

University of Houston-Downtown

Course Prefix, Number, and Title: HIST 1314: Ethnic Minorities in American History

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: American History

Prerequisites: Enrollment in or completion of ENG 1301

Co-requisites: None

Course Description: Survey of American History with particular emphasis on ethnicity and immigration and the issues that various minority groups faced in North America, including religious, cultural, political, and economic factors. (This course satisfies 3 of the 6 hours of American history mandated by the state of Texas.)

TCCNS Number: HUMA 2319

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome*	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Personal Responsibility	1. Evaluate and analyze historical perspectives, using primary and secondary sources, in light of their historical context. Explain how events in the past influence current events.	<p>Students will examine primary and secondary historical sources. Through the assigned text and class lectures, the students will be exposed to a general overview of the chronological period, and how those historical events were shaped by the time and place they occurred. Students will also learn how historical events have contributed to events today.</p> <p>For example: the instructor might use the Chinese Exclusion Act of 1882 as an example of nativist reaction to immigration during the Gilded Age, and connect this throughout the course, to more recent events such as the Japanese Internment of the World War II period, as well as current concerns over immigration reform.</p>	<p>Students in sections of this course might be evaluated by short writing assignments, and in-class discussion in order to align with the THECB's Core Objectives for the Foundational Component in American History's Learning Outcome: Critical Thinking Skills (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information).</p> <p>Example in this Syllabus: In the UNIT QUESTIONS, which are 2-3 page out-of-class writing assignments (500 – 700 words) based on students' use of primary and secondary sources, students are asked to write papers that</p>

			<p>answer specific questions about the American past. For example, in the UNIT 3 Question Assignment, the students could be assigned a variety of speeches, posters, and political cartoons about various immigrant groups and asked to answer an open-ended question that requires students to take a stance based on the evidence, and then develop an essay that uses the evidence to support their answer to the question. For example, the question might be, “What were reactions by some Americans to the massive immigration during the Gilded Age?”</p>
<p>Critical Thinking Communication Social Responsibility Personal Responsibility</p>	<p>2. Analyze historical perspectives on ethical issues.</p>	<p>Students will have many opportunities to discuss how Americans evaluated the meaning of citizenship, racism, imperialism, and civil rights through in-class discussion, assigned reading assignments. Through the assignments, lectures, and discussions, the instructor will provide students various points that align with the THECB’s Core Objectives for the Foundational Component in American History’s Learning Outcome: Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making) and Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national,</p>	<p>Students can be evaluated by short in-class writing assignments, class discussion, exam questions, and responses to Unit Questions, on connecting ethical issues throughout American History. According to the AAC&U’s LEAP initiative’s VALUES rubric, upon which the THECB Core Revisions are based, Ethical Reasoning “is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical</p>

		<p>and global communities)</p> <p>For example, throughout American history, episodes of cultural conflict have marked the interactions between white Americans, and Native Americans, African-Americans, and various ethnic groups. Some of the conflict is based on ethnic differences, but religious differences, language differences, and cultural practices also led to conflict. The instructor could ask students to compare and contrast the differences between European and Native American religious beliefs, and land-use and ownership practices.</p>	<p>perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.” Instructors who teach this course can evaluate students’ ability to connect ethical reasoning to various events American history.</p> <p>Example in this Syllabus: In Unit 1 students could participate in an in-class discussion or writing assignment (both Daily Assignments) based on primary sources such as diary excerpts from Cotton Mather or William Bradford, and Mary Rowlandson to discuss how colonists and Native Americans viewed the other through the lens of religion and culture, and whether the conflicts that erupted between settlers and Native Americans could have been resolved in other ways.</p>
<p>Critical Thinking Communication</p>	<p>3. Effectively communicate in writing, orally, and visually, the analysis of historical questions and their results.</p>	<p>The instructor will explain to students how to use primary and secondary sources to develop an essay, with an introduction and thesis statement, supported by historical evidence, into a basic argumentative essay.</p> <p>For example, the instructor could</p>	<p>The students are required to write essays, and participate in discussions, and they learn about visual communication through analysis of maps, movies, photographs, and other visual primary sources.</p>

		<p>demonstrate an analysis of photographs, posters, and presidential documents to evaluate changing attitudes toward discrimination and racism following World War II.</p>	<p>Example in this syllabus: Students are required to write 2-3 page out-of-class essays (Unit Questions) that are based on their analysis of visual primary sources. Daily Assignments include in-class discussions; other daily assignment or Unit Question submission could include a poster presentation where students create a poster-session-type, in-class mini conference. Questions on Exams could also ask students to analyze and interpret visual and written documents. Students are also required to view interviews with immigrants that are part of the <i>Destination America</i> documentary series, which incorporate oral and visual communication.</p>
<p>Critical Thinking Personal Responsibility Social Responsibility</p>	<p>4. Analyze cause-and-effect relationships and discuss the effects of multiple causations upon historical events.</p>	<p>Students will learn how to “think historically.” As Thomas Andrews and Flannery Burke explain in the American Historical Association’s publication, “What Does it Mean to Think Historically,” students should learn to view historical events through the “5-Cs”: Change Over Time, Context, Causality, Contingency, and Complexity.</p> <p>Instructors should explain how historians evaluate primary and secondary sources through these lenses to understand how individuals, events, and ideas shaped history from a</p>	<p>Students are required to analyze primary and secondary sources from a historical perspective to determine the various factors that influenced the past, develop logical thesis to explain the past, and support the thesis with primary and secondary evidence.</p> <p>Example in this syllabus: In Unit 5, Students will evaluate various sources from a variety of religious, cultural, and political perspectives to form a</p>

		chronological, rather than a topical, perspective.	thesis and essay analyzing how the attacks of 9/11 affected American attitudes toward Middle-Eastern Americans.
Critical Thinking Communication	5. Compare and contrast how different cultures or subgroups interpret, perceive, or experience historical events.	Students will learn how the American historical past was interpreted by both the majority culture, as well as ethnic and religious minority groups.	Through the use of primary and secondary sources, students will write essays and discuss in-class historical events from a variety of perspectives. Example in this syllabus: In Unit 2, Students will discuss how women, Native Americans, African Americans, and white male property owners interpreted the American Revolution differently. They will also be exposed to various explanations from Mexican and American officials on the series of events that led to the US war with Mexico. They will also be tested on the results of Western Expansion on Native Americans, Mexican Americans, African Americans, and other groups.
Critical Thinking Communication Personal Responsibility	6. Relate events and ideas to change over time and across a broad survey of United States or Texas history.	As in LO 4, Students will learn how to “think historically,” using the “5-Cs”: Change Over Time, Context, Causality, Contingency, and Complexity. Instructors should explain how historians evaluate primary and secondary sources through these lenses to understand how individuals, events, and ideas shaped history from a chronological, rather than a topical, perspective.	Students are assigned assignments to analyze primary and secondary sources to determine the various factors that influenced the past, develop logical thesis to explain the past, and support the thesis with primary and secondary evidence. Example in this syllabus: In

		<p>For example, by analyzing primary and secondary sources, students should learn how concepts and definitions of citizenship, racism, expansion, and civil rights, have changed throughout American history as a result of immigration, legal cases, and political reform.</p>	<p>Unit 4 Daily Assignments (quizzes, discussions, brief in-class writing assignments), the objective exam, and in the Unit Questions, students will be exposed to and asked to analyze primary sources that reflect, and secondary sources that analyze, how American attitudes about internationalism, foreign relations, trade, and attitudes toward different cultures and ethnic groups evolved between World War I and World War II.</p>
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Course Outcomes: See outcomes above.

Course Outline:

- Introduction to Minorities in American History
- Red, White and Black in Colonial America Fraser
- Race and the Constitution, Antebellum America
- Western Expansion
- Texas & the US War with Mexico
- Civil War & Reconstruction
- Old and New Immigration
- Social Darwinism, Class & Ethnicity
- American Imperialism
- War, Isolationism, and Modernism
- The Great Depression
- World War II
- The Civil Rights Struggles
- Reforming Immigration Laws

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

Course Grade: A ≥ 89.6% B ≥ 79.6% C ≥ 69.6% D ≥ 59.6% F ≤ 59.5%

<p>Summary of Course Exams, Quizzes, and Final</p>	
<p>Unit Questions</p>	<p>40% of the course grade</p>
<p>Exams</p>	<p>40% of course grade</p>
<p>Daily Assignments</p>	<p>20% of course grade</p>