

ETHNICITY AND DIVERSITY IN THE MODERN WORLD

Marywood University

HIST 105-03, Fall 2018



Socio-historical analysis of racial, ethnic, and other diverse groups, with special emphasis on American ethnic group members and their origins.

Basic Information

Instructor

Dr. Jonathan W. Wilson

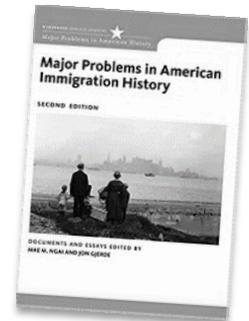
Office Hours

Class Meetings

Online Content

Required Book

- Mae Ngai and Jon Gjerde, *Major Problems in American Immigration History*, 2nd edition (ISBN 9780547149073)



What the Course Is About

This semester, we will examine American history through the lens of social and cultural diversity, asking how different groups of people have emerged in the United States, struggled to define themselves, faced hostility and other kinds of threats, and interacted with other groups in ways that have changed the country as a whole. Questions about who belongs or deserves to hold power in the United States—who can really claim to be an American—have dogged us throughout the nation's history. Often, these questions have manifested themselves in spectacular oppression and violence. Throughout that time, as well, ordinary people have found meaning in their

relationships with different communities and cultures. This is a story about powerful outside forces but also countless choices made by real human beings. It is a story about how hard it is to be free and equal—and thus about how profoundly the United States has been shaped by conflict. Perhaps it is also a story about the sources of hope.

The most important goal of this course is personal. By studying the ideas and struggles of people who lived in the past, you will find new ways to understand life in the world today. In practical terms, this process will involve three main factors, which are addressed by the main components of the coursework:

- *Information: Lectures and secondary source readings.* You will examine the historical experiences of several communities and social groups in the United States, and you also will see a concise overview of U.S. history as a whole.
- *Reflection: Primary source readings and homework.* You will train yourself to think analytically and critically about society and politics.
- *Communication: Homework, class discussions, and exams.* You will improve your reading, writing, and speaking skills through regular practice.

What You Should Learn

At the end of the semester, successful students will be able to:

- Describe, compare, and discuss the development of several modern American *communities* and *identities*;
- Identify, describe, and explain *challenges* that those American communities and identities have faced in the past, as well as ways they have met those challenges;
- Analyze the causes and effects of major *conflicts* throughout U.S. history (including political controversies, acts of violence, and legal and social exclusions) related to ethnic and other identity;
- Discuss *relationships* between these topics and our contemporary world, while demonstrating basic skills of *historical empathy*, seeking to understand past people's likely mindsets and experiences; and
- Use *primary sources* to propose and justify original conclusions about the past.

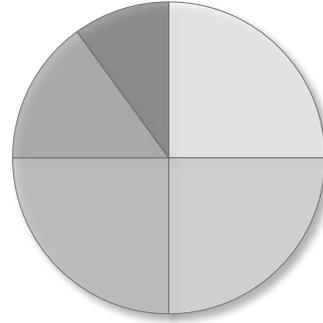
How the Course Works

The course is designed to mix lectures, reading, and class discussion. On Thursdays, you will come to class prepared to discuss all the assigned readings for that week, and you will turn in written homework based on those readings. (The homework assignments will be posted on Moodle.) A midterm exam and a final exam will each cover half the semester. This schedule will vary as necessary to accommodate holidays and other unavoidable disruptions. The schedule may also evolve slightly based on class needs and current events.

How Your Final Grade Is Determined

Your final course grade will be calculated automatically:

- 10% (*attendance*)
- 15% (*discussion and other participation*)
- 25% (*homework*)
- 25% (*midterm exam*)
- 25% (*final exam*)



Grades are not subject to negotiation and will not be rounded up. All the scores in the course will be converted to percentages for calculation purposes. (For example, 8 out of 10 on a homework assignment is equivalent to a score of 80%.)

The final grades that may be earned in this course are A (93.00-100.00%), A- (90.00-92.99%), B+ (87.00-89.99%), B (83.00-86.99%), B- (80.00-82.99%), C+ (77.00-79.99%), C (73.00-76.99%), C- (70.00-72.99%), D+ (67.00-69.99%), D (63.00-66.99%), and F (0.00-62.99%).

How the Course Reflects a Philosophy of Humanity

This course is grounded in the belief that all humans—across time and space—share a common dignity and value. We can recognize ourselves in each other, even when we are very different or when we find ourselves in conflict. This is related to the core values of Marywood University; the course is designed to promote “the pursuit of truth, goodness, beauty, justice, and the common good within the context of the Catholic faith tradition and in dialogue and service with persons of diverse faiths and worldviews,” helping students “achieve their full potential to live as conscientious citizens in a pluralistic society.”



Students in this course have a right to be treated with respect by their fellow students as well as the professor. This means they have a right to expect that high standards for learning will be upheld in this course. It implies that hard work will be necessary; that the grading will be both demanding and fair; that different perspectives will be examined when appropriate; and that factual accuracy will be insisted upon. It also means students have a right not to be harassed or treated with contempt in the classroom.

How Academic Freedom Protects the Course

Scholars, including students, must engage in controversial research and critical discussion of ideas. In the United States, a professional right to do this is defined in a statement by the American Association of University Professors (AAUP), which says “the common good depends upon the free search for truth.” At Catholic colleges, this principle of academic freedom is also promised in *Ex Corde Ecclesiae*, an apostolic constitution issued by Pope John Paul II in 1990. It encourages us to engage in the “free search for the whole truth about nature, man and God” in a spirit of “mutual respect, sincere dialogue, and protection of the rights of individuals.” In this spirit, I encourage you to disagree respectfully with each other and with me, whenever it does not disrupt the course, with the goal of advancing our common understanding of history.

This right protects *all* of us. It does not simply protect our ability to express our own opinions. It means we have a duty to protect the academic freedom (and other rights) of other students and professors, including those who may feel more vulnerable than we do. It means we should work to make others feel welcome to participate. Above all, it implies that we have a responsibility to examine our own beliefs in light of others' arguments and evidence. As the saying goes, we are all entitled to our own opinions but not our own facts.

What Policies You Need to Know

Attendance

The attendance portion of your participation grade will be calculated as the total number of times you were marked present, divided by the total number of times attendance was taken minus three. This means you have three free (or excused) absences for any purpose. After that, each absence is worth a small amount of your final course grade. *However*, if you are absent 8 or more times, you will receive an F as a final course grade on the grounds that you have not truly taken the course. *Please note*: If a university commitment, illness, parental responsibility, life crisis, etc., requires you to miss several classes, please speak with me about it as early as you can. At my sole discretion, substitute activities may be arranged to make up some attendance credit in extraordinary cases.

Participation

Beyond attending class, you are expected to take part in *some active way* each week. You can accomplish this in several ways: asking questions, answering questions, discussing the readings, helping other students (in a way I notice), coming to office hours, or sending me email when it is appropriate. If shyness or other challenges limit your ability to participate comfortably in the classroom, you should try to discuss the course material with me individually. This is important because active participation will improve your learning, not only by cementing the course material better in your mind but also by clarifying it. Please remember that all participation should be respectful, constructive, and thoughtful.

Electronic Devices

Research so far suggests that students generally learn better when they take notes by hand. For this reason, and in order to prevent distractions, the use of laptops, tablets, or other electronic devices in class is discouraged. If you would like an exception, please speak with me in advance. To protect your privacy and freedom of discussion, photography and electronic recording are prohibited.

Homework

Homework must be submitted in a legible hard copy with the pages stapled together. No electronic copies will be accepted. Unstapled homework will be penalized one point (10%). Typing and printing your homework, rather than writing it by hand, is strongly recommended. In general, homework assignments will consist of questions asking you to reflect on specific readings and discuss them in writing. The questions will be posted weekly on Moodle. Your responses do not need to be formal or carefully edited papers, but the writing should be thoughtful and reasonably clear. Your homework must be *original* work; all answers must be in your own words. If you are absent, it is your responsibility to turn in the homework early or have

someone else turn it in for you. Assignments may be turned in up to three weeks late for a grade reduction of 10% per week.

Exams

Both exams will be administered in the classroom on the day noted in the course schedule or assigned by the university registrar. *You are required to be present on both exam days.* If you miss an exam due to a major illness, emergency, or other unavoidable absence, you may be allowed to take the exam later only at my discretion. (You may be required to provide documentation of the emergency.) If you know in advance of a potential conflict with an exam, you must contact me as early as you can.

Academic Honesty

Learning requires work. Cheating is unfair to other students and insulting to the professor; it also wastes your time and money by depriving you of the true value of a course. Never cheat on an exam, never pretend someone else’s work is your own (even by changing the words), and never lie about an illness or emergency. If you have any questions about academic honesty, speak with the professor immediately—before the assignment is due. After you turn in an assignment or exam, it will be too late. Plagiarism or any other form of cheating will result in an automatic failing grade (0%) on the assignment. A second offense will result in an automatic failing grade (F) for the entire course. I may also choose to report an offense to the university administration for further disciplinary action.

Email

You should check your official university email account regularly; I may use it to send important course announcements. All of your email communication should be courteous and professional. You should begin with a salutation (“Dear Dr. Wilson” or something similar) and end by signing your name. I may not respond to rude or last-minute email.

Privacy

To protect your privacy, I will never discuss grades by email, and I will not discuss your educational records with anyone else except Marywood University officials who have a legitimate need to know. The confidentiality of your records is protected by the federal Family Educational Rights and Privacy Act (FERPA). However, please note the following policy:

Discrimination and Sexual Misconduct

For your protection, Marywood University requires your professors to report incidents that may violate the university’s discrimination and sexual misconduct policies (including any cases of sexual harassment, sexual assault, stalking, or other forms of sexually abusive behavior) to the university’s Title IX coordinators for possible investigation. If you wish to speak in strict confidence about something that may be related to sexual misconduct, you should consider speaking with licensed counselors at the Counseling/Student Development Center instead of disclosing it to a professor.

However, if you experience or witness any possible case of sexual harassment, discrimination, or misconduct, you are strongly encouraged to contact the university’s Title IX coordinator, [redacted] ([redacted] or [redacted]), or deputy coordinator for students, [redacted] ([redacted] or [redacted]). You may feel unsure how to understand or respond to something you have experienced, but they have been specially

trained to offer help and guidance. You may also use the university's anonymous whistleblower hotline at [REDACTED] or [REDACTED]. For more information, please visit [REDACTED].

Changes to the Course

During the semester, I may make reasonable changes to the course policies and assignments as circumstances require. When it is appropriate, I will seek student consensus first. Any changes I make will not significantly increase the total workload, create major new burdens, or change the basic grading criteria in a way that harms students. Note, however, that the specific reading assignments may change at any time.

Where to Get Support

Disability Accommodations

To receive accommodations or support services at any point in the semester, students should contact the Office of Disability Services in the [REDACTED]. They will work with you to determine any appropriate accommodations and will work with me to ensure that all students have a fair opportunity to perform in this course. (The specific details of your disability will remain confidential between you and Disability Services, unless there is legitimate academic need for disclosure.) To get started, please contact [REDACTED] at [REDACTED] (ext. [REDACTED]) or [REDACTED]. For more information, visit [REDACTED].

Tutoring and Writing Help

Individual or group tutoring to assist you in understanding the course material or sharpen your written work may be available through the Tutoring Services office in [REDACTED]. For more information, visit [REDACTED].

Counseling

Life can be complicated for anyone, and most of us find college particularly stressful. You may be dealing with specific issues you already know about, or you may just want to talk with somebody about things you don't understand yet. Marywood University provides an important resource: Licensed counseling professionals (and supervised graduate trainees) are available to meet with you in the Counseling/Student Development Center. You should feel free to approach them for advice or help. They provide many services and can refer you to additional resources. The C/SDC is located in [REDACTED] and is normally open Monday through Friday, 8:30 a.m. to 4:30 p.m.—but the staff may be available at other times by appointment. You can schedule an appointment in person, over the phone at [REDACTED], or by email at [REDACTED]. For more information, visit [REDACTED].

Plagiarism Avoidance

As a college student, you have a responsibility to learn and uphold the ethical standards of American universities. One of the most important rules is about plagiarism, the "theft" of someone else's writing. For basic guides to avoiding plagiarism in your written work, please visit www.plagiarism.org. The Tutoring Services office can provide further guidance.

Our Semester Schedule

(MPAIH—Major Problems in American Immigration History)

Week A—Doing History

- Tues. 8/28
- Thurs. 8/30
-  Homework A (*syllabus survey*)

Week 1—Tools for Thinking about Diversity

- Tues. 9/4
-  Last day to register
- Thurs. 9/6
-  **Syllabus Quiz** (*graded as Homework B*)
-  MPAIH ch. 1
-  Homework C

Week 2—Early American Settlers

- Tues. 9/11
- Thurs. 9/13
-  MPAIH ch. 2
-  Homework D

Week 3—Germans, Irish, and Nativists

- Tues. 9/18
- Thurs. 9/20
-  MPAIH chs. 3-4
-  Homework E

Week 4—New West and New Religions

- Tues. 9/25
- Thurs. 9/27
-  MPAIH ch. 5
-  Homework F

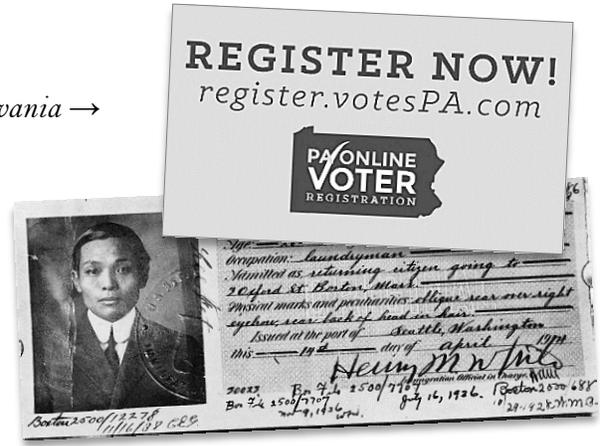
Week 5—African Americans to 1865

- Tues. 10/2
- Thurs. 10/4
-  T.B.A. (*online*)
-  Homework G



Week 6—Reconstruction

- Tues. 10/9
 - *Deadline to register to vote in Pennsylvania →*
- Thurs. 10/11
 - ◆ **Midterm Exam**



Week 7—Asians and New Europeans

- Tues. 10/16
 - *Fall break, no classes*
- Thurs. 10/18
 - ✍ MPAIH chs. 6-7
 - ✍ Homework H

Week 8—Empire in the West and South

- Tues. 10/23
- Thurs. 10/25
 - ✍ MPAIH ch. 8
 - ✍ Homework I

Week 9—Sex, Gender, and Race in the City (and Country)

- Tues. 10/30
- Thurs. 11/1
 - ✍ MPAIH ch. 9 and T.B.A. (online)
 - ✍ Homework J
 - *Fr. 11/02: Last day to withdraw*



Week 10—Interlude: Assimilation and Its Limits

- Tues. 11/6
 - 🎬 *The Jazz Singer* (1927 motion picture, in class)
 - *Election Day (find your polling place at votesPA.com)*
- Thurs. 11/8
 - ✍ Tom Gunning, “Film as Social and Cultural History” (online)
 - ✍ Homework K

Week 11—Global Crisis of Nations

- Tues. 11/13
- Thurs. 11/15
 - ✍ MPAIH ch. 11
 - ✍ Homework L

Week 12—Civil Rights and Revolutions

Tues. 11/20

~~Thurs. 11/22~~

 *Thanksgiving Day, no classes*

Week 13—Cultures of Contemporary America

Tues. 11/27

Thurs. 11/29

 MPAIH chs. 12-14

 Homework M

Week 14—A New Crisis of Nations?

Tues. 12/4

Thurs. 12/6

 MPAIH chs. 14-15

 Homework N

Finals Week

T.B.A.  **Final Exam**

*History is the teacher of life, but only on condition that
we know how to read her lessons.*

—Fr. Pedro Arrupe, S.J.

Student Survey

*Please detach, complete, and turn in this page by the end of the first week of classes.
Provide only information you are comfortable giving. Your answers will be kept confidential.*

I have carefully read the entire syllabus for Ethnicity and Diversity in the Modern World, and I believe I understand the course requirements.

Signature:

Name:

Nickname/Alternative name *(if preferred)*:

Pronunciation *(if helpful)*:

Pronouns: she/her they/them he/him other:

Year: 1st 2nd 3rd 4th 5th other:

Major:

Hometown:

What do you think is the purpose of a college education?

Why are you taking Ethnicity and Diversity?

What do you hope to get out of Ethnicity and Diversity?

What kind of work do you want to do after college?

Have you taken college history (or related) courses before? Which ones?

Do you have any concerns about Ethnicity and Diversity or your ability to complete it?

Is there anything else you would like the professor to know about you or your circumstances?