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
Vocabulary Test 10%
Midterm 15%
Final Exam 15%
Website Review 5%
2 Article Reviews 10%
Thesis/Outline 5%
Research Paper 20%
Participation 15%
Course Portfolio 5%

Textbooks
Course Reader. Distributed in class.
(Please bring the Course Reader and A Student’s Guide to History with you to class every day.)

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
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 and two historical articles. 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. Students will participate actively in small groups that discuss primary document sources in the course reader. Bring the course reader with you to class every day. 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 “Late Passes”
Students have two “Late Passes” to hand in late work within two days 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

**Jan. 5**  
**Course Introduction**

**Jan. 6**  
**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

**Jan. 7**  
**Theory: Social and Ethnic Stratification**  
Reading Assignment: Luhman, Chapt. 2  
Group Discussion: “Imagine a Country”

## Week Two

**Jan. 10**  
**Theory: Discrimination and Prejudice**  
Reading Assignment: Luhman, Chapt. 3  
Video: *The Dave Chapelle Show*  
Clicker Activity: Vocabulary Test Preparation

**Jan. 11**  
**Vocabulary Test**  
**17th century America, 1600-1700**  
Reading Assignment: Dinnerstein, Chapt. 1.  
Primary documents: Vincent Bigot, Powhatan, William Bradford and John Rolphe  
Group Discussion: The Colonists and the Indians

**Jan. 12**  
**18th century America, 1701-1788**  
Reading Assignment: Dinnerstein, Chaps. 2 & 3  
Primary Documents: J. Hector St. John Crevecoeur and Thomas Jefferson  
Group Discussion: Race and Colonial America

**Jan. 13**  
**On-Line Journal Article Search: Meet in**  
Reading Assignment: Benjamin, “Researching a History Topic,” pp. 88-108;  
“General Resources in United States History,” pp. 242-262.  
Individual Activity: Journal Article Search

**Jan. 14**  
**Research Assignment: Topic Due**  
**1780-1836: The New Republic**  
On your copy of the article please identify the thesis and major arguments used to support the thesis. Highlight discussions of sources used to support the arguments. You will be submitting your copy of the article along with your group discussion work.


Group Discussion: Composing a Journal Article Review
Group Self-Evaluation Using the Group Contract

**Week Three**

Jan. 17  Holiday – Martin Luther King, Jr. Day

Jan. 18  **Research Assignment: Journal Article Review #1 Due**
      Film: PBS, *Destination America: The Earth is the Lord’s*

Jan. 19  **1837-1877: Westward Expansion**
      Reading Assignment: Dinnerstein, Chapt 4
                         John O’Sullivan and Richard Henry Dana
      Group Discussion: The Californios

Jan. 20  **1837-1877: Slavery, the Civil War and Reconstruction**
      Reading Assignment: Dinnerstein, Chapt. 5
                         Sample Website Review
      Clicker Activity: Midterm Identifications

Jan. 21  Midterm

**Week Four**

Jan. 24  **Research Assignment: Website Review Due**
      **Race Relations in the South, 1878-1900**
      Reading Assignment: Dinnerstein, Chapt. 6.
      Group Discussion: African American Reformers
                         New Groups and Group Contract

Jan. 25  **1878-1900: American Imperialism**
      Reading Assignment: Dinnerstein, Chapt. 7
      Group Discussion: Imperialism and Political Cartoons

Jan. 26  **Research Assignment: Journal Article Review #2 Due**
      **1878-1900: Immigration**
      Reading Assignment: Jacob Riis, “The Mixed Crowd.”
Jan. 27

Film: PBS, Destination America: The Golden Door

Jan. 28

Research Assignment: Thesis and Outline Due
1901-1929: The Critical Period
Reading Assignment: Dinnerstein, Chapt. 7
Group Discussion: Americanization

Week Five
Jan. 31

The Great Depression and World War II
Reading Assignment: Dinnerstein, Chapt. 8
Francis Perkins and Ashley Montagu
Group Discussion: Race and World War II

Feb. 1

Film: The Defiant Ones, 1958
Reading Assignment: Dinnerstein, Chapt. 9

Feb. 2

The Civil Rights Movement: The Early Years
Group Discussion: The Defiant Ones
Individual Activity: Writing

Feb. 3

The Civil Rights Movement: Radicalization and Expansion
Film: All in the Family, Episode #1
Group Discussion: All in the Family

Feb. 4

Research Paper Due
The 1980s & 1990s
Reading Assignment: Dinnerstein, Chapt. 10
Clicker Activity: Final Exam Preparation

Week Six
Feb. 7

Final Exam and Course Portfolio

Feb. 9

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.

ADA Statement
Students with disabilities who believe they may need accommodations in this course are encouraged to contact the Special Resource Center at 310-660-3295 as soon as possible to better ensure such accommodations are implemented in a timely fashion. As well, please contact me privately to discuss your specific needs.