BBL 5013: Multicultural Groups in the United States

Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Course Description
This course provides a historical, critical review of the multicultural, multiethnic nature of U.S. society. While a major focus is on the historical experiences of U.S. ethnic groups of color (American Indians, African Americans, Asian Americans, and Mexican Americans), the course also examines the experiences of selected European ethnic groups, e.g., Irish, Jewish. Throughout, the course emphasizes the essential diversity of the people of the U.S. and the society they have formed from its inception, over time, and into the future.

The course will include a comparative treatment of the various ethnic groups selected for examination, discussion of the experiences and dynamics affecting those involved, and analysis of these phenomena through an interdisciplinary perspective. The course also includes an examination of the role of multicultural, multiethnic diversity in education.

Objectives
Instruction will follow an interactive process including lecture/discussion of course readings, and other content such as films. By completing the course, students should be able to:

1. describe cultural, ethnic distinctiveness across several groups in the U.S.,

2. explain some historical, political, economic, and social factors involved in the integration or exclusion of selected ethnic groups,

3. discuss and explain group, individual, and societal effects of U.S. multicultural history, from group contributions, invisibility, conflict, and adaptations,

4. analyze and generalize these phenomena within an interdisciplinary theoretical perspective, including historical, political-economic, anthropological, sociological, and psychological concepts.

5. apply some of the above insights to educational issues.

Textbooks, required
Takaki, *A Different Mirror: A History of Multicultural America*
Nieto, *Affirming Diversity: The Sociopolitical Context of Multicultural Education*

**Course Requirements**

1. **Attendance and Participation.** Daily readings from the above texts are required as a basis for discussion. Please come prepared to share your understandings, questions, reactions, etc., as a discussion format is one of the best ways to achieve meaningful learning at the graduate level.

2. **Exams** Two exams (midterm & final) will assess your understandings of course material. Exams will cover all content presented in the readings and in class meetings, e.g., films, handouts, presentations. The Midterm Exam will be largely objective in format, but may include a written essay section as well. The Final Exam will be objective/short essay.

3. **Group Presentations** Students will participate in a small-group (e.g., 4 students/group) presentation based on two selected chapters from the Nieto textbook. Specific guidance on this participation assignment will be provided before the groups are organized.

4. **Term Paper.** A Term Paper on a relevant topic, with instructor approval, is required. The paper requires you to use sources outside the assigned course materials. Thus, a bibliographic search and review of relevant readings is involved. Guidelines for the paper will be provided, but students should start thinking of possible topics as the course proceeds.

**Evaluation**

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<td>Small-group presentation</td>
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