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
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.	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. 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.	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). 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

			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?"
Critical Thinking	2. Analyze historical	Students will have many	Students can be evaluated
0	perspectives on ethical	opportunities to discuss how	by short in-class writing
Communication	issues.	Americans evaluated the	assignments, class
		meaning of citizenship, racism,	discussion, exam
Social		imperialism, and civil rights	questions, and responses
Responsibility		through in-class discussion,	to Unit Questions, on
пеэропыни		assigned reading assignments.	connecting ethical issues
Personal		Through the assignments,	throughout American
Responsibility		lectures, and discussions, the	History. According to the
Пеэропыни		instructor will provide students	AAC&U's LEAP initiative's
		various points that align with the	VALUES rubric, upon
		THECB's Core Objectives for the	which the THECB Core
		Foundational Component in	Revisions are based,
		American History's Learning	Ethical Reasoning "is
		Outcome: Personal	_
			reasoning about right and
		Responsibility (to include the	wrong human conduct. It
		ability to connect choices, actions	requires students to be
		and consequences to ethical	able to assess their own
		decision-making) and Social	ethical values and the
		Responsibility (to include	social context of
		intercultural competence,	problems, recognize
		knowledge of civic responsibility,	ethical issues in a variety
	1	and the ability to engage	of settings, think about
		effectively in regional, national,	how different ethical

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. Example in this Syllabus: In Unit 1 students could participate in an in-class discussion or writing assignment (bowes as they making skills and learn how to describe and analyze positions on ethical sisues." Instructor who teach this course can evaluate students' ability to connect thical reasoning to various events American history. 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. The students are required to twirtle says, and participate in discussions, and they learn about visual communication The students of the trical decision making skills and learn how to describe and analyze positions on ethical issues. 'Instructor' who teach this course can evaluate students' ability to connect thical reasoning to various events Americans identifications of alternative actions. Students' ethical self identifications of alternative actions. Students' ethical se			and global communities)	perspectives might be
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Communication the analysis of historical questions and their results. secondary sources to develop an essay, with an introduction and and they learn about	Critical Infinking	-	-	
questions and their results. essay, with an introduction and and they learn about	Communication	•		•
	Communication	-		1 -
thesis statement, supported by visual communication		questions and their results.	•	-
historical evidence, into a basic through analysis of maps,			*	
argumentative essay. movies, photographs, and			argumentative essay.	
other visual primary				other visual primary
For example, the instructor could sources.			For example, the instructor could	sources.

		demonstrate an analysis of	
		photographs, posters, and	Example in this syllabus:
		presidential documents to	Students are required to
		evaluate changing attitudes	write 2-3 page out-of-class
		toward discrimination and racism	essays (Unit Questions)
		following World War II.	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</i>
			America documentary
			series, which incorporate
			oral and visual
			communication.
Critical Thinking	4. Analyze cause-and-effect	Students will learn how to "think	Students are required to
	relationships and discuss the	historically." As Thomas Andrews	analyze primary and
Personal	effects of multiple causations	and Flannery Burke explain in the	secondary sources from a
Responsibility	upon historical events.	American Historical Association's	historical perspective to
Responsibility	apon instantal events.	publication, "What Does it Mean	determine the various
Social		to Think Historically," students	factors that influenced the
Responsibility		should learn to view historical	past, develop logical thesis
Responsibility		events through the "5-Cs":	to explain the past, and
		Change Over Time, Context,	support the thesis with
		Causality, Contingency, and	primary and secondary
		Complexity.	evidence.
		Complexity.	CVIDENCE.
		Instructors should explain how	Example in this syllabus: In
		historians evaluate primary and	Unit 5, Students will
		secondary sources through these	evaluate various sources
		lenses to understand how	from a variety of religious,
		individuals, events, and ideas	cultural, and political
		shaped history from a	perspectives to form a
		snaped instory from a	perspectives to form a

		chronological, rather than a	thesis and essay analyzing
		topical, perspective.	how the attacks of 9/11
		topical, perspective.	affected American
			attitudes toward Middle-
			Eastern Americans.
Catalant This also	5.6	Challes III have been the	
Critical Thinking	5. Compare and contrast how	Students will learn how the	Through the use of
	different cultures or	American historical past was	primary and secondary
Communication	subgroups interpret,	interpreted by both the majority	sources, students will
	perceive, or experience	culture, as well as ethnic and	write essays and discuss
	historical events.	religious minority groups.	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	6. Relate events and ideas to	As in LO 4, Students will learn	Students are assigned
	change over time and across	how to "think historically," using	assignments to analyze
Communication	a broad survey of United	the "5-Cs": Change Over Time,	primary and secondary
	States or Texas history.	Context, Causality, Contingency,	sources to determine the
Personal		and Complexity.	various factors that
Responsibility		Instructors should explain how	influenced the past,
		historians evaluate primary and	develop logical thesis to
		secondary sources through these	explain the past, and
		lenses to understand how	support the thesis with
		individuals, events, and ideas	primary and secondary
		shaped history from a	evidence.
		chronological, rather than a	
		topical, perspective.	Example in this syllabus: In

Unit 4 Daily Assignments For example, by analyzing (quizzes, discussions, brief primary and secondary sources, in-class writing students should learn how assignments), the concepts and definitions of objective exam, and in the citizenship, racism, expansion, Unit Questions, students and civil rights, have changed will be exposed to and throughout American history as a asked to analyze primary result of immigration, legal cases, sources that reflect, and and political reform. 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.

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: $A \ge 89.6\% B \ge 79.6\% C \ge 69.6\% D \ge 59.6\% F \le 59.5\%$

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