HIS 321 American Race Relations
3 credits
Instructor: Dr. Joanne M. Garrison
308-380-2196
joanne.garrison@doane.edu

HIS 321 American Race Relations fulfills the requirement for a Foundational Area of Knowledge in Global and Cultural Contexts. Any course that fulfills that requirement will assure that students gain a greater understanding of the foundations of the modern world and interconnections of global cultures. Students may address complex questions about race, gender, nationality, religion, law, economics, business and/or politics in order to understand multiple cultural perspectives and will work to:

1. Understand the evolution and development of cultural frameworks in the context of historical, political, social, religious, economic and/or legal structures
2. Interpret intercultural experiences from the perspectives of more than one worldview and demonstrate the ability to appreciate other cultures beyond their own experience
3. Create a refined empathetic understanding of a multifaceted world

HIS 321 will seek to accomplish all of these outcomes with the greatest emphasis on Learning Outcomes #1 and #3.

TEXTBOOKS:
Major Problems in American Immigration History 2nd Edition: Edited by Mae M. Ngai & Jon Gjerde
ISBN: 978-0-547-14907-3

COURSE DESCRIPTION
Survey events in United States history, from the colonial era to the present, that suggest the racial underpinnings of American culture and society and explores how race interacts with class, gender, ethnicity, religion, and culture. Students will gain a deeper understanding of the historical reality of American multiculturalism. Students examine the history of native “Indian” Americans, African American, Asian and Western and Eastern European immigrants and their descendants, in colonial and national contexts. Topics covered include conquest, assimilation, slavery, ethnicity, eugenics, and the modern civil rights movements. Students will gain a deeper understanding of the development and values of western and non-Western cultures and the interrelations between people, systems, and social forces.

IN ADDITION TO FAK LEARNING OUTCOMES, LEARNING OUTCOMES SPECIFIC TO THIS COURSE:
- Students will analyze and make connections between the major events, personalities, and trends in the history of the United States from the colonial era to present and current issues surrounding racial and ethnic relations and the historical, political, social, religious, economic and legal structures from which they developed as demonstrated in class reports, writing assignments, quizzes, intellectual debate and dialogue.
- Students will interpret and discuss the interrelationship of past and present events from a historical, racial and multicultural context.
- Students will evaluate and articulate different perspectives and worldviews on multiculturalism, diversity, immigration and race relations in the United States and consider the question of values and culture when analyzing these areas.

TOPICS FOR LECTURE, DISCUSSION, GUEST PRESENTATIONS, VIDEO AND AUDIO, AND READINGS:

- **Overview of Approaches to U.S. Immigration History** will include a brief survey of the meaning race and stereotypes as a part of the immigrant experience. What is ethnicity and is it primarily an invention of the U.S.? What was the role of early immigrant women and did they ever have a sense of being home? What is the state of race, nation, and culture in recent immigration studies? What groups, both past and present, have been subject to negative stereotypes and how does this impact an individual or group of people?

- **Settlers, Servants, and Slaves in Early America** will uncover what it was really like to live in colonial America for different groups of people. What were the feelings of the Irish towards the Black slaves? Why did the Irish not want the Blacks to be freed? Discuss this relationship to the theories of race and prejudice. How and when did the Irish begin to join the mainstream of society? What helped their transition? What did adaptation and survival look like in the new world?

- **Citizenship and Migration before the Civil War** will follow the strong patterns marked by American immigration history. When native-born citizens resist the newest arrivals, then these new arrivals learn to assimilate and join in the Nativist resistance to the next group of immigrants. Will this pattern hold for the immigrants of the most recent wave? Will current Latin American and Asian immigrants assimilate as earlier Irish, Italian, and Slavic immigrants did? What, if any, are the differences between past and present immigrant waves?

- **European Migration and National Expansion in the Early Nineteenth Century** explore the depiction of immigrants in the popular media. Does a prejudicial belief always lead to racism? Can there be racism without a prejudicial belief? What is the difference between a stereotype and a prejudicial belief and does this factor into the argument of political correctness? How did race and ethnicity factor into early
immigration and nation building? In what forms has forced labor been practiced in the past? What happens to a group when they are subjected to stereotypes?

- **National Citizenship and Federal Regulation of Immigration** explores the Chinese poetry and art of Angel Island to form a deeper understanding of how racial and ethnic relations and the historical, political, social, religious, economic and legal structures surrounding immigration intersect within the historical context to shape our present day realities.

- **Immigration During the Era of Industrialization and Urbanization** explores the issues of diversity and multi-culturalism surrounding immigration from the mid-late 1800’s through the early 1900’s in the United States. Early immigrants provided the muscles to build our nation. Between 1880 and 1920 the large influx of immigrants transformed American society, but approximately 50% returned to live in their countries of origin. Discuss the influence of *work and community* in this era as they intersect with issues surrounding racial and ethnic relations and the historical, political, social, religious, economic and legal structures from which they developed.

- **Immigrant Incorporation, Identity, and Nativism in the Early Twentieth Century** as it relates to Asian assimilation, and anti-Chinese attitudes. Theodore Roosevelt’s views on Americanism and Randolph Bourne’s thoughts on cultural pluralism are compared to Barrett and Roediger’s *Becoming American and becoming White*, and Higham’s, *The evolution of racial nativism*.

- **The Turn to Restriction and Patterns of Inclusion and Exclusion, 1920s to 1940s** explores the question, if Americanism is a matter of the spirit and the soul, how can it be measured? What makes a good American today? What do you know about leadership to foster change? What is the best way to sway someone to your beliefs? What might cause people to participate in destructive acts against their own community and why is the issue of race relations in the U.S. is so hard to fully understand?

- **Immigration Reform and Ethnic Politics in the Era of Civil Rights and the Cold War** explores *the culture of poverty*, and *the triple melting pot*. Cesar Chavez’ impact on ethnic politics and the long reaching impact of the Immigration Act of 1965 signed by Johnson are analyzed. Inter-cultural experiences and differing worldviews are compared as they relate to an understanding and perception of racism, immigration reform and national-origin quotas.

- **Immigrants in the Post-Industrial Age, Refugees and Asylees** are considered from the historical perspective of the Reagan era and the Immigration Reform and Control Act of 1986, proposition 187, undocumented immigrants and the current wave. Cuban, Haitian, Laotian, African and Vietnamese refugees are studied as well as the latest finding from the United nations high Commission on Refugees regarding the possible refugee crisis expected in the U.S.

- **Immigration Challenges in the Twenty-First Century** looks at an overview of race and Hispanic origin makeup of the U.S. population as well as a statistical portrait of unauthorized immigrants. Immigration reform and Minutemen who are calling for border
security first, only and now are compared as well as calls for amnesty and Arizona’s fight to pass state laws against illegal immigration.

**STUDENT PROJECTS:** Group and individual presentations will be made throughout the term. Student presentations will include both individual and group formats and will utilize film, DVD or YouTube clips, on line sources, and other media as appropriate. Each class will examine differences of opinion and the dynamics of American race relations from both a historical and a present day perspective, with an emphasis on diversity and change in social dynamics, and will seek to further students’ understanding of how social dynamics, such as prejudice and discrimination, have affected the participation of ethnic minorities in American society. Illustrations will accompany lectures and discussions are encouraged. The first class period will include a detailed discussion of the individual and group presentations and the topic choices for the research paper.

**SOME AREAS FOR RESEARCH AND PRESENTATIONS INCLUDE:**

1. Explore the current debate on immigration reform and make historical connections between past and current rhetoric. Where do you stand on the debate? Use statistics, research, interviews, and other credible sources to support your argument.

2. How has racism, both past and present affected American Race relations, or has it? Is racism still a part of U.S. culture or is it a thing of the past? Use statistics, research, interviews, and other credible sources to support your argument.


4. Changing American identity – What does this mean for new immigrants? Is the melting pot a viable option? If yes, or no, what does that look like? How has the U.S. done with welcoming our newest members of society? Consider this from a historical perspective – How are things the same and how have they changed? Use statistics, research, interviews, and other credible sources to support your argument.

**ASSESSMENT**

**ATTENDANCE & PARTICIPATION:** Students are expected to attend all classes. Each student is responsible for all work missed, regardless of the reason for the absence. If there is going to be an absence the student is expected to contact the instructor prior to the absence.
Since this course is taught once a week it is critical that students attend every class. It will be very difficult to make up a class that is missed. Absence from class may jeopardize a student’s understanding of the course and may result in a reduction of grade. Students are required to complete all assignments to meet the stated objectives of the course. Each assignment will correspond to one of the stated course goals and objectives. There are assigned text readings for each class. Students will be expected to have read these prior to class and be able to discuss the material. Class discussion is a part of the class participation and in-class assignments grade.

**JOURNAL:** Students will keep a detailed and comprehensive journal in which they will write weekly reflections on their learning. What did you learn and how may this impact your personal and professional life? How will you use this learning? How have you been changed by what you learned? What questions do you still have? Reflective writing will be explained and discussed in the first class meeting.

**CLASS PRESENTATIONS:** Students will be responsible for group and individual presentations related to selected readings and topical discussions. Each presentation will reflect the research and course materials being studied. All individual and group presentations will be graded using both a participation and presentation rubric which will be distributed at the first class period. Student participation and interaction in the class will be a part of the final grade.

**RESEARCH PAPER:** Students will write a 5-6 page research paper on a selected course topic and will present their work to class. All written assignments will be assessed using a rubric that will be available to students the first day of class. Written assignments should use APA style, 12 point font, double spaced, grammatically correct with proper use of citations and reference page.

**GRADING SCALE:**

- 100% - 95%    A
- 94% - 90%    A-
- 89% - 87%:  B+
- 86% - 84%:  B
- 83% - 80%:  B-
- 79% - 77%  C+
- 76% - 74%  C
- 73% - 70%  C-
- 69% - 67%  D+
- 66% - 64%  D
- 63% - 60%  D-
- 59% & below  F
Academic Integrity Policy
The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.