UNITED STATES SOCIAL HISTORY: CULTURAL PLURALISM IN AMERICA
Honors Transfer Program
El Camino College - History 122 – Fall 2009 – Dr. Christina Gold

Class: TuTh 2:00-3:25, SOCS207, Section 2389
Office: 202G Social Sciences Building
Phone: (310)660-3593 x3751
Email: cgold@elcamino.edu
Office Hours: Mon & Wed. 11-12:00, Thurs. 10:15-11:15

Course Description: This honors course surveys the contributions of ethnic groups and racial minorities to United States history. Emphasis is placed on these groups’ cultural interaction with the American way of life from colonial times to the present. We will begin by learning relevant basic theory and terminology and will proceed to chronologically study the topic, focusing on the ways that race and ethnicity shaped personal lives, communities, the nation, and international relations. This course emphasizes critical thinking and historical methods. As an honors course, you will be expected to complete all the assigned readings before class, to participate actively in class and group discussions, and to write a research paper and reading reviews that reflect critical thinking about the topics and reading materials. At the end of the course, you will submit a portfolio of your course work, including a final self-reflection paper that assesses your performance in the course and discusses how the course impacted your personal opinions about race and ethnicity in America.

Grading
Vocabulary Test 10%
4 Reading Reviews 20%
Website Review 5%
Article Review 5%
Book Review 10%
Research Paper Thesis/Outline 5%
Research Paper 25%
Participation 15%
Course Portfolio 5%

Textbooks
Course Reader. For sale in the El Camino book store.

Vocabulary Test
The vocabulary test will be given early in the semester and covers the key terms and concepts that will be used for analysis throughout the class.

Reading Assignments and Reading Reviews
The reading assignments should be completed before coming to class in order to be able to participate in discussion. Students will submit 4 reviews of the course readings. The reading reviews assess student understanding of the basic concepts conveyed in the textbook.
Research Paper
In consultation with the Instructor, students will select a racial or ethnic group to research. In the research process, students will select and write reviews of a website, historical article and book. In their 7-10 page paper, students will develop and argue an original thesis about the challenges and accomplishments of the group, using primary and secondary sources as evidence. An outline and thesis are required prior to submission of the paper. All instructions and the grading rubric are included in the course reader.

Participation and Group Discussion
Active participation in class discussion is essential to success in the course. Assigned readings must be completed in order to effectively participate. Your final participation grade is based on your attendance, group discussions and class participation. Students will participate actively in small groups that discuss primary document sources in Bayor’s textbook. Bring the Bayor textbook with you to class everyday. Group answers will be graded and will form part of the participation grade. In the event of absence, students must make-up group discussions (please note that excessive absences will hurt your grade).

Course Portfolio
Students will submit a course portfolio in the last week of class. The portfolio contains all of the semester’s work, a brief reflection of the student’s performance in the course and a discussion of how the course impacted the student’s ideas about race and ethnicity.

Lectures
Students are responsible for all the information conveyed in the lectures. Students should take notes during lecture and should borrow someone’s notes for days that they are absent.

Attendance
Attendance will be taken at the beginning of every class. More than 3 absences in the semester will adversely impact your grade. One percentage point will be deducted per absence over 3 unless written notification of a medical or other extraordinary reason is provided.

Classroom Etiquette and Cheating
Students are expected to treat each other and the Professor respectfully. Disruptive behavior interrupts learning and creates a tense classroom environment. Please contribute to a positive learning experience for yourself and the other students. Arrive on time, prepared to participate in class. If you need to leave early, please notify the Professor before class. Out of respect for all the students’ hard work, cheating and plagiarism will absolutely not be tolerated. Plagiarism occurs when you take credit for the original ideas and/or words of another person. Plagiarism or cheating on any assignment or exam will incur a 0 for the grade, making it difficult to pass the course.

Late Policy and “Free Passes”
Students have two “Free Passes” to hand in late work up to one week after the due date. The “Free Passes” do not include the final paper or course portfolio. After the two “Free Passes” are used, no late work will be accepted. I suggest that you save the “Free Passes” for emergencies.
Weekly Topics and Assignments

Week One
Sept. 1  Course Introduction
       Learning Styles Survey

Sept. 3  Theory: Basic Concepts
       Reading Assignment:  Luhman, Chapt. 1
                           Benjamin, “Taking Notes in Class” and “Classroom
                           Participation,” 15-23
       Group Discussion:  Group Contract
                           Monterey Park, California

Week Two
Sept. 8  Theory: Social and Ethnic Stratification
       Reading Assignment:  Luhman, Chapt. 2
       Group Discussion:  “Imagine a Country”: A Jigsaw Discussion

Sept. 10 Theory: Discrimination and Prejudice
       Reading Assignment:  Luhman, Chapt. 3
       Video:  The Dave Chapelle Show

Week Three
Sept. 15 Vocabulary Test
       17th century America, 1600-1700
       Reading Assignment:  Bayor, Chapt. 1, pp. 1-15

Sept. 17 17th century America, 1600-1700
                           Bayor, documents starting on p. 41 (Winslow); p. 50
                           (Powhatan); p. 55 (Rolphe).
       Group Discussion:  The British Colonists and the Indians

Week Four
Sept. 22 Reading Review #1 Due
       18th century America, 1701-1788
       Reading Assignment:  Bayor, Chapt. 2, pp. 89-103
                           Bayor, docs. p. 124 (Crevecoeur); p. 133 (Jefferson).

Sept. 24 18th century America, 1701-1788
       Group Discussion:  Race and Colonial America

Week Five
Sept. 29 1780-1836: The New Republic
       Reading Assignment:  Bayor, Chapt. 3, pp. 151-167
                           Bayor, docs. p. 177 (Livingston); p. 184 (Dwight);
                           p. 191 (Walker); p. 193 (Doyle), p. 215 (Morse)
       Group Discussion:  Anti-Immigrant Sentiment
                           Group Self-Evaluation Using the Group Contract
Oct. 1  Film: PBS, *Destination America: The Earth is the Lord’s*

**Week Six**

Oct. 6  **Reading Review #2 Due**

1837-1877: *Westward Expansion*

Reading Assignment:  Bayor, Chapt. 4, pp. 223-247.  
Bayor, docs. p. 260 (O’Sullivan); p. 276 (Dana)

Group Discussion:  Manifest Destiny and the Californios

Oct. 8  **Library Tour: Meet in Library, Room 102 (in the reference area). Go directly to the library. We will not be meeting in the classroom.**

Reading Assignment:  [Bring Benjamin to Class](#)  

Group Discussion:  Library Scavenger Hunt

**Week Seven**

Oct. 13  1837-1877: *Slavery, the Civil War and Reconstruction*

Oct. 15  1837-1877: *Slavery, the Civil War and Reconstruction*

Reading Assignment:  Bayor, docs. p. 288 (Northrup); p. 290 (Jacobs) 
Benjamin, “Article Critiques,” p. 76. 

Group Discussion:  Enslaved Women

**Week Eight**

Oct. 20  **Research Assignment: Topic Due**

**Race Relations in the South, 1878-1900**

Reading Assignment:  Bayor, Chapt. 5, pp. 309-336. 
Bayor, docs. p. 351 (Wells), p. 355 (Washington), p. 359 (DuBois)

Group Discussion:  African American Reformers; A Jigsaw Discussion New Groups and Group Contract

Oct. 22  **Research Assignment: Journal Article Review**

**1878-1900: American Imperialism**


Group Discussion:  Debating Imperialism; A Mock Debate

**Week Nine**

Oct. 27  1878-1900: *Immigration*

Reading Assignment:  Bayor, docs. p. 388 (Ferrari), p. 392 (Riis), p. 398 (Immigration)
Oct. 29  | Research Assignment: Website Review  
1878-1900: Immigration  
Group Discussion: Immigrant Experience and Restriction  

Week Ten  
Nov. 3  | Film: PBS, Destination America: The Golden Door  

Nov. 5  | Reading Review #3 Due  
1901-1929: The Critical Period  
Reading Assignment: Bayor, Chapt. 6, pp. 413-43  
Group Discussion: Book Reviews  

Week Eleven  
Nov. 10  | 1901-1929: The Critical Period  
Reading Assignment: Bayor, docs. p. 463 (Covello), p. 471 (Kennan), p. 479 (Roosevelt).  
Group Discussion: Americanization, Pluralism, and Exclusion  
Group Self-Evaluation  

Nov. 12  | Research Assignment: Book Review Due  
The Great Depression and World War II  
Reading Assignment: Bayor, Chapt. 7, pp. 599-618  
Benjamin, “Preparing to Write,” pp. 51-55.  
Group Discussion: Wartime Racial Awareness and Intolerance  

Week Twelve  
Nov. 17  | Film: The Defiant Ones, 1958  

Nov. 19  | Research Assignment: Thesis and Outline Due  
The Civil Rights Movement: The Early Years  
Reading Assignment: Bayor, Chapt. 8, pp. 667-703  
Group Discussion: The Defiant Ones  

Week Thirteen  
Nov. 24  | Reading Review #4 Due  
The Civil Rights Movement  
Writing Activity  
Reading Assignment: Benjamin, “Drafting Your Essay,” pp. 55-62  
Benjamin, “Writing the Text,” pp. 135-143.  

Nov. 26  | Holiday - Thanksgiving
Week Fourteen
Dec. 1 The Civil Rights Movement: Radicalization
Reading Assignment: Bayor, docs. p. 707 (Malcolm X), p. 718
(Carmichael), p. 733 (Newton), p. 793 (Kerner)
Group Discussion: Radicalization of the Civil Rights Movement

Dec. 3 The 1970s: The Expansion of the Civil Rights Movement
Reading Assignment: Bayor, docs. p. 783 (Jackson), p. 810 (Novak),
p. 884 (One Nation)
Group Discussion: The Rainbow Coalition

Week Fifteen
Dec. 8 The 1980s & 1990s
Reading Assignment: Bayor, docs. p. 906 (Understanding), p. 919
(Corwin), p. 921 (Chavez)
Group Discussion: Los Angeles Riots

Dec. 10 Research Paper and Course Portfolio Due
Film

Week Sixteen
Dec. 15 Film
Group Discussion: Film

Dec. 17 Pick-up Graded Portfolio and Course Grade Consultation
**Student Learning Outcomes**

1. Upon completion of History 32, students will identify and explain major social, economic, political and cultural patterns in the history of ethnic groups and racial minorities in the United States in a written or oral assignment.

2. Given primary and/or secondary source(s) pertaining to a significant aspect of economic, political, social or cultural patterns in the history of ethnic groups and racial minorities in the United States, students will develop and persuasively argue an historical thesis in a written or oral assignment that effectively uses the sources as evidence.

3. Given a primary or secondary source relating to the history of ethnic groups and racial minorities in the United States, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context.

**Course Objectives**

1. Assess the influence of race and ethnicity in shaping the American way of life.
2. Evaluate the significance of immigration in redefining American culture from colonial times to the present.
3. Analyze the dominant society’s political, social, economic, and legal stratification of ethnic groups and racial minorities in American history.
4. Compare and contrast the status of European and African immigrants in colonial society.
5. Discuss and assess government policies for American Indians in the nineteenth and twentieth centuries.
6. Identify and describe the contributions of major ethnic groups and racial minorities to United States history.
7. Analyze the debate over cultural pluralism in recent American history.
8. Explain and assess the cultural consequences of the assimilation process on immigrant groups.
9. Compare and contrast the economic, political, and cultural experience of Asian, European and Mexican immigrants to the United States in the latter half of the nineteenth century through the early twentieth century.
10. Identify the relationship between racial minorities in the American West during the latter half of the nineteenth century.
11. Evaluate the influence of the civil rights movement of the twentieth century on American social attitudes.
12. Analyze differences and similarities between pre-1945 immigration to the United States and recent immigrants from the Middle East, Latin America, and Southeast Asia.