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University of Wisconsin-Fox Valley
Spring 2006

HIS 278: History of Minorities in America

TEXT: Dinnerstein, *Natives and Strangers*, 4th ed.

OPTIONAL TEXTBOOK ON RESERVE IN LIBRARY: Murrin, *Liberty, Equality, Power*, 4th ed.

COURSE DESCRIPTION: This course will explore the role of ethnic, racial, religious and sexual groups in the history of the United States from the era of colonization to the present. Includes political, economic, social and cultural development. SS/ES.

A. HOW DO I CONTACT MY PROFESSOR?

MEETING ROOM:	1345
MEETING TIMES:	Tuesday, Thursday 1:00-2:15 p.m.
MY OFFICE:	2810
OFFICE HOURS:	Tuesdays-Thursdays, 11:00-11:45 am; Mondays-Wednesdays 2:00-3:15 p.m.
CAMPUS PHONE:	920-832-2678
HOME PHONE:	920-830-6874
MAIN SWITCHBOARD:	920-832-2600 (messages only)
E-MAIL ADDRESS:	sleahy@uwc.edu
UWFOX WEB ADDRESS:	www.fox.uwc.edu
D2L WEB ADDRESS:	https://uwc.courses.wisconsin.edu/

TABLE OF CONTENTS and FREQUENTLY ASKED QUESTIONS:

- A. HOW DO I CONTACT MY PROFESSOR?**
- B. WHERE IS THE MANDATED INFORMATION ABOUT THIS CLASS?**
- C. HOW WILL MY FINAL GRADE BE CALCULATED?**
- D. WHAT SHOULD I DO IF I MISS CLASS WHEN A PAPER OR TEST IS DUE?**
- E. WHAT ARE THE PAPER ASSIGNMENTS FOR THE CLASS?**
- F. DO YOU HAVE ANY HINTS ON HOW TO WRITE MY PAPER?**
- G. HOW SHOULD I FORMAT MY PAPER?**
- H. CAN YOU GIVE ME AN EXAMPLE OF WHAT YOU MEAN BY ANALYSIS?**
- I. HOW IS CLASS PARTICIPATION GRADED?**
- J. WHAT DO WE DO DURING OPTIONAL IN-CLASS DISCUSSIONS?**
- K. WHAT WILL MY FIRST EXAMINATION BE LIKE?**
- L. WHAT WILL BE ON MY SECOND EXAMINATION? THIRD? FOURTH?**
- M. WHAT WILL MY FINAL EXAMINATION BE LIKE?**
- N. WHAT ARE YOU LOOKING FOR IN AN ESSAY QUESTION?**
- O. WHAT SHOULD I STUDY FOR MY EXAMINATION?**
- P. WHAT ARE WE DOING NEXT CLASS? NEXT WEEK?**
- Q. HAS CLASS BEEN CANCELED?**

- *Please note that this class involves adult subject matter.*
- *Like all history courses, it also requires critical thinking.*
- *Students are required to participate in class.*
- *Your instructor is not responsible for computer access and/or system availability.*
- *Students may not use technologically-related excuses if they have not completed the work within 60 minutes of the due time. In other words, waiting to the last minute is at your own risk. If you are playing "Internet Roulette," you accept the responsibility of not getting the work done due to computer problems.*

B. WHERE IS THE MANDATED INFORMATION ABOUT THIS CLASS?

TEACHING STRATEGIES:

In this course, successful students will 1) read class materials, 2) write two papers, 3) participate in class, and 4) pass five examinations. Lectures and the class readings are complementary. Neither is an adequate substitute for the other. Students are required to participate in class.

FOXPOL #8 ACADEMIC MISCONDUCT STATEMENT:

All suspected incidents of academic misconduct shall be handled using the UW System rules, Chapter 14. "Academic Misconduct" includes, but is not limited to, the following examples: "cheating on an examination, collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work, when a part or all of the paper or assignment is the work of another; tampering with the laboratory experiment or computer program of another student. (From UWS 14.30)." Further definition of "academic misconduct" can be found in UWS 14.03 UWS 14 is available to all students in the library; additionally all students received a copy of this policy during their orientation."

PLEASE NOTE THAT ALL WORK IS TO BE IN THE STUDENT'S OWN WORDS. YOU MAY NOT CLOSELY PARAPHRASE.

Course descriptors: SS = Social Sciences. ES = Ethnic Studies.

ASSESSMENT STATEMENT

A UW Colleges-wide assessment program has been put into place to enhance the quality and effectiveness of the curriculum, programs and services of the institution. The following areas of proficiency will be assessed because they are of primary importance in the education of our students: Analytical Skills, Quantitative Skills, Communication Skills, and the Aesthetic Engagement. The History Department has also determined a number of core proficiencies for students enrolled in selected survey classes. For more information, go to www.uwc.edu/resources/assess. As part of this assessment program, students in this class may be assessed on analytical skills, specifically, the ability to "analyze and evaluate arguments". This skill will satisfy the proficiency goals for both the UW-Colleges-wide program and the History Department. Your instructor will notify you if this class has been chosen for assessment.

C. HOW WILL MY FINAL GRADE BE CALCULATED?

Final course grades will be assigned based on the following criteria:

Examination One	10%
Examinations Two-Three-Four @15% each	45%
Paper One	10%
Paper Two	10%
Class Participation	15%
Final Examination	10%
	100%

Each item will be graded on a 4.0 scale. A=4, A-=3.67, B+=3.33, B=3, B-=2.67, C+=2.33, C=2, C-=1.67, D+=1.33, D=1, D-=.67, F=0. Exception: Second and subsequent F's will be averaged in as -1. Incomplete grades will be given only in the case of extreme personal crises or extreme family emergencies.

D. WHAT SHOULD I DO IF I MISS CLASS WHEN A PAPER OR TEST IS DUE?

YOU NEED AN EXCUSED ABSENCE TO MAKE-UP WORK!

ATTENDANCE POLICY: Attendance is strongly recommended. If you are having problems, please contact me **in advance** of class. Permission to make-up work will only be granted for **excused absences**. You must request an excused absence via email.

Please do not assume anything in dealing with absences.

TYPES OF EXCUSED ABSENCES:

1) Advance requests for excused absences.

Advance requests for excused absences are routinely granted.

2) Day of requests for excused absences.

If you notify me on the due date of an assignment or exam that you need an excused absence, 1) leave a message for me at home or at the university switchboard. 2) speak to me personally that day. Unless you are physically unable to do so, I will expect you to resolve the problem by the conclusion of the due date. In the case of a paper, I expect at least that you mail in the assignment. If you are having problems with the class web site, you must notify me that you are having problems at least one hour before the due time to get an extension.

3) After-the-fact requests for excused absences.

After-the-fact requests to make up work will be given only in the cases of documented extreme personal crises and/or documented extreme family emergencies.

E. WHAT ARE THE PAPER ASSIGNMENTS FOR THE CLASS?

Paper One: Read at least 100 pages of a book written before 1924. This book must be by an ethnic group person or about an ethnic group. Consult with your instructor if you are unsure, since you are responsible for choosing an acceptable book. (You may read 35 pages of poetry.) Please write a *two to three (2-3)* page paper explaining what this work says about minority groups or about how minority groups relate to America.

Paper Two: View an American film relating to American minorities produced between 1924 and 1967. Write a *two to three (2-3)* page paper explaining what this film consciously and/or unconsciously says about an American minority group or groups. Consult www.imdb.com for the date of production if you are not sure. If you are not sure if your film is acceptable, please consult with the instructor.

The paper must be typewritten according to the directions below. **Please do not cut and paste your paper or closely paraphrase Internet or other web sites. According to one administrator, I file more charges against students for Academic Misconduct than *his entire campus combined*. As a general statement of policy, I seek a sanction of F in the course and removal from the course for any student that plagiarizes.**

By the way, people do not write their web sites to answer my questions. So it is folly to even look at a web site as you write this paper. This is not a research paper.

F. DO YOU HAVE ANY HINTS ON HOW TO WRITE MY PAPER?

Write the paper in present tense. Summarize the work in the first paragraph. Place your thesis statement at the end of the first paragraph.

Rubric:

A papers will argue a well-developed point supported with evidence. Description complements the analysis. May have minor writing flaws if any.
B papers will offer a thesis but not develop it. Or the thesis will be a generalized statement devoid of an argument. (Hint: If no one could disagree with your thesis, that is a sign that it is most likely not good.) Often the thesis and the body of the paper will not relate. The paper more describes rather than analyzes. There may be a spelling error indicating a poorly proofread paper. The paper is organized on a chronological basis for no apparent reason.
C papers will not offer a thesis or will offer a trivial thesis. There may be a spelling error or two. The paper is descriptive. The paper represents a minimal attempt to fulfill directions.
D papers will show only a tangential attempt to complete the paper. Directions may or may not be followed. There may be two spelling errors. There are multiple writing errors indicative of a lack of care about the assignment or a hurried paper. The paper shows little understanding of the subject.
F papers will use an inappropriate subject or be of an inappropriate length. Writing errors may pervade the work. The work defines careless presentation. The paper frequently abandons the subject matter if it deigns to discuss it at all or is incoherent. The paper may be handwritten. The paper has no merit.

Write in third person. Avoid overstatements. Remember that your evidence must prove your thesis. Do not comment on subjects outside of the assignment. Do not use first person. Do not use second person. Avoid passive voice. Do not use contractions. Feel free to ask your instructor to proofread your paper; however, you must give me 24 hours notice. Email submissions are fine.

G. HOW SHOULD I FORMAT MY PAPER?

Type your paper using a font size of 10 or 12 point type. Use 1 inch margins. Use white paper. No cover pages or “plastic cover sheets.” You are responsible for your own stapling.

This assignment is a formal paper. Therefore, please write in third person. Do not use contractions, abbreviations, or slang. The directions give a specific range for paper length. That range is **absolute**. Failure to follow assignment directions or other directions will lead to a poor paper grade, including the possibility of a failure (F grade).

H. CAN YOU GIVE ME AN EXAMPLE OF WHAT YOU MEAN BY ANALYSIS?

An example of analysis of a sequence from the film *Dumbo*:

The film *Dumbo* portrayed African-Americans as less than human. During a pouring rainstorm, the elephants help the humans put up the circus tents. None of the major human characters assist in the labor. Instead, faceless behemoths with dark skins work with the animals. They sing a drab, African-American style work song about the necessity to do hard work in the worst conditions. After the song finished, the faceless people do not appear again in the film. The film *Dumbo* implies that African-Americans have to accept minor, menial roles in 1940s-era America. Society reserves more prominent positions for European-Americans, or in the case of the film, animals.

I. HOW IS CLASS PARTICIPATION GRADED?

Readiness: Any student 1) who is present in their seat at the beginning of class (as the second hand strikes the hour) or 2) observing religious holidays in accord with the Policies on Accommodating Students' Religious Beliefs or Military Service or 3) with a recognized disability accommodation will receive one point toward their class participation grade. The class computer clock is the official clock.

Online Discussion: Discussion forums will be created for essay questions and on other appropriate occasions. Each discussion forum will be worth 7 points. Students will earn points for their initial comments and for their replies to other students. The replies will be graded on the same rubric, except one extra point will be given to all scores above zero. All online discussions are due 18 hours before the next examination. You may post to the discussion after the due time, but you will not receive credit. Students earn the grade of their best posting. You may post as many comments as you wish.

Hint for replies: Tell your classmates what you liked and what can be improved. Be as specific as possible. I think little of postings which offer only praise. **All postings can be improved.** *Suggest those improvements.* I would prefer that you write “1 point” rather than just offer ill-founded praise. You may post as many as you like.

Rubric:

3 points	States an opinion supported by specific evidence.
2 points	States an unfocused opinion, lists facts, or states an opinion without supporting evidence
1 point	Minimal participation or “1 point” message.
0 points	Does not participate or "participates by listening" or off-topic participation or generalized statements

At the end of the semester, all discussion points will be added together and curved.

J. WHAT DO WE DO DURING OPTIONAL IN-CLASS DISCUSSIONS?

Students are highly encouraged to post comments to discussions before the in-class discussion meeting. On that day, students will discuss the essay questions for the next examination. Students who consent to having the class critique their postings will receive all of the points for the discussion. They will be exempted from making further participation for that discussion.

K. WHAT WILL MY FIRST EXAMINATION BE LIKE?

All unit test terms and questions will come from the study guide. Your final grade will be calculated using your letter grade, not your number of points. Your first examination will be broken into three sections.

SECTION 1: Chronologies: (3 points each; this set is worth 3 points; five sets on each examination.)

Place these events in chronological order:

Colombian Exchange	<u>1</u>
Pequot War	<u>2</u>
King Philip's War	<u>3</u>

This sample chronology will appear verbatim on your first exam.

SECTION 2:

Terms: (5 points each; 50 points total)

For terms, you will be expected to: (5 points each)

Identify and give the significance of the following term(s):

(Ten terms from the study guide.)

SECTION 3: Mandatory Essay: (35 points)

You will receive one question in advance from the study guide. Write an essay in response.

All examinations will be graded on an examination specific curve.

SECTION 4: Mandatory Essay (35 points)

You will receive one question in advance from the study guide. Write an essay in response.

L. WHAT WILL BE ON MY SECOND EXAMINATION? THIRD? FOURTH?

These examinations will be like your first examinations with the following exceptions:

There will be five chronologies instead of two.

There will still be ten terms.

Section 4 will present a choice of three essays and students will choose one.

M. WHAT WILL MY FINAL EXAMINATION BE LIKE?

Your final examination will contain 50 matching and 50 multiple choice questions.

SECTION I. Matching (1 point each)

Examine the two columns of five terms each. Match the term on the left with the most appropriate term on the right. Some terms can be used more than once or not at all.

1. Led to Trail of Tears	A. Removal Act
2. Created allotments for Native Americans	B. Dawes Severalty Act
3. Re-established reservations	C. Indian Reorganization Act
4. Required equal public accommodations	D. Civil Rights Act of 1964
5. Passed during the Jackson Administration	E. Voting Rights Act of 1965

SECTION II. Multiple Choice (1 point each)

Place the letter of the answer that best completes each sentence.

51. Founded the Tuskegee Institute

- | | |
|-------------------------|-----------------------|
| A. Booker T. Washington | B. Marcus Garvey |
| C. W. E. B. Du Bois | D. Martin Luther King |

These six questions will appear verbatim on your final examination!

N. WHAT ARE YOU LOOKING FOR IN AN ESSAY QUESTION?

These criteria are taken from Advanced Placement examinations. This is a nationally recognized test for credit program. These criteria are based on what is expected from a first-year college student.

34-35 points

- Contains a clear and well-developed thesis that addresses the question
- Supports the thesis with relevant information
- Presents sophisticated response that understands the complexity of question
- Analyzes as well as describes
- May contain minor errors

A minor error may be writing Theodore Roosevelt rather than Franklin D. Roosevelt.

23-25 points (**A students will write at the 23 point level or higher**)

- Contains a thesis statement
- Contains some relevant information
- May not reflect the complexity of the question
- Offers limited analysis; is mostly descriptive
- May contain errors

An error might be mentioning television in a question about the 1920s.

17-20 points

- Lacks a thesis or simply restates the question, or contains a confused or unfocused thesis
- Presents limited, superficial, or irrelevant information; contains mostly generalities
- May contain major errors

Arguing that the United States caused World War I would be a major error.

13-16 points

- May merely paraphrase the question
- Exhibits little understanding of the question

10-12 points

- Off topic information or a statement of ignorance

O. WHAT SHOULD I STUDY FOR MY EXAMINATION?

Examination One Study Guide

Essay Questions:

1. Compare and contrast how European settlers viewed Native Americans and African American slaves.
2. Based on Dinnerstein chapters one and two, to what extent did the United States become an egalitarian society from 1776 to 1840.

Chapter One Terms

Colombian exchange	Smallpox	Powhatan Confederacy
Pequot War	King Philip's War	South Carolina
Indentured servitude	Chattel slavery	Stono Rebellion
Moravian Brotherhood	Scots-Irish	Iroquois Confederacy

Chapter Two Terms

<i>Treaty of Greenville</i>	Peace medals	Cherokees
Red Stick faction	Andrew Jackson	John Ross
<i>Cherokee Cases</i>	Seminoles	Trail of Tears
Cotton gin	Liberia	Nat Turner revolt
Slave family	Slave culture	Slave Codes

Examination Two Study Guide

Essay Questions:

1. Compare and contrast the Irish experience in America with that of African Americans.
2. Compare and contrast the Catholic and Jewish experiences in America from 1840 to 1920.
3. To what extent were minority groups assimilated from 1840 to 1920 into American culture?
4. Based on Dinnerstein chapters three to five, what impact did the industrialization of the American economy have on minority groups?
5. To what degree did American foreign policy from 1800 to 1900 represent a change or continuity with American policies toward domestic minority groups?
6. What impact, if any, did the Civil War have on American minority groups?
7. Based on Dinnerstein chapters three to five, to what extent and why did American policies toward Native Americans change from 1776 to 1920?

Chapter Three Terms

Alien & Sedition Acts	Tenskwatawa	Tecumseh
War of 1812	Black Hawk War	Free blacks
Internal improvements	Lowell, Massachusetts	Frederick Douglass
Mormons	Manifest Destiny	Mexican American War

Chapter Four Terms

German immigration	B'nai B'rith	Potato famine
Uncle Tom's Cabin	Dred Scott Case	Freedman's Bureau
Sharecropping	Maria Monk	John Hughes
Know Nothings	Sojourner Truth	KKK

Chapter Five Terms

Chicago	New York City	Hate strikes
Great Migration	Exodusters	W.E.B. DuBois
Spanish American War	Philippine Insurrection	Puerto Rico

Examination Three Study Guide: Essay Questions:

1. To what extent had Native Americans assimilated into society by 1940?
2. To what degree did African American thought and culture reflect the slave experience?
3. To what extent did the lives of African Americans change after the abolition of slavery to 1940?
4. To what extent did capitalism affect the lives of immigrants and subjects of the American Empire?
5. To what extent did religion influence the lives of immigrants from 1900 to 1940?
6. Compare and contrast the Chinese and Japanese experience in the United States to 1940.
7. To what extent did Social Darwinism influence American policy toward minority groups?

Chapter Six Terms

Padrones	Child labor	Harlem Renaissance
American Federation of Labor	Hull House	<i>Chicago Defender</i>
Polish National Alliance	Henry Ford American School	Machine politics
Triangle Shirtwaist Fire	Marcus Garvey	Yiddish Theater
Polish National Catholic Church		

Chapter Seven Terms

<i>Treaty of Guadalupe-Hidalgo</i>	California	Foreign Miner's Tax
<i>Burlingame Treaty</i>	<i>Fort Laramie Treaty</i>	Chief Joseph
Ghost Dancers	Carlisle Institute	Dawes Severalty Act
Brigham Young	<i>Los Gorras Blancas</i>	Picture Brides
Chinese Exclusion Act	<i>Mutualista</i>	

Chapter Eight Terms

Social Darwinism	<i>Plessey v. Ferguson</i>	NAACP
Booker T. Washington	JACL	Robert Johnson
Lynching	Prohibition	Sacco and Vanzetti
Indian Reorganization Act	Gentleman's Agreement	Commonwealth Act
World War I	National Origins Act	2 nd KKK

Examination Four Study Guide: Essay Questions

1. To what extent did the United States become a more egalitarian society from 1941 to 1945?
2. What impact, if any, did the Cold War have on American minority groups?
3. Evaluate the effectiveness of African American advocacy groups from 1945 to 1968.
4. What was the impact of the Immigration Act of 1965 on American society?
5. To what extent has the United States become a more egalitarian society from 1965 to the present?
6. Compare and contrast the Hispanic and African American experiences from 1980 to the present.
7. Evaluate the effectiveness of Asian American advocacy groups from 1945 to the present.

Chapter Nine Terms

World War II	New South	Sun Belt
Displaced Persons	McCarran-Walter Act	Immigration Act of 1965
Model Cities Program	XO #9981	Cold War
Zoot Suit Riots	XO #9066	Braceros

Chapter Ten Terms

Cesar Chavez	CORE	AIM
<i>Brown Decisions</i>	Martin Luther King Jr.	SNCC
Civil Rights Act of 1964	Voting Rights Act of 1965	Indian Self-Determination Act
<i>Jones v. Mayer Co.</i>	Malcolm X	Black Panthers
Affirmative Action	White Ethnics	

Chapter Eleven Terms

Refugee Act of 1980	Marielitos	Simpson-Rodino Act
September 11, 2001	Hmong	Boat People
Patriot Act	<i>Panama Canal Treaty</i>	Proposition 187
Rodney King Riots	"Culture Wars"	<i>California v. Bakke</i>

P. WHAT ARE WE DOING NEXT CLASS? NEXT WEEK?

TOPICAL OUTLINE: HIS 278 History of Minorities in America

January 24, 2006	Orientation; Syllabus
January 26, 2006	Introduction to History; Thesis Statements
January 31, 2006	Dinnerstein Chapter 1
February 2, 2006	Dinnerstein Chapter 1
February 3, 2006	<i>Last Day to Add Classes</i>
February 7, 2006	Dinnerstein Chapter 2
February 9, 2006	Discussion
February 14, 2006	Examination One
February 16, 2006	Dinnerstein Chapter 3
February 21, 2006	Dinnerstein Chapter 3
February 23, 2006	Dinnerstein Chapter 4
February 28, 2006	Dinnerstein Chapter 4
March 2, 2006	Dinnerstein Chapter 5
March 7, 2006	Discussion
March 9, 2006	Examination Two
March 14, 2006	Dinnerstein Chapter 6
March 16, 2006	Dinnerstein Chapter 6
March 21, 2006	Paper One Due; Dinnerstein Chapter 7
March 23, 2006	Dinnerstein Chapter 7
March 28, 2006	<i>No class: Spring Break</i>
March 30, 2006	<i>No class: Spring Break</i>
April 4, 2006	Dinnerstein Chapter 8
April 6, 2006	Discussion
April 7, 2006	<i>Last Day to Withdraw from Classes</i>
April 11, 2006	Examination Three
April 13, 2006	Dinnerstein Chapter 9
April 18, 2006	Dinnerstein Chapter 9
April 20, 2006	Paper Two Due; Dinnerstein Chapter 10
April 25, 2006	Dinnerstein Chapter 10
April 27, 2006	Dinnerstein Chapter 11
May 2, 2005	Discussion
May 4, 2005	Examination Four
May 9, 2005	SNOW DAY

Final Examination: (18-2): May 18, 2006 at 11:00 a.m.

Please plan on attending the Final Examination and taking the Final Examination during the Final Examination time.

Q. HAS CLASS BEEN CANCELED?

Weather-related Class Cancellation

DO NOT call the university. Class cancellations are announced on radio and television. Radio: WAPL (105.7 FM), WHBY (1150 AM), WROE (94.3 FM), WKFX (104.9 FM), WUSW (96 FM), WOSH (1490 AM), WOZZ (93.5 FM). Television: WBAY (Channel 2), WFRV (Channel 5), WLUK (Channel 11).

NOTE: If you have cable, the channel numbers may vary.