

**HIST 21 Course Outline as of Fall 2016****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:**

Eligibility for ENGL 1A or equivalent

**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 peoples. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

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

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

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

# **COURSE CONTENT**

## **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Analyze critical events in US history from the varied perspectives of African, Asian, European, Latino and Native Americans.
2. Analyze the critical role that women from different ethnicities and classes have played in the social, political, and economic development of the United States.
3. Compose expository essays, critically analyzing historically significant people, events, and problems in the United States history connected to issues of ethnicity and/or gender

## **Objectives:**

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

1. Demonstrate knowledge of historical methodology and an analytical approach to interpreting the past.
2. Compare and contrast different historical interpretations to explain historical events and societal change over time.
3. Recognize the critical role of gender in the acculturation and assimilation of particular ethnic groups in the United States.
4. Identify the legacies of racism and sexism and their impact on American law and custom.
5. Analyze political, economic, social and cultural developments in the United States from the perspectives of Asian, African, European, Latino, and Native American peoples.
6. Place key events and actors in appropriate historical time periods.
7. Create and support an historical argument.
8. Distinguish between primary and secondary sources.

## **Topics and Scope:**

1. History as Social Science
  - A. Understanding the present through analysis of the past
  - B. The study of history: methods of inquiry, primary and secondary sources, analysis and critical thinking
2. Defining Race, Ethnicity and Gender
  - A. Race & gender: biological imperatives or social constructs
  - B. Ethnicity: phenotypically or culturally determined
  - C. Minority group: numbers or relationship to power
  - D. Ethnocentrism in a pluralistic society
  - E. E Pluribus Unum: “Melting Pot” or “Salad Bowl”
3. Pre-Columbian America
  - A. The diverse cultures of Native America
  - B. Impact of Euro/African invasion on indigenous cultures
4. Colonial America in the Age of Empire
  - A. Spanish, French and English settlement
    1. Cooperation with and conquest of indigenous peoples
    2. Slavery and empire
  - B. Protestant Reformation and English America
    1. English identity in the wake of the Reformation
    2. The Chesapeake: commercial enterprise, individualism and profit
    3. Puritan New England: religion, family and community
5. Africans in America: Slavery and the Atlantic World
  - A. The Atlantic slave trade

- B. Indentured servitude and chattel slavery in early Virginia
- C. Slavery and the British mainland colonies
- 6. Race and Republicanism
  - A. Declaration of Independence: its meaning and legacy
  - B. The Constitution and slavery
  - C. Race and national identity following the Revolution
  - D. Naturalization Act of 1790
  - E. Red, white and black in Jeffersonian America
- 7. Race, Class and Gender in the Market Economy
  - A. Cotton kingdom and the spread of slavery
  - B. Indian removal in the Age of Jackson
  - C. Rise of the factory and the “Cult of Domesticity”
  - D. Abolition and the birth of women’s rights
    - 1. Women and the abolitionist crusade
    - 2. Seneca Falls & the Declaration of Sentiments
- 8. Immigration in Antebellum America
  - A. The Irish experience
  - B. The German experience
- 9. Race and Manifest Destiny
  - A. Conquest of Mexico: the Mexican American War
  - B. Foreigners in their own land: Mexican Americans & the Treaty of Guadalupe Hidalgo
  - C. “Climbing Gold Mountain”: the Chinese Experience
- 10. Civil War and Emancipation
  - A. War for Union/War against slavery
  - B. Abraham Lincoln and the Emancipation Proclamation
- 11. Race and Reaction: the Failure of Reconstruction
  - A. 13th, 14th, and 15th Amendments
  - B. Black suffrage versus women’s suffrage
  - C. White supremacy and the “New South”
  - D. Plessy v. Ferguson, 1896
- 12. Reservations and Resistance
  - A. The “Iron Horse” and the “End of the Frontier”
  - B. Dawes Act, 1887
  - C. Wounded Knee, 1890
- 13. Immigration 1880 - 1930
  - A. The Japanese experience
  - B. The Jewish experience
  - C. The Mexican experience
- 14. Politics of Exclusion 1880 - 1930
  - A. Chinese Exclusion Act, 1882
  - B. Gentleman’s Agreement, 1907
  - C. National Origins Act, 1924
- 15. Migration and Political Realignments
  - A. America Moves to the City: 1880 - 1920
  - B. Southern Blacks and the Great Migration, 1910 - 1930
    - 1. World War I and the “New Negro”
    - 2. Marcus Garvey and the Universal Negro Improvement Association
    - 3. Harlem Renaissance
  - C. El Norte: Mexican Immigration and the Capitalist West
  - D. Great Depression and Dust Bowl Migrants
  - E. Great Depression and Mexican Repatriation
  - F. Franklin Roosevelt and the New Deal

1. New Deal liberalism and an emerging Democratic majority
2. Labor and minorities in the New Deal coalition
3. Indian Reorganization Act, 1934
16. World War II and the Winds of Change
  - A. "Arsenal of Democracy": America Prepares for War
  - B. Pearl Harbor and Japanese American Internment
  - C. A.P. Randolph, March on Washington Movement/ Executive Order 8802
  - D. "Americans All": Ethnic minorities on the battlefield and on the home front
  - E. "Rosie the Riveter": Womaning the Factories
17. Truman's Fair Deal: Expanding the New Deal Legacy
  - A. Challenging Southern Democrats
  - B. Desegregation of the Armed Forces
18. Race, Reform and Rebellion: The Civil Rights Revolution
  - A. Mendez v. Westminster, 1946
  - B. Brown v. Board of Education, 1954
  - C. Civil Rights Movement, 1955 - 1965
    1. Martin Luther King and non-violence as strategy and philosophy
    2. Boycotts, sit-ins, freedom rides, and freedom schools
    3. Civil Rights Act of 1964
    4. Voting Rights Act of 1965
    5. Title VII and women's rights
19. Immigration Reform and Multicultural America
  - A. Magnuson Bill, 1943
  - B. McCarran-Walter Act (Nationality Act), 1952
  - C. Immigration and Nationality Act, 1965
20. Continuing Issues and Controversies
  - A. The Affirmative Action Debate
  - B. Third Wave Feminism and Women in Politics
  - C. Immigration

### **Assignment:**

1. Reading 40 to 80 pages per week. Assignments will include both primary or secondary sources.
2. 1500-2500 words of out of class writing will be assigned. These assignments may be reaction papers, analytical essays, or research papers. The assignments will critically and historically interpret primary and secondary sources.
3. A midterm and final will be given and both will be essay based. These exams may also include objective or short answer questions.
4. Class participation which may include small group work, extemporaneous question and answer or presentations.
5. Regular attendance and extensive note taking in class is expected and assumed.

### **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.

Writing, written homework, analytical essays, reaction or research papers, film or book reviews

Writing  
25 - 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.

Essay, multiple choice and other forms of formal testing

Exams  
50 - 75%

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

Attendance and Participation

Other Category  
0 - 25%

### **Representative Textbooks and Materials:**

A Different Mirror, revised edition. Takaki, Ronald. Back Bay Books: 2008 (Classic)

Equality Deferred: Race, Ethnicity and Immigration in America Since 1945. Olson, James S. Thomson/Wadsworth: 2003 (Classic)

Major Problems in American Immigration and Ethnic History, 2nd edition, Gjerda, Jon. Houghton Mifflin: 2012

The Ohlone Way, 2nd edition, Margolin, Malcolm. Heyday Books: 2014

Postwar Immigrant America: A Social History. Ueda, Reed. Bedford Books: 1994 (Classic)

Women and the National Experience: Primary Sources in American History, 3rd edition. Skinner, Ellen. Longman: 2011

Women, Race and Class. Davis, Angela Y. Vintage Books: 1983 (Classic)