



**El Camino College**  
**COURSE OUTLINE OF RECORD - Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** History 122  
**Descriptive Title:** United States Social History: Cultural Pluralism in America  
**Course Disciplines:** History  
**Division:** Behavioral and Social Sciences

**Catalog 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.

Note: Students may take either History 122 or History 122H. Duplicate credit will not be awarded.

**Conditions of Enrollment:**

**Recommended Preparation:** English 1 or eligibility for English 1A or qualification by appropriate assessment

**Course Length:**  Full Term      **Other (Specify number of weeks):**  
**Hours Lecture:** 3.00 hours per week      TBA  
**Hours Laboratory:** 0 hours per week      TBA  
**Course Units:** 3.00

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:**  Effective Date: Prior to July 1992  
**Transfer UC:**  Effective Date: Prior to July 1992

**General Education:**

**El Camino College:**

**2A – Social and Behavioral Sciences – American Society and History**

Term:      Other:

**CSU GE:**

**C2 - Humanities**

Term:      Other:

**D3 - Ethnic Studies**

Term:      Other:

**D6 - History**

Term:      Other:

**IGETC:**

**3B - Humanities**

Term:      Other:

**4F - History**

Term:      Other:

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

#### **SLO #1 Developing and Arguing a Persuasive Historical Thesis**

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.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Explain and apply the theoretical models and methodologies used by historians in interpreting race and ethnicity in American history.
  - Term or other papers
2. Assess the influence of race and ethnicity in shaping the American way of life.
  - Term or other papers
3. Evaluate the significance of immigration in redefining American culture from colonial times to the present.
  - Term or other papers
4. Analyze the dominant society's political, social, economic, and legal stratification of ethnic groups and racial minorities in American history.
  - Term or other papers
5. Assess the African and African American experience in colonial America.
  - Term or other papers
6. Discuss and assess the impact of colonial and United States government interactions with and policies for American Indians.
  - Term or other papers
7. Identify and describe the contributions of major ethnic groups and racial minorities to United States history.
  - Term or other papers
8. Analyze the debate over cultural pluralism in recent American history.
  - Term or other papers
9. Explain and assess the cultural consequences of the assimilation process on immigrant groups.
  - Term or other papers
10. 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.
  - Term or other papers
11. Identify the relationship among racial and ethnic groups in the American West during the latter half of the nineteenth century.
  - Term or other papers
12. Evaluate the Civil Rights Movement and its impact on the twentieth century America.
  - Term or other papers
13. Analyze differences and similarities between pre-1945 immigration to the United States and recent immigrants from the Middle East, Latin America, and Southeast Asia.
  - Term or other papers

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

<b>Lecture or Lab</b>	<b>Approximate Hours</b>	<b>Topic Number</b>	<b>Major Topic</b>
Lecture	5	I	Introduction and Framework for Analysis A. Race and Ethnicity as Historical Issues B. Theoretical Models and Methodologies Used to Study Race and Ethnicity C. Cultural Pluralism in American Society
Lecture	7	II	Historical Overview, Contact, and Colonization A. The Settling of North America, Sixteenth to Seventeenth Centuries 1. Intersection of American Indian and European Cultures 2. Diverse Cultural Patterns in Tribal America 3. Columbian Exchange 4. Role of Race and Culture in the Interaction of Europeans and American Indians B. Colonial America, 1607-1776 1. European Immigrants to North America 2. Cultural Conflict Among European Groups 3. African Society and Slavery 4. Indian-White Conflicts 5. White Society's Views on Race and Culture
Lecture	6	III	New Republic, 1776-1845 A. Republicanism and American Culture, Identity, and Citizenship B. Slavery in the New Republic 1. African American Culture and Life 2. The Economics and Politics of Slaver 3. Slavery in the Southern Social System C. Legal Status and Dislocation of American Indians D. Immigration Policies of the Early Republic Era E. New Immigrants from Ireland and Germany F. Emergence of Nativism – 1840s 1. Religious and Ethnic Bigotry 2. Nativist Politics G. Hispano-Mexicans of Northern Mexico, 1800-1848 1. Cultural, Racial, and Religious Bigotry by American Frontiersmen 2. Doctrine of Manifest Destiny and Westward Expansion
Lecture	7	IV	From War with Mexico to the Industrial Age, 1846-1900 A. Racial Attitudes Toward Mexico B. Race and Cultural Diversity in the West 1. Citizenship Status of Mexican Americans in the Southwest 2. Indian Wars in the West 3. Chinese Immigration and Status

			<ul style="list-style-type: none"> <li>4. European Immigration to the West</li> <li>5. Role of Ethnic and Racial Minorities in the Development of the West</li> <li>C. African Americans and the Abolitionist Movement</li> <li>D. Civil War and the End of Slavery <ul style="list-style-type: none"> <li>1. 13th, 14th, and 15th Amendments</li> <li>2. African Americans in Reconstruction Era <ul style="list-style-type: none"> <li>a) Ku Klux Klan</li> <li>b) Separate but Equal Legislation</li> </ul> </li> </ul> </li> <li>E. Americanization Programs for American Indians <ul style="list-style-type: none"> <li>1. Assimilation and Allotment</li> <li>2. Reservation System</li> </ul> </li> </ul>
Lecture	5	V	<p>Immigration, Late-Nineteenth to Early-Twentieth Century</p> <ul style="list-style-type: none"> <li>A. European Immigration <ul style="list-style-type: none"> <li>1. Motives for Immigration</li> <li>2. Religious and Cultural Views of Immigrants from Eastern and Southern Europe</li> </ul> </li> <li>B. Immigrants from Asia and Latin America <ul style="list-style-type: none"> <li>1. Mexicans <ul style="list-style-type: none"> <li>a) Political and Economic Motives for Immigration to the United States</li> <li>b) American Attitudes Toward Mexicans</li> </ul> </li> <li>2. Japanese <ul style="list-style-type: none"> <li>a) Progressive Era Attitudes Toward Japanese</li> <li>b) Anti-Japanese Legislation</li> </ul> </li> </ul> </li> <li>C. Other Immigrant Groups: Cubans, Puerto Ricans, Filipinos, Koreans</li> </ul>
Lecture	5	VI	<p>United States Policy Towards Immigration, Late-Nineteenth to Early-Twentieth Century</p> <ul style="list-style-type: none"> <li>A. American Cultural and Racial Supremacy Views <ul style="list-style-type: none"> <li>1. Scientific Racism</li> <li>2. Social Darwinism</li> <li>3. W.A.S.P. Mentality</li> </ul> </li> <li>B. Exclusionist Campaigns: Chinese and Japanese</li> <li>C. Restrictionist Debates: The Mexican Problem and Deportation</li> <li>D. Americanization Programs</li> <li>E. Legislation: Quota Acts</li> </ul>
Lecture	6	VII	<p>American Racial and Ethnic Groups in the Early-Twentieth Century</p> <ul style="list-style-type: none"> <li>A. African Americans <ul style="list-style-type: none"> <li>1. Exodus from Rural South to Urban North</li> <li>2. Black Nationalism Movement</li> <li>3. African American Leadership</li> </ul> </li> <li>B. American Indians <ul style="list-style-type: none"> <li>1. New Deal Program</li> <li>2. Citizenship and Cultural Status</li> </ul> </li> <li>C. Mexican Americans <ul style="list-style-type: none"> <li>1. Cultural Conflict</li> <li>2. Education System and the Pachuco Generation</li> </ul> </li> <li>D. Immigrant and Ethnic Life</li> </ul>

Lecture	6	VIII	From World War II to the Civil Rights Era A. Influence of World War II on Cultural and Ethnic Identity B. Dominant Society Racism Towards American Racial Minorities During World War II C. Post-World War II Era 1. Assimilation and the American Way of Life 2. Racial Segregation and the Beginning of the Civil Rights Movement D. Era of Civil Rights 1. Rejection of American Cultural Values 2. Cultural Nationalism Movements Among Racial Minorities: Black, Chicano, and American Indian 3. Civil Right Legislation 4. Immigration Legislation 5. Debate Over Bilingualism-Biculturalism, Cultural Pluralism, Multiculturalism
Lecture	4	IX	From Civil Rights to the Present A. New Immigrant Groups from Latin America and Asia B. Middle Eastern Immigration C. American Racial and Ethnic Minorities D. Shifts in Black-White Paradigms E. Recent Debates on Affirmative Action F. American Way of Life in the Twenty-First Century
Lecture	3	X	Contributions of American Ethnic and Racial Groups to the United States History
<b>Total Lecture Hours</b>		<b>54</b>	
<b>Total Laboratory Hours</b>		<b>0</b>	
<b>Total Hours</b>		<b>54</b>	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the assigned chapter in your textbook on European immigrant life in the United States during the early twentieth century. Compare and contrast patterns of adaptation to American culture by first and second generation groups. In a two- to three-page essay, discuss the influence of social change, cultural values, language, and religious traditions in your assessment of this time period.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

- In a two- to four-page essay, analyze the historical basis of Americanization programs developed for immigrant groups in the latter nineteenth and early twentieth centuries. Assess how these Americanization programs were similar to, or different from government sponsored programs for American Indians.
- In a three- to five-page essay, evaluate the national debate over cultural pluralism and affirmative action in American society during the late twentieth century. Identify and evaluate both sides of the issues, political supporters, and the view of new immigrants on these topics. Provide specific examples to substantiate your conclusions.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

- Essay exams
- Reading reports
- Written homework
- Term or other papers
- Multiple Choice
- Completion

**V. INSTRUCTIONAL METHODS**

- Discussion
- Field trips
- Group Activities
- Guest Speakers
- Lecture
- Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

- Study
- Required reading
- Written work

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Molina, Natalia. How Race is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts. University of California Press, 2014.

Takaki, Ronald. A Different Mirror: A History of Multicultural America, Revised Edition. Back Bay Books, 2008 (Discipline Standard).

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
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**B. Requisite Skills**

Requisite Skills
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**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
English 1	<b>Category:</b> Course <b>Justification:</b> This course involves reading college level textbooks and answering essay questions. A student’s success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	<b>Category:</b> Non-Course <b>Justification:</b> This course involves reading college level textbooks and answering essay questions. A student’s success in this class will be enhanced if they have these skills.

**D. Recommended Skills**

Recommended Skills
<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and term or other papers.</p> <p>ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by M. Hunt and D. Haydu on 11/06/1984.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/18/2019

Last Reviewed and/or Revised by: Orion Teal  
18052

Date: September 4, 2019