

Multiethnic Multiracial Experience

Course Syllabus

Ethnic Studies 199 CRN 36352 4 credits

Tuesday Thursday 10:00-11:20 a.m. Chapman Hall 204

University of Oregon

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March 31 April 2 7 9 14 16 21 23 28 30

May 5 7 12 14 19 21 26 28 June 2 4

A. COURSE DESCRIPTION

This course will focus on the multiracial multiethnic experience in the United States, with particular emphasis on the Northwest. This course will provide students with a framework to understand this experience. The course will cover the history and background of the mixed race experience, anti-miscegenation laws and practices, research, identity models, resources, and case studies. The topic of trans-racial adoption will also be included in this course.

Traditionally, the multiracial experience has been defined as literally "Black" and "White" - people, relationships, and marriages that have been between White and African American people. This course will also include the experiences of multiple relationships and people, such as Asian and Latino, Black and Asian, and so on. Multiethnic relationships will also be included, such as Chinese and Korean.

Students will develop a broad understanding of the multiracial multiethnic experience. In the process, students will also have the opportunity to examine their own culture, ethnic identity, and background. Students will also examine attitudes and beliefs related to the mixed race experience.

B. COURSE GOALS

1. To provide students with an introduction to key concepts and historical events related to the mixed race experience.
2. To provide students with the necessary information to critically interpret, analyze, and evaluate research, myths, history, and issues which have contributed to previous and contemporary explications of the multiethnic experience and people of mixed descent.
3. To provide students with a means of developing their critical reading, writing, research, and communication skills as applicable to Mixed Race and Multiethnic Studies, Ethnic Studies, Sociology and other related academic disciplines.

C. GOALS, OUTCOMES and COMPETENCIES

1. Students will examine their own cultural and ethnic identity.
2. Students will learn about the history and background of the mixed race experience.
3. Students will appreciate the uniqueness of the multiethnic population.
4. Students will understand the importance of learning about this growing population.
5. Students will be exposed to resources and research related to this population.

D. INSTRUCTIONAL ACTIVITIES

Activities, methodologies, and instructional strategies for this course will include, but not limited to, small and large group discussions, lectures, guest speakers, video presentations, consultation with the instructor, interviews, independent study, field-based activities, attendance at community events, written assignments, and projects.

E. REQUIRED TEXTS

1. *The Multiracial Experience: Racial Borders as the New Frontier*, Maria P. Root
2. *Check All That Apply: Finding Wholeness as a Multiracial Person*, Sundee Frazier
3. *What Are You? Voices of Mixed-Race Young People*, Pearl Fuyo Gaskins
4. *Fade: My Journeys in Multicultural America*, Elliott Lewis

F. ASSIGNMENTS (see attachment)

1. Required textbooks.
2. Reading of designated articles.
3. Written assignments based on textbooks, articles, films, and class discussions.
4. Interviews of community members.
5. Attendance at community events.
6. Written assignments based on guest speakers.

G. GRADING AND EVALUATION

Grades and evaluation are based on assignments, participation, and attendance.

5 points - Personal Cultural History

5 points - Definitions

5 points - Ten Best

5 points - Literature/Book Review

5 points - Notable Person

5 points - The ABCs of the Mixed Race Experience

5 points - Interview

5 points - Individual Presentation

30 points - Participation

30 points - Attendance - Attendance will be taken at each class session.

100-96 = A 95-91 = A- 90-86 = B+ 85-81 = B 80-76 = B- 75-71 = C

Grading Options: Graded for Majors; Optional for all other students

G. STUDENTS WITH (DIS)ABILITIES

Any student with a (dis)ability and in need of accommodations in this course should meet with the instructor as soon as possible.

H. ASSUMPTIONS AND EXPECTATIONS

1. Students will listen and respect each other, the instructor, and any guests visiting the class.
2. Students will attend class regularly. In the event of an absence, students will notify the instructor in advance by e-mail. Students will contact a classmate to receive updates and information on the missed class.
3. Students will arrive to class on time and be prepared to participate.
4. Students will submit written assignments to the instructor by the indicated due date. Assignments are to be typed or word processed. Assignments are expected to be neat and edited for spelling and grammar. Assignments submitted by e-mail will not be accepted.
5. Students will turn off cell phones, computers, iPods, etc. during class.
6. Students will read e-mail and send e-mail to the instructor.
7. Students will bring syllabus and assignment document to class.
8. Students are able to access and use the UO Knight Library and the Eugene Public Library for independent and self-directed study.
9. Students will be familiar with the policies on discrimination and harassment at the University of Oregon. See <http://aaeo.uoregon.edu/booklet.html>
10. Students are encouraged to meet with the instructor individually, in pairs, or in small groups to discuss matters related to this course and college and career paths.

I. Notes