

HIST 21 Course Outline as of Fall 2003**CATALOG INFORMATION**

Dept and Nbr: HIST 21 Title: RACE, ETHNIC AM CUL

Full Title: Race, Ethnicity and Gender in American Culture

Last Reviewed: 4/26/2021

| Units | Course Hours per Week | | Nbr of Weeks | | Course Hours Total | |
|---------|-----------------------|-------------------|--------------|------|--------------------|-------|
| Maximum | 3.00 | Lecture Scheduled | 3.00 | 17.5 | Lecture Scheduled | 52.50 |
| Minimum | 3.00 | Lab Scheduled | 0 | 6 | Lab Scheduled | 0 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 3.00 | | Contact Total | 52.50 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

An examination of the interrelated roles of race, ethnicity and gender in shaping political and cultural institutions in the United States. From pre-Columbian times to the present, the course will explore and analyze the experiences, contributions, and interconnectedness of African, Asian, European, Latino and Native American peoples.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: An examination of the interrelated roles of race, ethnicity and gender in shaping political and cultural institutions in the U.S. From pre-Columbian times to the present, the course will explore and analyze the experiences of African, Asian, European, Latino and Native American men and women. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| | | | |
|--------------------------------------|----------------------|----------------------------------|------------------|
| AS Degree: | Area | Effective: | Inactive: |
| | D | Social and Behavioral Sciences | Fall 1991 |
| | F | American Institutions | |
| | G | American Cultures/Ethnic Studies | |
| CSU GE: | Transfer Area | Effective: | Inactive: |
| | D | Social Science | Fall 2012 |
| | D3 | Ethnic Studies | |
| | D4 | Gender Studies | |
| | D6 | History | |
| | X1 | U.S. History | |
| | D | Social Science | Fall 1993 |
| | D1 | Anthropology and Archeology | Summer 2012 |
| | D2 | Economics | |
| | D3 | Ethnic Studies | |
| | D4 | Gender Studies | |
| | D5 | Geography | |
| | D6 | History | |
| | X1 | U.S. History | |
| | D | Social Science | Spring 1992 |
| | D1 | Anthropology and Archeology | Summer 1993 |
| | D2 | Economics | |
| | D3 | Ethnic Studies | |
| | D4 | Gender Studies | |
| | D5 | Geography | |
| | X1 | U.S. History | |
| IGETC: | Transfer Area | Effective: | Inactive: |
| | 4 | Social and Behavioral Science | Fall 2011 |
| | 4C | Ethnic Studies | |
| | 4D | Gender Studies | |
| | 4F | History | |
| | XA | U.S. History | |
| | 4 | Social and Behavioral Science | Fall 1993 |
| | 4F | History | Summer 2011 |
| | XA | U.S. History | |
| CSU Transfer: | Transferable | Effective: | Fall 1991 |
| | | Inactive: | |
| UC Transfer: | Transferable | Effective: | Fall 1991 |
| | | Inactive: | |
| CID: | | | |
| Certificate/Major Applicable: | | | |
| Major Applicable Course | | | |

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course, students will be able to:

1. Recognize the varied ethnic and cultural influences which have helped shape America history and institutions.
2. Recognize the critical role of gender within the context of particular ethnic groups and their relationship to the larger society.
3. Interpret the historical impact of racism, ethnocentrism and sexism on contemporary society.
4. Analyze the United States' cultural diversity and its impact upon the lives of its citizens.
5. Define race, nationality, minority group, ethnocentrism and pluralism as they apply to American history and culture.
6. Analyze the melting pot analogy and its relevance to past and present American society.
7. Utilize the social historical approach to the study of the past.
8. Analyze political, economic, cultural, and social developments in U.S. history from the perspective of Asian, African, European, Latino, and Native America men and women.

Topics and Scope:

- I. Introduction
 - A. American Mosaic: One People Out of Many
 - B. Diversity: Its potential and its discontents
- II. Definitions
 - A. Race/racism
 - B. Ethnic group/ethnocentrism
 - C. Gender
 - D. Minority group
 - E. Acculturation
 - F. Assimilation
- III. Pre-Columbian America
 - A. The diverse cultures of Native America
 - B. Life among the Ohlone: A communal paradigm
 - C. Impact of the Euro/African invasion on Native cultures
- IV. Diversity in Colonial America
 - A. English, French and Spanish settlement
 - B. The Puritans and the Anglo heritage
 - C. Life and death in the Chesapeake
 - D. The Atlantic slave trade and the African diaspora
- V. The "Peculiar Institution" and the African Experience
- VI. Race and Republicanism
 - A. Red, white and black in the new republic
 - B. Race and national identity following the Revolution
- VII. Race, Class and Gender in the Market Economy
 - A. Rise of the factory and the "Cult of Domesticity"
 - B. Abolition and the birth of women's rights
- VIII. Race and Reaction: The Failure of Reconstruction
 - A. Emancipation and the "New South"

- B. The 15th amendment and the women's suffrage movement
- IX. Euroethnic Immigration in the 19th century
 - A. The Irish Experience
 - B. The German Experience
- X. Race and Manifest Destiny: The triumph of technology
 - A. Reservations and resistance: The Native American Experience
 - B. "Climbing Gold Mountain": The Chinese Experience
 - C. "The Border": The Mexican Experience
- XI. Race, Ethnicity and Gender in the Twentieth Century
 - A. World War II and rising ethnic consciousness
 - B. Diversity: Its potential and its discontents

Assignment:

1. Regular attendance and extensive notetaking in class is expected and assumed.
2. Read and study appropriate chapters in text and anthologies.
3. 5 to 7 page papers will be assigned and may be drawn from reaction, analytical, or research papers and will show topics covered and critical comparison.
4. Participate in discussion as directed by the instructor.
5. Prepare for scheduled quizzes.
6. Prepare for extensive in-class mid-term and final essay examinations.
7. Written homework as directed by instructor.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reaction, analytical, or critical essays

Writing
40 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, Essay exams

Exams
40 - 50%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and Participation

Other Category
10 - 15%

Representative Textbooks and Materials:

Malcolm Margolin, THE OHLONE WAY, Heyday Books, 1978.

Ronald Takaki, A DIFFERENT MIRROR, Little, Brown and Company, 1994.

Angela Y. Davis, WOMEN, RACE AND CLASS, Random House, 1981.

Frederick Douglass, NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, Bedford Books, 1993.

Anzia Yezierska, BREADGIVERS, Persea Books, 1999.