HIS 321 American Race Relations  
Autumn Term – 2013  
3 credits

Instructor:  
Dr. Joanne M. Garrison  
308-380-2196  
Joanne.garrison@doane.edu

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 descendents, 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.

Intended Audience  
This course fulfills the Cultural Perspectives requirement of the Doane Plan.

Text  
Columbia University Press, 2003  
ISBN #: 0-231-12940-8

Course Goals and Objectives  
Upon completion of this course the student will:

• Analyze and articulate the major events, personalities, and trends in the history of the United States from the colonial era to present.
• Interpret the interrelationship of past and present events from a historical context.
• Develop information search strategies, recognize primary and secondary sources and begin to discern and question accuracy in historical sources as demonstrated in class research and reports
• Evaluate and articulate the issues surrounding diversity and multi-culturalism in the United States, and consider the questions of values when analyzing major areas of history

Course Structure
The course goals and objectives will be accomplished through a variety of strategies. Class will consist of Lecture, Cooperative Learning, Discussion, Presentations, Reflection, and Application. There will be time for group work as well as individual. The class will be interactive and engaging with many opportunities for student input and participation. The class will be structured in chunks around specific learning segments. The foundational texts for this course are Race and Ethnicity in America: A Concise History and Coming to America 2nd edition: A History of Immigration and Ethnicity in American Life. Other resources we will use, but are not limited to include film, online sources, and other media as appropriate. Each class will examine differences of opinion and will consider diversity and change in historical thought. Illustrations will accompany lectures and discussions will be encouraged.

Course Outline

Week 1
Bayor Chapter 1: Ethnicity in 17th Century English America, 1600 – 1700

Week 2
Bayor Chapter 2: Ethnicity in 18th Century North America, 1701-1788

Week 3
Bayor Chapter 3: The Limits of Equality: Racial and Ethnic Tensions in the New Republic, 1789 - 1836

Week 4
Bayor Chapter 4: Racial and Ethnic Identity in the U.S., 1837 - 1877

Week 5
Bayor Chapter 5: Race, Nation, and Citizenship in Late 19th Century America, 1878 - 1900

Week 6
Bayor Chapter 6: The Critical Period: Ethnic Emergence and Reaction, 1901 - 1929

Week 7
Bayor Chapter 7: Changing Racial Meaning: Race and Ethnicity in the U.S., 1930 - 1964

Week 8
Bayor Chapter 8: Racial and Ethnic Relations in America, 1965 – 2000

Methods for Assessment of Student performance
All written assignments and group presentations will be assessed using a rubric that will be available to students. Student participation and interaction in the class will be a part of the final
grade. Students are required to complete all assignments to meet the stated objectives of the course. Each assignment will correspond to one of the four stated course goals and objectives. Students will be evaluated on: class participation; written projects; class assignments; midterm and final exam, group presentations.

Writing Expectation
Written assignments should use APA style, 12 point font, double spaced, grammatically correct with proper use of citations and reference page. All written assignments will be graded using a rubric that will be given out the first day of class.

Assignments and Projects
1. 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
2. Students will be responsible for individual and group presentations as well as collaborative in-class work with fellow students.
3. In class quizzes and exams to include short answer, true and false, and multiple choice questions.

Attendance Policy
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.

Grades will be based on the following grading scale:

- 97% - 100%: A+
- 94% - 96%: A
- 90% - 93%: A-
- 86% - 90%: B
- 79% - 85%: C
- 70% - 78%: D
- 0% - 69%: F

Late Assignments
Late papers will be accepted but there will be a significant reduction in points corresponding to each day late, at the discretion of the instructor. Students are strongly encouraged NOT to turn in later assignments but to turn in all work on the due date.
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.