

## **History 2232**

### **Minorities in American History**

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**Course Description:** In this course the ethnic, socio-cultural, and economic perspectives will be employed in considering the essential pluralism of American society from colonial times to the present. Patterns of inclusion and exclusion of minorities throughout American history will be analyzed to give students a clear understanding of the significance of ethnic and cultural diversity in the evolution of modern American society. However, the course content and learning activities are centered around major themes and topics.

**Prerequisites:** ENGL 0099 and READ 0099

#### **Learning Outcomes:**

Specifically, students who take History 2232 are expected to show an understanding of the following outcomes:

- Demonstrate the ability to analyze and critique historical documents, including primary and secondary sources as well as qualitative and quantitative data and maps
- Demonstrate an understanding of cause and effect relations, marshaling historical facts and data that will show such historical progression
- Demonstrate the ability to place both facts and opinion in the appropriate context while interpreting a body of historical evidence

#### **Course Objectives:**

The student will:

Understand the manner in which ethnic and racial tensions have shaped American life and history

Understand the contributions that African Americans, Native Americans, Asian Americans, and European immigrants have made to American society

Understand the processes of immigration, assimilation, and integration in American culture.

Understand the political, cultural, economic, and social dynamics of a multi-ethnic and multiracial democratic nation

Understand the richness of America's cultural diversity

Understand the struggle for racial and ethnic equality and for the extension of human rights

#### **Specific Objectives:**

Having completed this course, the student

Should be able apply the historical method

Should be able to read various graphs, charts, and maps

Should be able to interpret information presented in photographs, cartoons, films,

Should be able to improve his library and basic research skills

Should be able to improve his expository writing skills.

Should be able to make sound inferences from demographical data

Should be able to develop basic map skills

**Required Readings and Resources:**

Leonard Dinnerstein, Roger L. Nichols, and David M. Reimers, *Natives and Strangers: A Multicultural History of Americans*(New York: Oxford Press,2005)

Jon Gjerde, ed., *Major Problems in American Immigration and Ethnic History*(Boston: Houghton Mifflin,Co.,1998).

*Supplemental readings will be provided by instructor*

**Class Procedures:**

Textbook. Your textbook and reader are very important references and blueprint of the most general content of this course. To do well in this class you must read the textbook thoroughly and critically. Because I am unable to incorporate all of the essential facts and generalizations that explain many important topics, I must presume that you will glean that information from your assigned readings. Be an active reader. Always question the material; study the maps, graphs, charts, and photographs in the chapters; ask questions in class. Keep a positive attitude!

Learning environment. By approaching this course with an inquiring mind and with an abiding faith that something valuable is to be learned, you will appreciate the objectives for this course. I encourage your comments, insights, viewpoints, and questions as learning stimuli. This course will make use of appropriate audio-visual aids, instructional videos, lectures, discussion, the Internet, and the world wide web data banks. We can make this course very exciting by sharing our ideas, realizing that there is no harm in pursuing knowledge about ourselves and the world around us.

Assignments Students will receive a list of daily or weekly assignments. The completion of such assignments will also count toward your participation grade. **Note: You will receive handouts, study guides, activity sheets, etc. regarding each unit in the course; also, you will get additional information about the book review essay.**

Attendance. Absence from class for whatever reason does not excuse students from full responsibility for class work or assignments missed. Students will be allowed to make up work only if the instructor excuses the absences. Some in-class assignments can not be made-up, if missed by students. Also, the instructor reserves the right to remove any student from the class due to disruptive behavior that impairs the educational opportunities of other students. Students who are chronically absent simply do not perform as well as students who attend class responsibly. Further absenteeism is more than symbolic of lack of interest in the course: it is a reflection of your work ethic. Excessive absences may lead your being dropped from this course. Remember the value of a good and quality education.

Make-up examinations Students who miss scheduled examinations will be allowed to take a make-up examination with a valid and compelling excuse.

**No late assignments will be accepted without a compelling excuse or explanation**

**Evaluation:**

In-class examinations=60%

Class Participation= 10%(combination of discussion, attendance, in-class and homework assignments, observations)

Class Project (guidelines will be provided) 15%

Final Examination=15%