 3) <u> </u> credit/no credit only <u> 18 </u> number of weeks Prerequisite: None. Corequisite: None. Advisory: Eligibility for English A, 53, or 54D recommended. Description: <p style="text-align: center;">Multidisciplinary examination of identity and ethnicity in a multicultural society with special emphasis on what forces unite as well as divide this country.</p>	
Entry Level Skills: Upon entering the course, the student should be able to: <ol style="list-style-type: none"> 1. Employ context clues and affix analysis to determine meanings of unfamiliar words; use dictionaries; determine main ideas and literal meaning; identify important details; paraphrase reading selections; use inference to determine implicit ideas; draw conclusions based on inferences; understand reading selections using literal and inferential comprehension skills. 2. Comprehend academic reading materials associated with success in degree-applicable courses. 3. Write short compositions which limit subjects, unify content by common purposes or main ideas, adequately develop ideas, specify and supply details, use appropriate diction, and avoid extensive errors in grammar, usage, and mechanics. 4. Demonstrate rhetorical effectiveness in writing from the standpoints of adult treatment of content, unity, substance, specificity, coherence, and diction and style. 	
Requested Credit Classification (Applicant) <input checked="" type="checkbox"/> Degree Applicable <input type="checkbox"/> Noncredit <input type="checkbox"/> Nondegree Applicable <input type="checkbox"/> Revised	<input checked="" type="checkbox"/> Course contains an international component.

Expected Outcomes/Objectives: Upon successful completion of the course, the student will be able to:

1. Analyze pluralism, multiculturalism, and diversity.
2. Compare and contrast immigration and settlement patterns of European and non-European groups.
3. Identify the significance of race, class, and ethnicity as to the formation of identity.
4. Explicate the term "post-ethnic" as it relates to the model of pluralism.
5. Demonstrate an understanding of the complexities of living in a multi-ethnic racial society.

Texts, Other Readings, and Materials:

Text(s)

Hollinger, David A., Post-Ethnic America, Basic Books, New York, NY, 1995.
Loewen, James W., Lies My Teacher Told Me, The New Press, New York, NY, 1995.
Parrillo, Vincent N., Strangers to These Shores, Allyn and Bacon, Needham, MA, 1997.

Primarily College Level

Primarily not College Level

Professional Judgement
(How Determined)

Out-of-class Assignments:

6 hours per week (or equivalent)

Permissible exceptions to the common interpretation as stated are as follows: (AR 7200) (1) (2) (3) (4) (circle one)

List types:

1. Assigned reading
2. Reviews
3. Interviews and observations

Class participation and assignments require and develop critical thinking (see Expected Outcomes/Objectives). Describe how:

This course is designed to develop critical thinking by the following methods:

1. Assess whether the U.S. is a pluralistic, melting pot, or transmuting pot society.
2. Identify commonalities of American culture that transcend race, ethnicity, gender, and class.
3. Evaluate the need for a new cultural model to explain diversity and ethnic affiliation in the United States.

Primarily College Level

Not Primarily College Level

2 hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent, per unit.

Ratio of amount of work per unit of credit required by curriculum committee for a non-degree credit course is met.

Assessment: Grades will be based upon:

- ESSAY*
- COMPUTATION*
- NON-COMPUTATIONAL PROBLEM-SOLVING*
Examples:
- SKILL DEMONSTRATION
Kind:
- MULTIPLE CHOICE
- OTHER: Describe

*For degree credit: At least one of the first three boxes above must be checked, and if "essay" is not checked, it must be explained why essays are an inappropriate basis for at least 25% of the grade in the course.

Expanded Description of Content and Methods:

- I. Class Introduction--An Overview of the Course
- II. Theoretical Perspectives--An Introduction to Models and Concepts.
 - A. Sociocultural evolution
 - B. Racism, sexism, dominance, pluralism, and multiculturalism
 - C. Adaptation models
 - 1. Assimilation
 - 2. Acculturation
 - 3. Melting and Transmuting Pot
 - D. Psychological and anthropological models
 - 1. Identity and self
 - 2. Culture and society
- III. The Historical Dimension--U.S. Society and its Emergence as a Racially and Ethnically Conscious Culture
 - A. Myth and reality of American history
 - B. Indigenous versus immigrant status
 - 1. Adaptation, integration, and acceptance
 - 2. Segregation, separation, and apartheid
 - C. Selected overview of various ethno-racial populations
 - 1. American Indians
 - 2. Euro-Americans
 - 3. African Americans
 - 4. Latinos
 - 5. Asian Americans
 - 6. Women

Expanded Description of Content and Methods: (continued)

IV. Emergence of Identity--The Search for Common Ground: Commonalities and "Post-Ethnicism"

- A. Identity and ethnicity
- B. Similarities, differences, and balkanization
- C. "Post-ethnicism" and multiculturalism

Methods:

1. Lecture/discussion
2. Video/film presentations
3. Guest presenters
4. Student presentations