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 that reflects 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

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<th>Component</th>
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<tr>
<td>Vocabulary Test</td>
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<td>Midterm</td>
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<td>Final Exam</td>
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<td>Website Review</td>
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<td>Research Paper</td>
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<td>Participation</td>
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<td>Course Portfolio</td>
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Textbooks


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

(VVocabulary 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
The reading assignments should be completed before coming to class in order to be able to participate in discussion.

Research Paper
Students will select a topic 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 topic, 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.

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 “Late Passes”

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

### Weekly Topics and Assignments

#### Week One

**Feb. 16**

**Course Introduction**

**Learning Styles Survey**

**Feb. 18**

**Theory: Basic Concepts**

Reading Assignment: Luhman, Chapt. 1

Benjamin, “Taking Notes in Class” and “Classroom Participation,” 15-23

Group Discussion: Group Contract and Monterey Park, California

#### Week Two

**Feb. 23**

**Theory: Social and Ethnic Stratification**

Reading Assignment: Luhman, Chapt. 2

Group Discussion: “Imagine a Country”

**Feb. 25**

**Theory: Discrimination and Prejudice**

Reading Assignment: Luhman, Chapt. 3

Video: The Dave Chapelle Show

#### Week Three

**March 2**

**Vocabulary Test**

17th century America, 1600-1700

Reading Assignment: Dinnerstein, Chapt. 1.


**March 4**

17th century America, 1600-1700


Primary documents: Vincent Bigot, Powhatan, William Bradford and John Rolphe

Group Discussion: The Colonists and the Indians

#### Week Four

**March 9**

18th century America, 1701-1788

Reading Assignment: Dinnerstein, Chapt. 2

**March 11**

18th century America, 1701-1788

Reading Assignment: Dinnerstein, Chapt. 3

J. Hector St. John Crevecoeur and Thomas Jefferson

Group Discussion: Race and Colonial America

#### Week Five

**March 16**

1780-1836: The New Republic

Reading Assignment: Margaret Van Horn Dwight, John Walker, Samuel F. B. Morse and John Doyle
March 18

Film: PBS, Destination America: The Earth is the Lord’s

Week Six
March 23

1837-1877: Westward Expansion
Reading Assignment: Dinnerstein, Chapt 4
John O’Sullivan and Richard Henry Dana

Group Discussion: The Californios

Week Seven
March 30

1837-1877: Slavery, the Civil War and Reconstruction


Group Discussion: Library Scavenger Hunt

Week Eight
April 6

Research Assignment: Topic Due
Race Relations in the South, 1878-1900
Reading Assignment: Dinnerstein, Chapt. 6.

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

April 8

Research Assignment: Journal Article Review
1878-1900: American Imperialism
Reading Assignment: Dinnerstein, Chapt. 7
Liliuokalani, Lorrin A. Thurston, Rudyard Kipling, William Jennings Bryan, Emilio Aguinaldo, “Consent of the Governed”

Group Discussion: Debating Imperialism; A Mock Debate

Spring Break
April 12-16

Week Nine
April 20

Midterm #1

April 22

1878-1900: Immigration

Week Ten
April 27

Research Assignment: Website Review
1878-1900: Immigration
Reading Assignment: Robert Ferrari and Jacob Riis

Group Discussion: Immigration and Stereotypes

April 29

Film: PBS, Destination America: The Golden Door

Week Eleven
May 4

1901-1929: The Critical Period
Reading Assignment: Dinnerstein, Chapt. 7
May 6

**1901-1929: The Critical Period**

Reading Assignment: George Kennan and Theodore Roosevelt
Group Discussion: Americanization, Pluralism, and Exclusion

Group Self-Evaluation

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**Week Twelve**

**May 11**

**Research Assignment:** Book Review Due

**The Great Depression and World War II**

Reading Assignment: Dinnerstein, Chapt. 8
Francis Perkins and Ashley Montagu
Benjamin, “Preparing to Write,” pp. 51-55.

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**May 13**

**Film:** *The Defiant Ones, 1958*

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**Week Thirteen**

**May 18**

**Research Assignment:** Thesis and Outline Due

**Film:** *The Defiant Ones, 1958*

**The Civil Rights Movement: The Early Years**

Reading Assignment: Dinnerstein, Chapt. 9

Group Discussion: *The Defiant Ones*

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**May 20**

**The Civil Rights Movement**

**Writing Activity**

Reading Assignment: Benjamin, “Drafting Your Essay,” pp. 55-62
Benjamin, “Writing the Text,” pp. 135-143.

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**Week Fourteen**

**May 25**

**The Civil Rights Movement: Radicalization**

Group Discussion: Speeches of the Civil Rights Movement

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**May 27**

**The 1970s: The Expansion of the Civil Rights Movement**

Reading Assignment: Jesse Jackson

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**Week Fifteen**

**June 1**

**The 1980s & 1990s**

Reading Assignment: Dinnerstein, Chapt. 10
“Understanding the L.A. Riot,” Miles Corwin, Stephanie Chavez, “Trial Transcript from the O.J. Simpson Trial”

Group Discussion: Los Angeles Riots

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**June 3**

**Research Paper and Course Portfolio Due**

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**Week Sixteen**

**June 8**

**Final Exam**

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**June 10**

**Pick-up Graded Portfolio and Course Grade Consultation**