

PALOMAR COLLEGE COURSE
OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

 X Transfer course

 X A.A. degree applicable course

COURSE NUMBER AND TITLE: (check all that apply)
MCS 110 / AMS 110
DIVERSE CULTURES IN AMERICA TODAY

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: APPROPRIATE COLLEGE LEVEL LANGUAGE SKILLS

ENTRANCE REQUIREMENTS

PREREQUISITE: none

COREQUISITE: none

RECOMMENDED PREPARATION: none

SCOPE OF COURSE:

An investigation of prevalent cultural trends in four groups of diverse ethnic cultural backgrounds in America – African American, Latino, Chinese, and people of Jewish heritage – since World War II. Emphasis will be placed on the literary, musical, and artistic expressions of their heritage, social conditions, struggle to become part of the main culture, and response to prejudice, racial, and religious discrimination. Selections dealing with social conditions will include such diverse issues as family life, intergenerational conflicts, and religious traditions.

SPECIFIC COURSE OBJECTIVES:

Successful students will be able to:

1. Critically analyze the cultural development of the four minorities in the past half a century.
2. Identify specific cultural trends unique to each of these four minorities.
3. Compare and contrast the current cultural conditions of the four minorities with the American culture at large.
4. Recognize the influence each minority culture has had on the others and on the mainstream cultures in America since World War II.
5. Analyze present concerns facing members of the four minorities today and the way these concerns affect their cultural development.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

I. Introduction

A. A nation of immigrants. Definitions: “minority, “ “culture.” A brief historical overview of the four minorities: when and how they entered America; their places of origin; and how the majority received them. Concepts: pluralism, prejudice, discrimination, scapegoating, and stereotypes.

B. A review of the immigration policies set by the U.S. governments in the 19th and 20th centuries; the minorities’ struggle for acceptance; the process of Americanization. The great divider: World War II. Social and political conditions in 1945; the resurgence of ethnicity in subsequent years.

II. The Latinos

A. Settlers and commuters: diverse attitudes to “Anglo” culture. Chicanos in the U.S. (La Raza): their ties with family and friends in Mexico. The language barrier and the development of an American mix. A growing positive self-image and a distinct culture on the frontiers of two dynamic civilizations.

B. Attitude to authority and to government: the development of community organizations and of civil rights groups. Life in the barrios: changing economic values and their effect on “familism”; tensions between generations; reaching for middle class status and facing assimilation.

C. Interaction with other groups; religious attitudes and relationship with the Church; contacts with other Hispanics; enriching mainstream American culture in a variety of ways. Attitudes toward Chicanos at the end of the 20th century.

III. African Americans

A. Struggle for desegregation, the civil rights, and for Black Power; the rural exodus; the growth of the urban ghettos; the formation of an elite group in the African American society; and finding a place in the “mainstream.”

B. Search for “roots”: a renewed awareness of African culture and its adaptation to American conditions; a changing attitude to religion and the embracement of non-Christian traditions. The formation of a unique cultural pattern.

C. The effects of the above movements on the African American society, on the family structure, and particularly on male-female and intergenerational relations. Attitudes toward African Americans at the end of the 20th century.

IV. Chinese Americans

A. The Chinatowns in the middle of our century: they’re internal organization; social structure (with specific emphasis on women and children); cultural pattern; and attitude to religions. The anguish of self-contempt; social ills.

B. The changes that occurred in the 1960s: mass immigration from various parts of the Chinese mainland, mostly from urban, rather than from rural regions as heretofore; increased heterogeneity. Youth begin to fight injustices: “Leeway” groups on campuses.

C. Leaving the Chinatowns: dispersion and increase in higher education lead to gradual assimilation. Yet a new generation begins to develop an Asian American literature and other art forms. The effects of renewed contact between the U.S. and China: pride and tensions. Attitudes toward Chinese Americans at the end of the 20th century.

V. Jewish Americans

A. Cultural vacuum after World War II: growing dispersion in urban American, confused identity, alienation from Jewish background, marginality in Gentile society. Crisis of the individual and of the community, polemic with values – euphoria in new, middle class suburbia.

B. A creative awakening caused by the shock of the European Holocaust and by the establishment of a Jewish state: a new search for identity in religious, political, social, and cultural terms. A growing acceptance of Jews in the majority culture.

C. A binary development from the 1970s: rapid assimilation resulting in a decline in overall differences between Jews and other Whites – on the one hand; realization of the uniqueness of the Jewish experience – on the other. Attitudes toward Jewish Americans at the end of the 20th century.

VI. Summary

The development of a multidimensional culture in America: achievements to date and problems to be faced. Questions: Are minority cultures in danger due to assimilation to and intermingling with other minorities and with the “majority”? Can minorities retain or further develop their respective culture beyond a few generations? What factors support their uniqueness and what result in a partial or total disintegration of a specific minority? Evaluation by students.

REQUIRED READING:

Rico, Barbara Roche, and Sandra Mano. American Mosaic: Multicultural Readings In Context. 2nd ed. (Boston: Houghton Mifflin, 1995.)

Plus Xeroxed material distributed in class.

SUGGESTED READING:

Attached

REQUIRED WRITING:

Students will be required to do research on a topic of their choice – approved by the instructor, The minimum length of the research paper will be four typewritten papers (double spaced), based on the bibliography of three items or more. Students will present their findings to the class.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.

Assignments will include the reading of textual material, preparation for exams, and the completion of specific tasks each student will undertake, e.g. attendance at special events, viewing films, etc.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply. (See guidelines for preparation for definitions.)

- telecourse
- mediated instruction
- computer assisted instruction

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

Examinations (midterm & end of term)	50%
Research paper	25%
Participation in class	10%
Additional assignments	15%

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes No Number of times course may be taken for credit:

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

CONTACT PERSON:

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