History 122: US Social/Cultural Plural America
El Camino College: Spring 2015
Instructor: Hong Herrera Thomas

Course: #2412, M/W 1:00 PM – 2:25 PM, SOCS 201
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Office hours: T/Th: 10:00 AM – 11:00 AM & M/W 11:00 AM – 12:30 PM

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.

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.
**Requirements:**

**Reaction Papers:** There will be 3 reaction papers two pages in length that will be worth 50 points each. This assignment is designed to allow you to reflect on the text and class discussion. Each paper must incorporate and utilize at least 2 of the articles in the text. The format is informal, but will require you to proof read and write in a logical and coherent manner. No outside research is done.

**Mid-Term:** The mid-term will be worth 100 points. This mid-term is a formal paper that will require you to make an argument (have a thesis statement). You must utilize at least five sources across 3 different weeks and incorporate discussion ideas, theories, and themes. This paper is 5 pages long. A prompt will be distributed at least one week prior to the due date. If you are unsatisfied with your grade, you are allowed to resubmit this assignment.

**Final Presentation:** Your final presentation is worth 125 points and will be a group project where you will research a contemporary issue regarding social justice. Your group will create a video, website, or art that will be shared in class. Guidelines will be posted on Etudes.

**Media Assignment:** You assignment is worth 25 points and will required you to find and share a media representation of a marginalized group. Details to be discussed.

**Grading:**
- A: 400-360
- B: 359-320
- C: 319-250
- D: 249-200
- F: 199-0

**Due Dates:**
- Reaction #1: 2/13 (50 points)
- Mid-term: 3/13 (100 points)
- Draft of Final: 4/3 (25 points)
- Reaction #2: 4/17 (50 points)
- Final Presentation: 5/3 (100 points)
- Reaction #3: 5/15 (50 points)

**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](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 States

Week 1—1/21

Introductions
Read: 1. Bayor, “Ethnicity in Seventeenth-Century English America, 1600-1700”
2. Bartolome de las Casas, Two Readings on the Legacy of Columbus (1542 and 1550)

Week 2—1/26 & 1/28

2. Frederick Douglass, “What, to the Slave is the Fourth of July?”
3. Four Petition Against Slavery (1773-1777)

Week 3—2/2 & 2/4

2. Indian Removal

Week 4—2/9 & 2/11 (Reaction Paper #1 Due: 2/13 via Etudes)

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

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

Week 5—(No Class 2/16) 2/18

Read: 1.Bayor, “Race, Nation, and Citizenship in Late Nineteenth-Century America, 1878-1900”

Week 6—2/23 & 2/25

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

(Screening: Harvest of Empire)

Week 7—3/2 & 3/4

Read: 1. Andrea Smith, “Three Pillars of White Supremacy”

III. Education, labor, and the civil rights movements

Week 8—3/9 & 3/11 (Mid-Term Due: 3/13 via Etudes)


(Screening: The Lemon Grove Incident)

Spring Break 3/16-3/20

Week 9—3/23 & 3/25
Read:  1. George Sanchez, “Where is Home?: The Dilemma of Repatriation”
      2. Eric Avila, “Suburbanizing the City Center: The Dodgers Move West”
      3. C. B. Munson, “Japanese on the West Coast”
      4. Executive Order 9066
      5. Peter Fong, “Anti-Asian Violence: Breaking the Silence”
(Screening of Chavez Ravine)

Week 10—3/30 & 4/1 (Draft of Presentation due via Etudes)

       2. Malcolm X, “The Ballot or the Bullet”
       3. “We Charge Genocide”

Week 11—4/6 & 4/8

Read:  Chicano Movement
       (Screening: Chicano! Blowouts)

Week 12—4/13 & 4/15 (Reaction #2 Due: 4/17 via Etudes)

Read: Gender Construction

IV. Marginalized communities and working towards social justice

Week 13—4/20 & 4/22

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

Week 14—4/27 & 4/29

Read: TBA (Special Topics)

Week 15—5/4 & 5/6 (Final Presentation Due: 5/3 via Etudes)

Presentation

Week 16—5/11 & 5/13 (Reaction Paper #3 Due: 5/15)

Presentation