History 122: US Social/Cultural Plural America  
El Camino College: Spring 2014  
Instructor: Hong Herrera Thomas

Course: #2372, T/Th 02:00PM - 03:25PM, SOCS 201  
Office: ARTB 320, (310) 660-3593 ext.4781  
E-mail: hherrera@elcamino.edu  
Office hours: M/W 12:00 pm - 12:45 pm and by appointment

Course Description:  
This course surveys the role and 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. Focus will also be given to the ways that race and ethnicity have shaped personal lives, communities, the nation, and international relations.

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 among 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.

Student Learning Outcomes:  
Upon completion of United States Social History: Cultural Pluralism in America, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of ethnic and racial minorities in the United States and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Required Readings:  
ISBN: 978-0-231-12940  
2. Articles posted on etudes.

Supplemental materials, lectures, handouts, and course syllabi will be posted on myetudes.org.  
Logging in to Etudes is simple and easy.  
1. Have your user id and password ready.
2. Your user id is your first name, underscore, last name. This should all be in lower case and no spaces. For example, the username for Francis S. Key is francis_key. Your initial password has four characters based on your birth month and your birth date. For example, August 1 is 0801.

3. Open a browser. Firefox works best with Etudes. (download Firefox) Internet Explorer may be used. Safari will not work with some Etudes functions.

4. In the address bar, type myetudes.org and press Enter. You will be taken to the Etudes Login Page.

5. In the upper-right hand corner, type your user id and password. Then, click the Login button.

6. You should now see the tabs for each of your classes on top of the page. Click a tab to go to a particular class.

There will be a copy of the text on reserve in the library for use.

<table>
<thead>
<tr>
<th>Grading:</th>
<th>Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers: 4 @ 100 points each</td>
<td>500-450: A</td>
</tr>
<tr>
<td>Presentation: 100</td>
<td>449-400: B</td>
</tr>
<tr>
<td></td>
<td>399-350: C</td>
</tr>
<tr>
<td></td>
<td>349-300: D</td>
</tr>
<tr>
<td></td>
<td>299-below: F</td>
</tr>
</tbody>
</table>

**Due Dates:**
- Paper #1: Feb. 25
- Paper #2: March 25
- Paper #3: April 22
- Paper #4: May 15

**Papers:**
Using the primary and secondary sources assigned in the course, students will form an argument and answer the prompts given for each paper. There will be four papers assigned in this course. Each paper will be typed in 12 point font Times New Roman, 4 pages long and incorporate ideas, themes, and course materials with APA citation or footnotes, and a works cited page. Each paper must include the student’s name, course title, course meeting time and days, pagination, and an original paper title. **No outside materials and research will be allowed on these papers!** There will be a grading rubric attached to the end of this syllabus for your review. Papers will be assigned a grade based on the specification of the rubric. No late work will be accepted without prior consent of the instructor. Please keep up on the readings and attend lectures. *(There is one paper due approximately every 4 weeks.)*

**Presentation:**
There will be one group presentation that will be due week 15 and 16. Guidelines and topics will be discussed in class and posted on etudes.

**Extra Credit:**
Extra Credit opportunity will be given throughout the semester. You can also write a 1 page double spaced response paper to the films screened in the course for 10 points each. **Extra credit will not exceed 30 points total.**

Films:
- Visions of Abolition
- The Lemon Grove Incident
- Chavez Ravine
- Empire of Harvest
- Chicano! Blowouts
ADA Statement:
El Camino College is committed to providing educational accommodations for students with disabilities upon
the timely request by the student to the instructor. A student with a disability, who would like to request an
academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special
Resources Center. To make arrangements for academic accommodations, contact the Special Resources Center.

Academic Honesty:
**Cheating will not be tolerated! Using words, phrases, and ideas that are not your own without giving
credit to the author constitutes academic dishonesty (i.e. cutting and pasting from the internet).
Resubmitting a paper written for another class is also unacceptable in this course. When in doubt it is
better to consult with the instructor.

It is the responsibility of all members of the academic community to behave in a manner which encourages
learning and promotes honesty and to act with fairness toward others. Students should not seek an unfair
advantage over other students when completing an assignment, taking an examination, or engaging in any other
kind of academic activity. Please refer to the Student Code of Conduct and Academic Dishonesty:
http://www.elcamino.edu/studentservices/activities/codeofconduct.asp

Course Rules:
1. Please no cell phone use in class (i.e. texting).
2. No late work without prior consent of the instructor.
3. If you stop attending class, it is your responsibility to drop yourself from the course. However, the
   instructor may drop you from the course due to excessive absences.

Tentative Schedule

I. Constructing the concept of race in the United State

Week 1
Jan 21  Introductions
Jan 23  Read: 1. Bayor, “Ethnicity in Seventeenth-Century English America, 1600-1700”

Week 2

Week 3
Feb 4   Read: 1. Edmund S. Morgan, “Toward Slavery,” and “Toward Racism”
         2. “Slavery and “Slave Law”
         1820,” and  White Supremacy and the American Sectional Conflict”
         2. Frederick Douglass, “What, to the Slave is the Fourth of July?”
Week 4


Feb 13  Read:  1. Antonia I. Castaneda, “Gender, Race, and Culture: Spanish Mexican Women in the Historiography of Frontier California”
                  2. Andrew Jackson, “Condition and the Ulterior Destiny of the Indian Tribes,” and Indian Removal and the General Good”
                  3. “The Little Big Horn Massacre”

Week 5

Feb 18  Read:  1. Theda Perdue, “Cherokee Women and the Trail of Tears”
                  2. Reginald Horsman, “Scientific Racism and the American Indian in the Mid-Nineteenth Century”

Feb 20  Read:  1. Andrea Smith, “Sexual Violence as a Tool of Genocide”

Paper #1 Due Feb. 25

II. Inclusion, exclusion, notions of citizenship, and empire building

Week 6


Feb 27  Read:  1. Bayor, “Race, Nation, and Citizenship in Late Nineteenth-Century America, 1878-1900”
                  2. Jael Silliman, “Policing the National Body: Sex, Race, and Criminalization”
(Screening: Visions of Abolition)

Week 7

March 4  Read:  1. Shari Huhndorf, “Imagining America: Race, Nation, and Imperialism at the Turn of the Century”

                  2. George Martinez, “Mexican Americans and Whiteness”
                  3. Peggy Pascoe, “Miscegenation Law, Court Cases, and Ideologies of “Race” in Twentieth Century America”
Week 8

March 11: Read: 1. Eduardo Bonill-Silva, “Racism without Racist”  
2. Interview with Nancy Ditomaso  
3. Andrea Smith, “Four Pillars of White Supremacy”


Spring Break: March 17-March 21

Paper #2 Due: March 25

III. Education, labor, and the civil rights movements

Week 9

(Screening: The Lemon Grove Incident)

(Screening: Empire of Harvest)

Week 10

April 1: Read: 1. George Sanchez, “Where is Home?: The Dilemma of Repatriation”  
2. Eric Avila, “Suburbanizing the City Center: The Dodgers Move West”  
(Screening of Chavez Ravine)

April 3: Read: 1. C. B. Munson, “Japanese on the West Coast”  
2. Executive Order 9066  

Week 11


2. Malcom X, “The Ballot or the Bullet”  
Week 12

April 15  Read: 1. Ramon A. Gutierrez, “Community, Patriarchy, and Individualism: The Politics of Chicano History and the Dream of Equality”  
(Screening: Chicano! Blowouts)


Paper #3 Due: April 22

IV. Marginalized communities and working towards social justice

Week 13

2. Pierrette Hondagneu-Sotelo, “Domestica”

2. Kamala Kempadoo, “Globalizing Sex Workers’ Rights”  

Week 14

April 29  Read: 1. Andrea Freeman, “Fast Food: Oppression through Poor Nutrition”

May 1  Read: 1. Paul Kivel, “What Does an Ally Do?”

Week 15

May 6  Presentation

May 8  Presentation

Week 16

May 13  Presentation

May 15  Final

Paper #4 Due: May 15
**History 122**  
Spring 2014  

**Paper Grading Rubric**

Name  

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THESIS and ARGUMENT</strong></td>
<td></td>
</tr>
<tr>
<td>The paper has a thesis—a single, central point that is interesting, original, striking and substantial. The thesis statement does not merely restate the question. There is also an introduction.</td>
<td>15</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
</tr>
<tr>
<td>The central idea is developed in the paper through well-chosen and appropriate examples. Author analyzes evidence and it serves to strengthen arguments rather than summarizing articles or concepts. Paper utilized course materials, lectures, and film. At least 4 articles are used (at least one from each week). No outside research is used.</td>
<td>60</td>
</tr>
<tr>
<td><strong>ORGANIZATION and GRAMMAR</strong></td>
<td></td>
</tr>
<tr>
<td>The essay is clear, easy to read, the sequence of evidence is logical and supports the argument. The paper is largely free from grammatical errors.</td>
<td>10</td>
</tr>
<tr>
<td><strong>CITATION/LENGTH</strong></td>
<td></td>
</tr>
<tr>
<td>APA or Chicago Style citations are present. Meets 4 page requirement. Works cited page included. (Papers not utilizing any citation will not be accepted and given a zero).</td>
<td>15</td>
</tr>
<tr>
<td><strong>TECHNICAL FORMAT</strong></td>
<td></td>
</tr>
<tr>
<td>You will lose a point for each that is missing from your paper. Double spaced, 12 point font, 1 inch margins, pages numbered, appropriate title.</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL GRADE:**

**ADDITIONAL COMMENTS:**