

HIST - 3317 - Making of Ethnic America

3e. UH Core - Revising Existing Course to add to Core or Revise Existing Core Course and remain in Core (UGRD only)

1. Course Ownership/Implementation/Justification

Department* **History**

Required
Approval Steps*

- Undergraduate Studies Department Committee Review
- Undergraduate Studies Department Chair/Program Director
- Undergraduate Studies College Curriculum Committee

Will the course be
cross-listed with
another area?*

- Yes
- No

If yes, has an
agreement with
department(s)
been reached?

- Yes
- No

Department(s)
and Course(s)
that will be cross-
listed with this
course

Catalog year of
implementation*

- 2016 - 2017
- 2017 - 2018

Term(s) Course
will be TYPICALLY
Offered:*

- Fall (including all sessions within term)
- Spring (including Winter Mini all sessions within term)
- Summer (including Summer Mini and all sessions within term)
- Contact Your Academic Advisor

Justification(s)
for
Adding/Revising
Course for Core*

1k. Other (use field below)

State the rationale

for creating this new Core course or revising the existing Core course:*

Meets Texas Education Code Ch. 51 - Subchapter F
Sec. 51.302. AMERICAN OR TEXAS HISTORY.(b) Except as provided by Subsection (c), a college or university receiving state support or state aid from public funds may not grant a baccalaureate degree or a lesser degree or academic certificate to any person unless the person has credit for six semester hours or its equivalent in American History.

Justification - if "other" selected above:

Course met former American History core requirement under old system. Adding to core to align with State-wide and University initiatives.

2. Course Catalog Information

Instructional Area/ Course Prefix* HIST

Course Number* 3317

Long Course Title* Making of Ethnic America

Short Course Title (30 character limit)* Making of Ethnic America

Instruction Type* Lecture ONLY

Lecture* 3

Lab* 0

Course Credit Level* Junior

Grade Option* Letter (A, B, C.....)

Can this course be repeated for credit?* Yes No

If Yes, how often and/or under what conditions may the course be repeated?

Maximum number of credit hours required of this course in degree plan* 3.0

Number of course completions (attempts) allowed* 3

Are multiple enrollments allowed for course within a session or term?* Yes No

CIP Code* 05.0200.0001

Requisite Checks in PeopleSoft (functionality within PeopleSoft)* Need to adjust requisite checks already in place - Begin enforcement Fall
 Need to adjust requisite checks already in place - Begin enforcement Spring
 Need to create requisite checks for course - Begin enforcement Fall
 Need to create requisite checks for course - Begin enforcement Spring
 No adjustment required - requisites not being changed
 No requisite check desired for course at this time

Prerequisite(s):* ENGL 1304; junior standing or consent of instructor.

Corequisite(s)

Course Description* History from a multicultural perspective of the ethnic communities and their contributions to American culture.

Course Notes

3. Authorized Degree Program(s)/Impact Study

Is this a required course for any program (degree, certificate, or minor)?* Yes - enter additional information in field below No

If yes, for which program(s)?

Does this change cause a change in any program?* Yes - attach copy of program plan No

If yes, to which program(s)?

Does this change force changes in prerequisites for other courses?* Yes - enter additional information in field below No

If yes, which course(s) and is a proposal being submitted to reflect the change?

Impact Report*

U.S. Ethnic Studies Minor
 Women's, Gender & Sexuality Studies. B.A.

4. Core Curriculum Information

Learning Outcomes*

1. Students will demonstrate that ideas about race and ethnicity both shaped and were shaped by the making of a U.S. empire and a liberal nation-state.
2. Students will gain an understanding of how race shaped social hierarchies and helped define citizenship in the U.S., how race and ethnicity have brought individuals together and kept them apart, how racial classifications shifted over time, and finally you will learn about the long struggles for equality and belonging that have animated ethnic communities in the nineteenth and twentieth century.
3. Students will be studying history from numerous points of view, critically reading through various types of evidence to reconstruct the past.

Foundational Component Area for which the course is being proposed (select one)*

American History

Component Area Option (optional)

None Selected

UH Core: Single or Double Category Listing

- List course in BOTH the Foundational Component Area and the Component Area Option categories
- List course in ONLY the Component Area Option category

Core Objectives addressed by the course*

Communication Skills

Critical Thinking

Personal Responsibility

Social Responsibility**Critical Thinking,
if applicable**

Students will demonstrate critical thinking skills by writing a 1,500-2,000 word essay on a May 2014, article by Ta-Nehisi Coates about race and politics that links today's United States with an earlier 20th-century past. Describe Coates's argument and apply his method to one (1) U.S. current event that also concerns the connections between race and citizenship (i.e., immigration debates; the Trayvon Martin case; protests in Ferguson, Missouri). You will use a historical moment(s) that we have studied—at any point in the semester—and describe the history behind your chosen current event. This will require a small amount of research into contemporary news stories; you will limit your research to major news outlets.

**Communication
Skills, if
applicable**

The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.

**Empirical &
Quantitative
Skills, if
applicable****Teamwork, if
applicable**

**Social
Responsibility, if
applicable**

The same assignment will demonstrate social responsibility by requiring students to engage various social and ethnic groups in their analysis.

**Personal
Responsibility, if
applicable**

The same assignment will demonstrate personal responsibility by requiring students to engage various social and ethnic groups in their analysis.

**Will the syllabus
vary across
multiple section
of the course?***

- Yes
- No

**If yes, list the
assignments that
will be constant
across sections**

5. Supporting Documentation

- Type of Attachments***
- Course Syllabus
 - Degree Plan
 - Memo
 - Other Document(s)

"Other" documents:

6. Additional Information Regarding This Proposal

Contact person for questions about proposal:* Ramos, Raul - raramos@uh.edu

Comments:

History 3317: The Making of Ethnic America

University of Houston

Tuesday/Thursday 10:00-11:30, Agnes Arnold Hall 2

Section 20625

Fall 2014

Professor Mark Allan Goldberg
Office: 545 Agnes Arnold Hall
Email: magoldberg@uh.edu
Office Phone: (713) 743-3091
Office Hours: Thursdays, 1-3,
or by appointment



Course Overview:

This course will explore the history of race and ethnicity in the U.S. from a multicultural perspective. We will begin by examining U.S. independence and by following various migrations streams in the early nineteenth century, and we will track how immigrants from Latin America, East Asia, Western and Eastern Europe, and the Middle East built their new lives in the nineteenth- and twentieth-century U.S. Recent arrivals found themselves amidst a rapidly changing political and social landscape, which shaped and reshaped ideas about race and social belonging in the U.S. Race is a set of categories based on supposed biological traits and used to differentiate social groups and organize them into a hierarchy. Race, then, is historically specific, meaning that certain racial ideologies emerge in certain historical contexts. We will explore how politics and popular culture have been sites of race making and of community formation, cultural production, and resistance. We will quickly see that even though many Americans describe race in black-and-white terms, the history of race and ethnicity in the U.S. is much more complicated.



Course Objectives:

This class follows the premise that race is a social creation and a historical process; its meanings, therefore, have changed over time. Our readings and discussions will demonstrate that ideas about race and ethnicity both shaped and were shaped by the making of a U.S. empire and a liberal nation-state. You will leave this course with a deeper understanding of how race shaped social hierarchies and helped define citizenship in the U.S., how race and ethnicity have brought individuals together and kept them apart, how racial classifications shifted over time, and finally you will learn about the long struggles for equality and belonging that have animated ethnic communities in the nineteenth and twentieth century.

We will be studying history from numerous points of view, critically reading through various types of evidence to reconstruct the past. Throughout the semester, we will explore history from multiple perspectives, analyze historical evidence, craft historical arguments, and learn to write clearly and concisely. These skills will help you in any field, and they will help us understand what it meant to be powerful and marginalized in a complex world with a multitude of human experiences.

Required readings:

The following books can be purchased at the University Bookstore. I will place them on reserve at Anderson Library.

- Ronald Takaki, *A Different Mirror: A History of Multicultural America*, revised edition (New York: Back Bay Books, 2008)
- Evelio Grillo, *Black Cuban, Black American: A Memoir* (Houston: Arte Público Press, 2000)
- Selected readings on the course’s Blackboard Learn site

Some days, there will be readings that cannot be found in the books, and they will be available on *Blackboard Learn*. You are not required to print those readings. However, if you do not print them, please make sure to bring notes on them or bring your laptop with electronic copies so that you can discuss them in class.

Grades:

Midterm Exam	(20%)	Due Tuesday, Oct. 7
Reflection paper	(15%)	Due Tuesday, Nov. 4
<i>Black Cuban, Black American</i> paper	(20%)	Due Tuesday, Nov. 25
Final paper	(25%)	Due Friday, Dec. 12, by 5:00pm
Class participation	(20%)	Based on regular attendance and participation in class

Assignments:

All papers must be double-spaced with standard one-inch margins.

Midterm Exam (20%)

The midterm exam will test you on the material covered in the first half of the course. It will be a take-home exam combining primary-source analysis and essay questions. I will hand it out one week before it is due. You will turn in an electronic copy through the Turnitin link on the course’s Blackboard site. The midterm will be due at the beginning of class on Tuesday, Oct. 7.

Reflection paper (15%)

This paper explores human bodies not only as physical entities, but also as sites of meaning, control, and cultural transmission. In 750-to-1,000 words, you will reflect on the connections between the human body and identity. You have two options for this paper: (1) describe a time when you or someone you know felt excluded or discriminated against based on the way

you/they carried yourself/themselves; or (2) describe how, at any point in your life, you or someone you know has constructed your/their own body, meaning how you/they have presented your/their own identity through the way you/they dressed, the activities you/they engaged in, the things you/they ate, the way you/they carried yourself/themselves, etc. You will turn in an electronic copy through the Turnitin link on the course's Blackboard site. This paper is due at the beginning of class on Tuesday, Nov. 4.

Black Cuban, Black American paper (20%):

In the introduction to *Black Cuban, Black American*, the author describes Evelio Grillo's story as a "journey from Afro-Cubanness to African Americanness" (p. viii). In 1,000-to-1,250 pages, write an essay that argues whether you agree or disagree with this statement. The focus of this paper will be on Evelio Grillo's memoir, but you must use other course materials to back up your argument. We will discuss this paper more in depth later in the semester. You will turn in an electronic copy through the Turnitin link on the course's Blackboard site. This paper is due at the beginning of class on Tuesday, Nov. 25.

Final paper (25%):

The past never stays in the past. In May 2014, writer Ta-Nehisi Coates published an article about race and politics that links today's United States with an earlier 20th-century past. In 1,500-to-2,000 words, describe Coates's argument and apply his method to **one (1)** U.S. current event that also concerns the connections between race and citizenship (i.e., immigration debates; the Trayvon Martin case; protests in Ferguson, Missouri). You will use a historical moment(s) that we have studied—at any point in the semester—and describe the history behind your chosen current event. This will require a small amount of research into contemporary news stories; you will limit your research to major news outlets. We will discuss this paper more in depth later in the semester. You will turn in an electronic copy through the Turnitin link on the course's Blackboard site. This paper is due by 5:00pm, Friday, Dec. 12.

Class participation (20%):

The study of history is a conversation among scholars. This course will work best with the completion of weekly readings and active participation in class. We will often be discussing sensitive issues, so please be respectful of your classmates during our conversations. We can all learn something from one another. Attendance is not mandatory, but you must be in class to participate and earn marks for your participation grade. Other than contributing to class discussion, active and regular participation will help you learn the course material and prepare for your exam and papers. Some days I will require you to email me a discussion question before we meet in class. This will count towards your participation grade.

Accessibility:

The Center for Students with DisABILITIES (CSD) office provides accommodations and support services to students who have any type of temporary or permanent disability. To request accommodations in class, you must first register with the Center and then provide your instructors with the proper documentation. Please call the CSD at (713) 743-5400 for more assistance.

Academic Honesty:

Please be aware of the University's Academic Honesty Policy, which will be enforced in this class. All cases of cheating (in any form) on exams, papers, or quizzes will be dealt with according to the official policies set forth by the University of Houston, and may result in expulsion from the university. You may view the university policy and procedures online at <http://www.uh.edu/academics/catalog/policies/academ-reg/academic-honesty/index.php>.

One Final Note: My office hours are on Thursdays from 1-3. If you have a schedule conflict during my office hours, I am happy to schedule an appointment with you to meet at a different time. Please feel free to stop by to ask me any questions you may have from lectures, discussions, readings, or assignments, or even if you just want to talk about history. **The best way to reach me is by my regular email.** Please let me know if you have any concerns or if you are having any problems with the course. I hope to make this course instructive, and I am committed to your success in class.

Calendar and Assignments

Reading assignments are to be completed by class time on the day under which they are listed.
The readings that can be found on Blackboard will be designated with a (BB). This schedule is subject to change.

Week One:

Tues., Aug. 26: Introduction

Thurs., Aug. 28: Race and American History

Reading: Takaki, *Different Mirror*, 3-20
Ta-Nehisi Coates, "What We Mean When We Say 'Race Is a Social Construct'" *The Atlantic*, May 15, 2013 (BB)

Building the Racial Nation

Week Two:

Tues., Sept. 2: Empire of Liberty

Reading: Takaki, *Different Mirror*, 62-71
Thomas Jefferson, "Notes on the State of Virginia," pp. 148-155 (BB)
Primary source, maps

Thurs., Sept. 4: Exiles from Ireland

Reading: Takaki, *Different Mirror*, 131-154

Week Three:

Tues., Sept. 9: Removal

Reading: Takaki, *Different Mirror*, 75-82, 87-91
Andrew Jackson, Annual Messages to Congress, 1830 and 1835 (BB)
Army Correspondence about the Choctaw Removal, 1834 (BB)
Blackhawk, from *Life of Ma-Ka-Tai-Me-She-Kia-Kiak or Black Hawk, Dictated by Himself*, 1833 (BB)

Thurs., Sept. 11: Rise of the Cotton Kingdom

Reading: Takaki, *Different Mirror*, 98-118
Nat Turner, Confession, 1831 (BB)

Week Four:

Tues., Sept. 16: “Foreigners in Their Native Land”

Reading: Takaki, *Different Mirror*, 155-176

Thurs., Sept. 18: The Rush

Reading: Takaki, *Different Mirror*, 177-191
Primary source, visual art and photography

Week Five:

Tues., Sept. 23: Building an Overseas Empire

Reading: Takaki, *Different Mirror*, 232-261
Senator Albert Beveridge Champions Philippine Colonization, 1900, in *Major Problems in Asian American History*, 139-141. (BB)
Theodore Roosevelt Justifies Philippine Colonization on the Basis of America’s History of Westward Expansion, 1900, in *Major Problems in Asian American History*, 142-146. (BB)

Thurs., Sept. 25: NO CLASS—Read for Tuesday’s class
*****NOTE: The reading load for the following week is light, while the reading load for Week 7 is heavy. This is a great time to get ahead.*****

Week Six:

Tues., Sept. 30: Manliness and Civilization

NOTE: Midterm exam handed out at the end of class

Reading: Takaki, *Different Mirror*, 91-97
Primary source, visual art, *American Progress*

Thurs., Oct. 2: NO CLASS—work on exam

Migrations and Settlement

Week Seven:

Tues., Oct. 7: Making Community

*****DUE: Midterm Exam*****

Reading: Takaki, *Different Mirror*, 191-205 (more readings listed on top of next pg)

Dora Yum Kim Recalls Growing Up Korean American in Chinatown (1920s, 1930s, and 1940s), in *Major Problems in Asian American History*, 255-258. (BB)

San Francisco Japantown, 1942, in *Major Problems in Asian American History*, 268. (BB)

Thurs., Oct. 9: Great Migrations

Reading: Takaki, *Different Mirror*, 262-318

Week Eight:

Tues., Oct. 14: Middle Eastern Migrations

Reading: Alixa Naff, "Arabs in America: A Historical Overview," in Sameer Y. Abraham and Nabeel Abraham, *Arabs in the New World: Studies on Arab-American Communities* (Detroit: Wayne State University, 1983), 8-29. (BB)

Thurs., Oct. 16: Becoming White

Reading: Eric L. Goldstein, "Contesting the Categories: Jews and Government Racial Classification in the United States," *Jewish History* 19, no. 1 (2005): 79-107. (BB)
Sarah Gualtieri, "Becoming 'White': Race, Religion and the Foundations of Syrian/Lebanese Ethnicity in the United States," *Journal of American Ethnic History* 20, no. 4 (Summer 2001): 29-58. (BB)

Half of the class will read the Goldstein article, and half of the class will read the Gualtieri article.

Week Nine:

Tues., Oct. 21: Making Music in the City

Reading: Takaki, *Different Mirror*, 318-335

Citizenship and Identity

Thurs., Oct. 23: Race and World War

Reading: Takaki, *Different Mirror*, 339-358
Los Angeles Times Appeals for an End to the Zoot Suit Wars, 1943, in *Major Problems in Mexican American History*, 307-308. (BB)

The Citizens' Committee for the Defense of Mexican American Youth Reports on the Sleepy Lagoon Case, 1943, in *Major Problems in Mexican American History*, 309-311. (BB)

Week Ten:

Tues., Oct. 28: The 1950s

Reading: Takaki, *Different Mirror*, 359-382
Novelist James Michener Portrays Romance Between Japanese Women and White Soldiers in *Sayonara*, 1953, in *Major Problems in Asian American History*, 321-324. (BB)
A Hollywood Poster Sells Interracial Love and the Exoticism of Japan in the Film *Sayonara*, 1957, in *Major Problems in Asian American History*, p. 325. (BB)

Thurs., Oct. 30: *A Class Apart* (film)

Reading: Takaki, *Different Mirror*, 383-404

Week Eleven:

Tues., Nov. 4: Music and Social Movements
*****DUE: Reflection paper*****

Reading: Takaki, *Different Mirror*, 411-418
Primary source, music (BB)

Thurs., Nov. 6: Negotiating Racial, Sexual, and Gender Politics

Reading: Horacio Roque Ramirez, "That's My Place: Negotiating Racial, Sexual and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983," *Journal of the History of Sexuality* 12, no. 2 (April 2003): 224-258. (BB)
Professor Dana Takagi Notes How Sexuality Complicates Definitions of "Asian America," in *Major Problems in Asian American History*, 430-434. (BB)

Week Twelve:

Tues., Nov. 11: "Ronald Reagan Era"

NOTE: Start reading Grillo, *Black Cuban, Black American*.

Reading: Grillo, *Black Cuban, Black American*
Takaki, *Different Mirror*, 405-411, 418-426
Primary source, music (BB)

Thurs., Nov. 13: **Afro-Latin@s I**
Reading: Grillo, *Black Cuban, Black American*

Week Thirteen:
Tues., Nov. 18: **Afro-Latin@s II**
Reading: Grillo, *Black Cuban, Black American*

Thurs., Nov. 20: **Discussion of Grillo, *Black Cuban, Black American***
Reading: Grillo, *Black Cuban, Black American*

Week Fourteen:
Tues., Nov. 25: **Latin@ Jews**
 *****DUE: Black American, Black Cuban paper*****

Reading: NO READING

Thurs., Nov. 27: **NO CLASS—Thanksgiving**

Week Fifteen:
Tues., Dec. 2: **Immigration: Past and Present**

Reading: Takaki, *Different Mirror*, 426-439
 Daniel J. Tichenor, “Strange Bedfellows: The Politics and Pathologies of Immigration Reform,” and “Commentary,” *Labor* 5, no. 2 (June 2008): 39-64. (BB)

Thurs., Dec. 4: **Wrap Up**
Reading: Ta-Nehisi Coates, “The Case for Reparations” *The Atlantic*, May 21, 2014 (BB)

Fri., Dec. 12: **DUE: Final paper by 5:00pm via Turnitin**