

HUMANITIES 3030-50 MULTICULTURAL STUDIES FALL 2006

Dr. Norman C. “Chip” McLeod Jr., Associate Professor

Office: McDonald 229

Office Hours: MWF 9:00 A.M.-10:00 A.M., TR 8:00 A.M.-9:00 A.M., by appointment,
and if by coincidence you show up and I’m there

Telephones: 652-7827 (office), 652-8550 (home)

E-mail: mcleod@dixie.edu

Class Meetings: W 5:00-6:40 P.M.

Classroom: McDonald 209

REQUIRED BOOKS

Roger Daniels and Otis L. Graham. *Debating American Immigration, 1882-Present*.
Lanham, Md.: Rowman and Littlefield Publishers, Inc., 2001.

Michael S. Kimmel. *The Gendered Society*. Second Edition. New York: Oxford
University Press, 2004.

Nicholas Lemann. *The Promised Land: The Great Black Migration and How It
Changed America*. New York: Vintage Books, 1992.

NOT REQUIRED BUT STRONGLY RECOMMENDED

A good dictionary

COURSE DESCRIPTION

This course explores some of America’s cultural and socio-political contours primarily through the combined lens of history and sociology. The chronological focus is the twentieth century as well as the small portion of the twenty-first century that has unfolded. It is designed to make students better aware of the richness and complexity of America’s human landscape and to shed light on some of issues, problems, and challenges created by the nation’s pluralism.

METHODS OF INSTRUCTION

Humanities 3030 is a reading, writing, and discussion course heavily dependent on student engagement, preparation, and class participation. Students will be presented with a variety of scholarly texts to read, analyze, and discuss in class. In addition, students will be required to write about the topics encountered and discussed in class readings and conversations. Occasionally other sources (music, film, video, material culture, and the like) will be introduced into the class format.

GENERAL COURSE OBJECTIVES

Humanities 3030 is designed to aid students in developing

**an understanding of cultural diversity and continuity as well as some of the historical influences that have contributed to (and continue to contribute to) our current “culture” and that will most certainly affect the future of the United States.

**the ability to comprehend, empathize with, and resolve issues by developing a better understanding of human needs and problems.

**an appreciation of the need for social interdependence, civic purpose, and responsible citizenship by helping individuals comprehend their collective/common heritage.

**an understanding of the dangers posed to autonomy and individual freedom by ignorance, superstition, and bigotry.

**the ability to analyze, discuss, and write about cultural values and the various ethical approaches to social and political issues in American society.

KEY SECONDARY OBJECTIVES

Students will be able to

**identify major immigrant groups populating the U.S. over the past century and describe the broad impact the people comprising these groups have had and continue to have on the nation’s social, cultural, economic, and political structure.

**describe important government attitudes toward and policies affecting immigrants to the U.S. and the ways these attitudes and policies have changed and continue to change.

**describe significant factors and contours in the assimilation process (or the apparent lack thereof) of major immigrant groups.

**analyze and discuss the implications for the U.S. of continued massive immigration.

**analyze gender as a concept and how the concept shapes the lives of men and women in America.

**describe changes in the social, economic, cultural, and political contours of women’s and men’s positions in the U.S. over the past century.

**describe and explain some of the ways that American women have sought to influence change in their opportunities and status through personal endeavors and political activities.

**describe and analyze America's role in creating, crafting, and perpetuating the socially constructed concept of *race*, chiefly by examining the important challenges and obstacles faced by African Americans in their struggle for equality, opportunity, and inclusion in mainstream American life during the twentieth century.

**analyze and discuss important elements of government policy (at all levels) that have affected black Americans in the twentieth century.

**identify and consider important elements of black Americans' own ideas and efforts designed to ameliorate their conditions in American society and the extent to which that condition has changed since the middle of the twentieth century.

*****GRADED WORK AND CLASS ATTENDANCE*****

There are no conventional exams in Humanities 3030. The bulk of one's grade for the course is based on three position papers (one for each major topic covered) of 5-6 pages each. Each essay will address important questions concerning the issues and problems the class is exploring. Students will receive a writing assignment in a separate handout at the conclusion of the examination of each topic. All details necessary to complete the essay will be included in the handout. The three papers in question are worth 100 points apiece and, again, constitute most of one's grade for the course--approximately 70 percent. The remaining 30 percent of the course grade is derived from a combination of **class attendance and participation**, both of which are of the utmost importance, and neither of which should be confused with the other. Failure to attend class regularly and to participate in the class dialogue (as contextually defined by the reading assignments) will not only diminish the value of taking the course but will materially affect one's grade. Neglecting to turn in essays, and in a timely fashion, will result in zeros (no grade) for those assignments. A key element of this course requires the student to **read the material presented, carefully consider the problems at hand, arrive at a point of view regarding those problems, and express that point of view to the best of his or her ability in a public forum (the classroom) before his or her peers**. Not only is this an important and useful skill to cultivate, failing to attend class regularly and/or sitting through class sessions without relevant engagement will, to repeat, lower your grade. Suffice it to say that I expect students to attend class (which begins at 5:00 P.M.) regularly and to be fully involved in the work we do.

A CAVEAT OR TWO REGARDING STUDENT EVALUATION

If for any reason I determine that students are not doing the assigned reading for the course, I reserve the right to administer quizzes (announced or unannounced), the grades from which will be figured into the final course grade.

GRADING SCALE

100=	A
99-91=	A
90=	A-
89=	B+
88-81=	B
80=	B-
79=	C+
78-71=	C
70=	C-
69=	D+
68-61=	D
60=	D-
59 and below =	F

READING AND CLASS SCHEDULE

(subject to change at the professor's discretion)

SECTION I--A NATIONAL WORK IN PROGRESS: IMMIGRATION IN AMERICA, 1880-2006

CLASS MEETING OF AUGUST 23: Introduction to Humanities 3030 and the nature of our expanding multicultural consciousness.

CLASS MEETING OF AUGUST 30: Text: *Debating American Immigration, 1882-Present* (Roger Daniels and Otis Graham). Read pp. 89-132 of Otis Graham's essay. Stop at the end of this topic.

CLASS MEETING OF SEPTEMBER 6: Text: *Debating American Immigration, 1882-Present* (Roger Daniels and Otis Graham). Finish reading Graham's essay, pp. 132-185; Read also Peter Skerry's "Mother of Invention" (*The Wilson Quarterly*, Summer 2006, pp. 44-47)--supplied by your professor.

CLASS MEETING OF SEPTEMBER 13: Text: *Debating American Immigration, 1882-Present* (Roger Daniels and Otis Graham). Read pp. 5-38 of Roger Daniels's essay. Stop at the end of this topic.

CLASS MEETING OF SEPTEMBER 20: Text: *Debating American Immigration, 1882-Present* (Roger Daniels and Otis Graham). Finish reading Daniels's essay, pp. 38-69 (you may want to refer to pp. 76-79 in the "Documents" section); Read also Stephen G. Bloom's "The New Pioneers" (*The Wilson Quarterly*, Summer 2006, pp. 60-68)--supplied by your professor.

SECTION II--THE COMPLEXITIES, DIFFICULTIES, AND DELIGHTS OF OUR GENDERED WORLD

CLASS MEETING OF SEPTEMBER 27: Text: *The Gendered Society* (Michael S. Kimmel). Read the Introduction (“Human Beings: An Engendered Species”), pp. 1-17. Read also the Introduction from *The Gendered Society Reader* (Michael S. Kimmel and Amy Aronson), pp. 1-6, to get a feel for the truly geometric dimensions of gender--supplied by your professor.

CLASS MEETING OF OCTOBER 4: Text: *The Gendered Society* (Michael S. Kimmel). Read Chapter 7, “The Gendered Classroom,” pp. 159-179.

CLASS MEETING OF OCTOBER 11: Text: *The Gendered Society* (Michael S. Kimmel). Read Chapter 8, “The Gendered Workplace,” pp. 180-209.

CLASS MEETING OF OCTOBER 18: Text: *The Gendered Society* (Michael S. Kimmel). Read Chapter 9, “Gendered Intimacies,” pp. 213-230 and the Epilogue (“A Degendered Society?”), pp. 289-294.

SECTION III--RHYME, REASON, AND RACE: BLACK AMERICANS AND THE NATIONAL EXPERIENCE

CLASS MEETING OF OCTOBER 25: The construction of race and the human and historical experience of being black/nonwhite in America. Text: *The Promised Land: The Great Black Migration and How It Changed America* (Nicholas Lemann). Read “Clarksdale,” pp. 3-58.

CLASS MEETING OF NOVEMBER 1: Text: *The Promised Land* (Nicholas Lemann). Read “Chicago,” pp. 61-107.

CLASS MEETING OF NOVEMBER 8: Text: *The Promised Land* (Nicholas Lemann). Read “Washington,” pp. 111-221.

CLASS MEETING OF NOVEMBER 15: Text: *The Promised Land* (Nicholas Lemann). Read “Chicago,” pp. 225-305.

WEEK OF NOVEMBER 22: THANKSGIVING HOLIDAY--NO CLASS

CLASS MEETING OF NOVEMBER 29: Text: *The Promised Land* (Nicholas Lemann). Finish reading through page 305--if you have not already done so.

CLASS MEETING OF DECEMBER 6: Text: *The Promised Land* (Nicholas Lemann). Read “Clarksdale,” pp. 309-330 and “Afterword,” pp. 343-353.

CLASS MEETING OF DECEMBER 13: EXAM WEEK--ACTIVITIES TBA

A FEW WORDS TO THE WISE AND PRUDENT STUDENT: CHEATING , ACADEMIC DISCIPLINE, AND CLASSROOM DECORUM

CHEATING:

Academic dishonesty in any form will not be tolerated at Dixie State College. Academic dishonesty includes, but is not limited to, plagiarism on written assignments, submitting another's work as one's own, and cheating on exams and quizzes. Instructors at Dixie State College may discipline students who are academically dishonest by

**awarding a failing grade on the specific assignment where the dishonesty occurred.

failing the student **FOR THE ENTIRE COURSE.

**immediately dismissing and withdrawing the student from the course.

**referring the student to Student Affairs, where a committee may reprimand, place on probation, suspend, and/or expel the student.

DISRUPTIVE BEHAVIOR:

Instructors at Dixie State College have the right to manage the classroom in an aggressive manner in order to ensure an appropriate learning environment. Instructors may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt the classroom, the instructor may remove said student from the course.

The classroom at Dixie State College is a public place where only civil and responsible behavior and discourse are welcome. Rude, inconsiderate, or otherwise inappropriate behavior will not be tolerated.

DISABILITY REMINDER

If you are a student with a physical or mental impairment and would like to request accommodations, please contact the Disability Resource Center (652-7516) in Room 201 of the Student Services Center. The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations that are appropriate for your disability.

