HIST M145: RACE AND ETHNICITY IN AMERICAN HISTORY

Originator
hhernandez

Co-Contributor(s)

Name(s)
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College
Moorpark College

Discipline (CB01A)
HIST - History

Course Number (CB01B)
M145

Course Title (CB02)
Race and Ethnicity in American History

Banner/Short Title
Race & Ethnicity in Amrcn Hist

Credit Type
Credit

Start Term
Fall 2022

Formerly
HIST M14 - Race & Gender-Amer Hist

Catalog Course Description
Examines the ways in which race and ethnicity have been institutionalized into American government and society. Surveys the experiences of diverse communities in the United States, focusing on the obstacles and accomplishments in achieving equal rights and citizenship for all.
Satisfies US-1 (historical development of American institutions and ideals) requirement of CSU Title V.

Taxonomy of Programs (TOP) Code (CB03)
2205.00 - History

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Faculty notes on field trips; include possible destinations or other pertinent information
Historic site or museum visit such as the Museum of Tolerance

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	compose an argument contextualizing primary and secondary sources regarding the history of race and ethnicity in the US.
2	identify connections between the history of race and ethnicity and issues in the US today.

Course Objectives	
	Upon satisfactory completion of the course, students will be able to:
1	assess the roles of American racial or ethnic groups in shaping the development of American values, history, and institutions.
2	examine the use of law, policy, media, and stereotypes in shaping the status of ethnic or racial groups.
3	evaluate the social, political, and economic strategies racial or ethnic groups have used in their pursuit of freedom and equality.
4	trace the conceptualization of race and ethnicity in American history.
5	evaluate historical documents in relation to race and ethnicity in American history.

Course Content

Lecture/Course Content

10% Origin of American "race"
A. Social constructions of race
   1. Pre-1600 conceptions of race
   2. Enlightenment and racial categories
B. American Colonization
   1. Native American cultures
   2. Early colonial encounters
   3. Arrival of African Americans
   4. Displacement of Native Americans

20% Creating a Racial Hierarchy
A. American law and policy
   1. American Revolution and freedom
   2. Declaration of Independence
   3. US Constitutions
   4. State constitutions and abolition
B. The development of slavery
   1. The Middle Passage
   2. Rebellion
   3. Internal slave trade
C. Creating Identities
   1. Free African Americans
   2. Mixed race people
   3. Native American communities

20% Racial Politics
A. Indian Removal, reservation and assimilation policies
B. Western expansion
   1. Anglo vs. Mexican
   2. Violence on the frontier
   3. Chinese exclusion
C. A House Divided
D. The Civil War and Emancipation
E. Reconstruction
   1. Amendments
   2. Redefining citizenship
   3. Establishment of Jim Crow

20% New Immigrants and Globalization
A. Immigration and naturalization laws
   1. Jews and Antisemitism
   2. Asian immigrants
B. Eugenics and nativism
C. The Great Migration
D. World War II
   1. Japanese internment
   2. Double V campaign
   3. Minority contributions to the war

20% Civil Rights Movements
A. Post-war desegregation
   1. Military
   2. Education
   3. Public facilities
B. Civil rights organizations
   1. Southern Christian Leadership Conference
   2. Student Nonviolent Coordinating Committee
   3.Black Panther Party
   4. American Indian Movement
   5. United Farm Workers
   6. Black Lives Matter

10% Current Issues
A. Hate groups and racism
B. Globalization and immigration
C. New identities, policies, and conceptions of race

Laboratory or Activity Content
N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Classroom Discussion
Essay exams
Film/video productions
Group projects
Individual projects
Journals
Oral analysis/critiques
Objective exams
Oral presentations
Projects
Participation
Portfolios
Quizzes
Role playing
Reports/Papers/Journals
Reports/papers
Research papers
Written analyses
Written compositions
Written homework
Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Audio-visual presentations
Collaborative group work
Class activities
Class discussions
Case studies
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Large group activities
Lecture
Readings
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:
Instructor will lecture and use PowerPoint and videos to enhance the visual learning process. Students will be put into groups and asked to read sources and answer questions collectively. Students will conduct research projects, gathering information from the library pertaining to the history of race and present their research projects to the class.

Representative Course Assignments

Writing Assignments
In-class or take-home essays analyzing primary source documents such as the Indian Removal Act.
Evaluation of films such as *Slavery by Another Name.*

Critical Thinking Assignments

Research papers on topics such as the changing definition of "race" in the United States.

Book reviews on biographies or novels such as *Picture Bride: A Novel* by Yoshiko Uchida.

Group discussions on the social, political, and economic strategies racial or ethnic groups have used in their pursuit of freedom and equality.

Reading Assignments

Reading course texts, supplemental readings, and handouts.

Reading and annotating articles from scholarly journals such as *The Journal of Race, Ethnicity, and Politics* published by Cambridge University Press.

Outside Assignments

Representative Outside Assignments

Reports based on a historic site or museum visit such as the Museum of Tolerance.

Assigned readings on the use of law, policy, media, and stereotypes that have shaped the status of ethnic or racial groups.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Cal Poly San Luis Obispo	ES 252	Global Origins of Race in the United States	4
UC Riverside	ETST 1	Intro to the Study of Race and Ethnicity	4
UC Davis	HISTORY 018B	Race in the United States Since 1865	4

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B1. American History/Institutions
Approved

B2. Social and Behavioral Sciences
Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies
Approved

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences
Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

US - 1: Historical development of American Institutions and Ideals
Approved

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences
Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Dinnerstein, Leonard, Roger L. Nichols, and David M. Reimers. *Natives and Strangers: A History of Ethnic Americans.* 6th ed., Oxford UP, 2014.

Resource Type
Textbook

Description
Takaki, Ronald. *A Different Mirror; A History of Multicultural America.* Revised ed., Back Bay Books, 2008.

Resource Type
Textbook

Description
Olson, James S., and Heather Olson Beal. *The Ethnic Dimension in American History.* 4th ed., Wiley-Blackwell, 2010.

Resource Type
Textbook

Classic Textbook
No

Description
Jones, Reece. *White Borders: The History of Race and Immigration in the United States from Chinese Exclusion to the Border Wall.* Beacon Press, 2021.

Library Resources

Assignments requiring library resources
Research for papers, book reviews, and projects using the Library's print and online resources.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Using the college databases, students will research contributions people of color made to World War II.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
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Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
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Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
HISTORY

Review and Approval Dates

Department Chair
04/12/2021

Dean
04/13/2021

Technical Review
09/02/2021

Curriculum Committee
9/7/2021

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000431648

DOE/accreditation approval date
MM/DD/YYYY