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## Course Outline for ANTR 5

### CULTURES OF THE U.S. IN GLOBAL PERSPECTIVE

Effective: Fall 2017

#### I. CATALOG DESCRIPTION:

ANTR 5 — CULTURES OF THE U.S. IN GLOBAL PERSPECTIVE — 3.00 units

Issues relevant to understanding race, class, gender and ethnicity within the American setting. Historical as well as contemporary situation of the following groups: 1) African Americans; 2) Native Americans; 3) Hispanic Americans; 4) European Americans; and, 5) Asian Americans, among other groups. Emphasis on analyzing the way that public understandings of culture and biology are translated into social policy. Contemporary social issues such as race relations, multiculturalism, affirmative action, bilingual education, and the use and abuse of I.Q. testing.

3.00 Units Lecture

#### Grading Methods:

Letter or P/NP

#### Discipline:

	<u>MIN</u>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. Discuss American majority responses to immigration and immigrant groups throughout history
- B. Describe push-pull factors for the multitude of immigrant groups within the U.S.
- C. Analyze the pattern of government interaction with indigenous groups
- D. Describe how religious tensions gave way to racial tensions as later generations of immigrants arrived
- E. Discuss the African American path from enslavement through segregation toward full equality
- F. Explain the intent of and controversy surrounding affirmative action
- G. List and describe the many contributions that immigrants have made to American society
- H. Discuss the different paths to economic success that immigrants from different countries have taken in the U.S.
- I. Describe changes made to American immigration policy and miscegenation laws in response to the flood of immigrants arriving between 1880 and 1920
- J. Explain how and why the roles and rights of American women have changed over the past 200 years

#### V. CONTENT:

- A. The four-field, holistic approach of anthropology
- B. Culture and microculture
- C. Prejudice and discrimination
  1. Ethnocentrism and xenophobia
  2. Racism
  3. Stereotypes and ethnocentrism
  4. Ethnoviolence
- D. Emigration and immigration
  1. Sojourners and settlers
  2. Chain migration
  3. Culture shock
  4. Acculturation
  5. Assimilation
  6. Cultural pluralism and multiculturalism
- E. Dominant/minority relations
  1. Nativism
  2. Ingroup/outgroup
  3. Social distance
  4. Dominant group responses
    - a. Avoidance
    - b. Segregation
    - c. Expulsion
    - d. Annihilation

5. Marginality
6. Middleman minorities
7. Model minorities
8. Convergent/persistent subcultures (microcultures)
9. Parallel social institutions
10. Social stratification
11. Miscegenation laws
12. The Americanization movement
13. Conflict Theory
14. Interactionist Theory
15. Functionalist Theory
- F. Northern and Western Europeans
  1. Historical background
  2. Push-pull factors
  3. Cultural and religious diversity in the early American colonies
  4. Dominant group responses
  5. Minority group responses
  6. Current status
- G. South, Central and Eastern Europeans
  1. Historical background
  2. Push-pull factors
  3. Dominant group responses
  4. Minority group responses
  5. Current status
- H. Native Americans
  1. Historical background
  2. Culture conflict
  3. Forced resettlement
  4. Treaties
  5. Americanization
  6. The Bureau of Indian Affairs
  7. Pan-Indianism
  8. Indian gaming
  9. Current status
- I. Mexican Americans
  1. Historical background
  2. Culture conflict
  3. Dominant group responses
  4. Minority group responses
  5. Current status
- J. African Americans
  1. Historical background
  2. African culture
  3. Forced immigration and enslavement
  4. The ideology of racism
  5. The Civil War
  6. Segregation
  7. Jim Crow Laws
  8. The Ku Klux Klan
  9. The Civil Rights Movement
  10. IQ tests
  11. Affirmative Action
  12. Current status
- K. Asian and Pacific Islander Americans
  1. Historical background
  2. Push-pull factors
  3. Dominant group responses
  4. Minority group responses
  5. Current status
- L. Southeast Asian Americans
  1. Historical background
  2. Push-pull factors
  3. Dominant group responses
  4. Minority group responses
  5. Current status
- M. Middle Eastern Americans
  1. Historical background
  2. Push-pull factors
  3. Dominant group responses
  4. Minority group responses
  5. Current status
- N. Hispanic Americans
  1. Historical background
  2. Push-pull factors
  3. Dominant group responses
  4. Minority group responses
  5. Current status
- O. Religious Minorities
  1. Historical background
  2. Push-pull factors
  3. Dominant group responses
  4. Minority group responses
  5. Current status
- P. Sex and Gender Minorities
  1. Definitions
  2. Ethnic diversity
  3. Dominant group responses
  4. Minority group responses
  5. Current status
- Q. Women

1. Historical background
2. Ethnic diversity
3. The double minority
4. The second shift
5. The Equal Rights Movement
6. Current status

#### VI. METHODS OF INSTRUCTION:

- A. Textbook reading assignments; additional internet and/or print assignments
- B. **Discussion** - Class and group discussions
- C. **Lecture** -
- D. **Research** - Review of research projects
- E. **Audio-visual Activity** - Presentation of audio-visual materials

#### VII. TYPICAL ASSIGNMENTS:

- A. Lecture follow-up
  1. Submit a 500-word essay detailing the push factors for the mass migration from southern, central, and eastern Europe to the U.S. between 1880 and 1920.
  2. Describe the role that sex played in stirring hostility against both Chinese and Filipino immigrants
  3. Draw a timeline indicating how the evolving American economy created demand for different types of workers over the years, from unskilled laborers to trained professionals
- B. Reading assignments
  1. Read the textbook chapter on culture and social structure.
  2. Read Frederick Douglass' Narrative of the Life of Frederick Douglass.
- C. Homework
  1. Read the textbook chapter on Northern and Western Europeans and answer the following questions:
    - a. Discuss the similarities of the nativist reactions to eighteenth and nineteenth century immigrants.
    - b. Explain fully the irony of many British immigrants finding the U.S. an undesirable place to live.
    - c. Explain why the various ethnic groups did not experience discrimination or low status for very long while the social structure of the U.S. was still in its formative period.
- D. Class and group discussions
  1. Class discussion topic: How do undocumented immigrants impact American society? What arguments can you make against them? What arguments can you make in their defense?
  2. Group discussion topic: What problems of sexism are institutionalized in law? What problems of sexism remain in politics?
- E. Audio-visual Materials
  1. Watch A Question of Race (Insight Media, 2001). Write a 500-word essay detailing the evidence it presents against the concept of "race."
- F. Research Project
  1. Each student must locate at least two first-generation immigrants to the U.S. They may be from your own family or anyone's family, as long as they originate from two different countries. You must arrange in advance to sit down with each of them for a face-to-face interview where you will record their experiences of assimilation (or not) into American society. Your questions should focus on arrival in and adjustment to life in the U.S.; your goal is to get a sense of this individual's personal experience as an immigrant. If the immigration was recent, your paper will be very much focused on the present moment; if, however, your informant has been in the country for some time, you should try to get a sense of his/her process, over the years, of adjustment. Your final paper should relate the details of both interviews while comparing and contrasting the experiences of your informants.

#### VIII. EVALUATION:

- A. **Methods**
  1. Exams/Tests
  2. Research Projects
  3. Home Work
- B. **Frequency**
  1. Midterm and Final examinations
  2. Weekly homework evaluation
  3. End-of-term evaluation of research project

#### IX. TYPICAL TEXTS:

1. Parillo, V.N. (2013). *Strangers to These Shores: Race and Ethnic Relations in the United States* (11th ed.). Boston: Allyn & Bacon.
2. Zinn, H. (2015). *A People's History of the United States, 1492 – Present* (reprint ed.). New York, NY: Harper Perennial Classics.
3. Chideya, F. (2016). *Don't Believe the Hype: Still Fighting Cultural Misinformation about African Americans* (1st ed.). New York, NY: The New Press.
4. Schaefer, R.T. (2015). *Race and Ethnicity in the United States* (8th ed.). NY, NY: Pearson.
5. Healey, J.F., & Stepnick, A. (2016). *Diversity and Society: Race, Ethnicity, and Gender* (5th ed.). Thousand Oaks, CA: Sage Publications.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS: