

HIST/SOCI 368
NATIVES & STRANGERS
Fall semester 2014

**“There is neither Jew nor Gentile, neither slave nor free, nor is there male and female,
for you are all one in Christ Jesus” (Gal. 3:28)**

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Office hours: MWF: 9:00-11:00, 1:00-4:30; TTH: 8:30-11:00 (or schedule by e-mail)

Class Location and Time

Brock 3009 MWF 8:00 am

Course Description

Natives and Strangers concerns one of the most important aspects of American society: its ethnic and racial diversity. This fact has been both a source of societal strength and of conflict.

Topics will include immigration, assimilation, social mobility, slavery and race relations, and government policies that either promoted or discouraged equality of treatment.

Course objectives for students:

- 1) Be able to list the major immigrant groups to America and the era of their greatest migration;
- 2) Be able to evaluate the historical record of American society's reception to immigrants
- 3) Be able to explain the tensions between cultural assimilation and cultural pluralism in American history;
- 4) Be able to describe and analyze the variable rates of acceptance of different ethnic groups by the host culture and their rate of assimilation and upward mobility;
- 5) Be able to explain the particular experience of African-Americans;
- 6) Be able to enumerate the ways in which various immigrant groups enriched America;
- 7) Be able to elucidate the challenges facing a nation-state comprised of several ethnic or racial groups;
- 8) Be able to evaluate the role of the Federal and state governments in promoting or impeding social equality and integration;
- 9) Be able to define and use central terms or concepts (listed below) pertaining to the subject;
- 10) Be familiar with contemporary issues and debates concerning immigration and multicultural issues and know resources for keeping abreast of them;
- 11) Be able to summarize orally the central points of assigned documents or secondary historical works;
- 12) Be able in written form to critically analyze primary documents and build an argument;
- 13) Be able to construct a lesson plan dealing with an aspect of the American ethnic experience suitable for upper grade school class [for education students]
- 14) Be able to produce a short research paper on some aspect of the course [non-education students]

Terms to Learn:

1. Ethnicity
2. Race
3. Minority
4. Affirmative Action
5. Prejudice
6. Protected classes
7. Migration
8. Cultural assimilation
9. Social mobility
10. Capitalism

Instructional Methods and Expectations

A variety of learning opportunities will be employed. Classes will typically utilize interactive lectures: brief lectures interspersed with class discussions of the topic. There will also be regular discussions of the day's assigned readings. There will also be several occasions for student reports to the class. Given the subject matter of this course, debates over controversial topics will help students clarify their opinions and will be utilized. For these types of activities to be educationally helpful, **students need to come to class with the day's assigned readings in hand, already carefully studied, and ready to discuss.** Quizzes may be given any time that an assignment is due **or** on material previously covered in a lecture or discussion. Quizzes are closed book/note (unless otherwise indicated). Occasionally, a group quiz will be given, which will allow for collaboration. My philosophy is that I want students to clearly understand what they are to learn. There is sufficient challenge to the amount of material and sophistication of concepts without having uncertainty also come into play.

Biblical Foundation

The subject matter of this class illustrates two themes of Scripture, one tragic and the other hopeful. First, that sinful human societies tend to divide people into "ins" and "outs," and to exploit the "outs." Second, that the Gospel promises reconciliation of all people (as represented in Galatians). We will study the ways in which American history has embodied both sides of the human condition.

Attendance, Participation, and Class Decorum (30 pts)

We gather three times a week at 8:00 a.m. This will be special time that you won't want to miss. Please be prompt and stay until class ends. Quizzes do not count if you leave early. You already understand that phones and other media devices will be safely stowed during the fifty minutes. Also be prepared to contribute to class discussions. Part of your grade is based on attendance and participation in discussions. Excused absences only matter if one falls during an exam period. Otherwise, all absences are treated equally. (Unusual circumstances requiring extended absence will be handled on a case basis.) If you miss no more than two class periods (for any reason) you will receive an added 2% to your final grade. If you miss no more than three, an added 1%.

Grading Scale: Grades are calculated on a straight percentage basis of total points possible..

90+% of possible: A/A- (Unusual insight into concepts; highly articulate paper; strong class involvement)

80+% of possible: B-/B/B+ (sure grasp of material; writing displays clarity & focus; attentive in class)

70+% of possible: C-/C/C+ (basic understanding of material; serviceable prose; regular class attendance)

60+% of possible: D-/D/D+ (need stronger comprehension of material; writing sub-standard; missing class)

Below 60% of possible: F (Failure to meet minimal standards of expected attainment)

Texts (available at Campus Shop)

- 1) John Bodnar, *The Transplanted*; (Bloomington: Indiana University Press, 1985); Richard Rodriguez, *Hunger of Memory*; 3) Taylor Branch, *Pillar of Fire*

Assignments &Assessments

1) **Reading assignments** –the schedule of assignments is below, but please understand that (reasonable) changes can be made. You may count on some additions as I locate current articles pertinent to our subject. Reading assignments are to be completed by the date indicated, with a sufficient level of understanding to allow for success on a quiz or participation in a discussion. Reasonable comprehension of the reading assignments is a high value in a history class. But please don't hesitate to ask me to explain concepts that you find difficult to fully grasp.

2) **Quizzes** –you should anticipate frequent quizzes. There will not, in fact, be quizzes every time, but you should live your life as if there will be. This means completing the reading and reviewing material from the previous class. Quizzes may cover either the day's assigned reading or recent class presentation/discussion. Quiz questions will be a combination of factual and conceptual. Normally, quizzes will be worth 5 points. Your lowest 2 quizzes (at least) will be discarded.

3) **Article assignments** –during the course of the semester various essays and news articles will appear concerning our subject. Since one learning objective is to make students familiar with the contemporary policy scene, I will ask you to read these and on certain ones give a brief summation. These will be worth 5 pts each (you may skip 1 of these reports with no loss of points).

4) **Document analysis** –over the course of the semester you will be given a small assortment of primary documents. You will analyze these, sometimes in writing, but always in class discussion. What to look for? Who produced the documents? What assumptions are embedded therein? What motives—explicit or otherwise—are present? What biases are contained? The written document analyses will be worth either 5 or 10 points, depending on length.

5) **Harvard Encyclopedia of American Ethnic Groups assignment**—You will choose one ethnic group from this reference work to give a class report on. I will provide a list of potential topics [here](#) (First come, first choose for topics). The work is found in the reference shelves on first floor of McKee Library (Ref E. 184 .A1 H36). These will be five/six minute reports, describing the essential facts about your group. You will also turn in the outline from which you give your class report. The reports will be given over three days, **Oct. 22, 24, 29 (10 pts)**

6) **Paper on Rodriguez's Hunger of Memory**—You will produce a double-spaced paper of 750-900 words responding to the question: What costs and benefits did Richard Rodriguez experience during his education? This paper is due **Oct. 10 (30 pts)**

7) **Pillar of Fire** –This is a long book, but you will only have to read about half of it. The chapters assigned are chaps. 1-2, 11-20, 22-30, 32, Epilogue. For each chapter you write a short summary of the overall point or impression the chapter gives. You should strive to do this in about 100 words per chapter. **(30 pts)**

8) **Examinations** –There will be a mid-term and a final examination. They will be worth **approximately 80 pts each**. The final exam will not be comprehensive. The exams will contain objective questions (short answer, true/false, matching, identification) and an essay question. You will receive the essay questions before the exam so that you can prepare carefully.

9) **Feature film**–You will watch *Hester Street*, a film about the stress of cultural assimilation. Because of its length this will be in a special evening session **Sept 29 (10 pts)**

10) **Social Studies lesson plan** –This assignment is for education students. You will create a 40-minute lesson plan dealing with an aspect of immigrant/ethnic history of your choosing. In doing this, you will draw upon your education training in lesson plan construction. You should utilize at least six sources in your plan and have at least two primary documents that will comprises the heart of the plan (assume a middle school level class). You will compose an initial draft of the research paper/lesson plan, which we will discuss in individual conferences on **December 1** (day after Thanksgiving break). Utilizing suggestions from our conference, you will then prepare a final draft to be submitted on **Dec. 8. (40 points)**

11) **Short research paper** –All other students will produce a paper of 1800-2000 words. You may develop your topic, which will be in the form of a question you wish to answer. For example, it may concern Chinese immigration after the Civil War, where you might pose the question: Why did Chinese experience limits on their immigration, and what forms of discrimination did they face? You may also choose to devise a more contemporary topic, such as dealing with Title VII or Title IX issues. Each student will present a ten-minute report on subject to the class. **(40 pts)**

You will compose an initial draft of the research paper/lesson plan, which we will discuss in individual conferences on **December 1** (day after Thanksgiving break). Utilizing suggestions from our conference, you will then prepare a final draft to be submitted on **Dec. 8.**

Topic Outline

The class will be organized topically rather than chronologically. The semester will be divided into several multi-week segments which will explore aspects of the American immigrant and ethnic experience.

- 1) Issues of assimilation & social mobility
- 2) Overview of European immigration history
- 3) Asian immigration
- 4) Hispanic immigration
- 5) Native American
- 6) Native American issues

- 7) Afro-American history (slavery through civil rights)
- 8) Contemporary policy issues

“W” Class

Natives & Strangers is a “W” class. This means that writing assignments will comprise a significant part of the curriculum. There will be, however, only one research paper assignment, and even that will not be a long one (see above). You will prepare a preliminary and a final draft for that project. There also will be a variety of shorter papers: position papers, article reports, and a book review. These will be evaluated (using a [rubric](#)—see back page) on the values of composition and of interpretation. Please utilize the *Chicago Manual of Style* form of citation.

Feedback

Every effort will be made to return graded quizzes, short papers, and midterm exam within at least two class periods. I will go over the first draft of your research paper/lesson plan with each student in fifteen-minute conferences. These will be scheduled individually.

Honesty Policy

Please turn in your own work. Avoid seeking for answers on quizzes or exams from other people’s papers. Written work should similarly reflect your own efforts. Review the commonly accepted definitions of plagiarism and then avoid practicing it. Learning occurs as you struggle to produce your own thoughts in your own words. Work violating academic honesty standards will receive a zero for the assignment.

Disability Statement

In keeping with University policy, any student with a disability who needs academic accommodations must call Disability Support Services at 236.2574 or stop by Lynn Wood Hall room 308 to arrange a confidential appointment with the Disability Services Coordinator during the first week of classes. (Students who request accommodations after the third week of the semester should not depend on receiving accommodations for that semester. Legally, no retroactive accommodations can be provided.) Students whose accommodations requests are approved will be provided confidential letters for them to deliver to their professors for review and discussion about how to implement the accommodations in relation to particular course requirements. Accommodations for disabilities are available only as recommended by Disability Support Services.

Schedule of Assignments

WEEK ONE

AUG 25 *E Pluribus Unum*

- “ 27 “Social Mobility” **Assign:** “The Miseducators” (handout)
- “ 29 “Albion’s Seed”: British cultural groups in America

WEEK TWO

- SEP 1 “A nation of nations” **Assign:** Naturalization Act of 1790
“ 3 “Capitalism” **Assign:** *The Transplanted* chap 1
“ 5 “The Irish” **Assign:** *The Transplanted* chap 2

WEEK THREE

- “ 8 “Urban riots” **Assign:** *The Transplanted* chap 3
“ 10 “Assimilation” **Assign:** *The Transplanted* chap 4
“ 12 “Religion” **Assign:** *The Transplanted* chap 5

WEEK FOUR

- “ 15 “Social mobility” **Assign:** *The Transplanted* chap 6
“ 17 “Politics & Education” **Assign:** *The Transplanted* chap 7
“ 19 “Politics of Exclusion” **Assign:** *The Transplanted* chap 8

WEEK FIVE

- “ 22 Class Reports: *Harvard Encyclopedia of American Ethnic Groups*
“ 24 Class Reports cont.
“ 26 **No class**

WEEK SIX

- “ 29 Class Reports cont. + Twentieth century Immigration laws
+ **Hester Street film (evening session)**

OCT 1 Asian Experience: Chinese **Assign:** handouts

- “ 3 Asian Experience: Japanese **Assign:** handouts

WEEK SEVEN

- “ 6 Asian Experience: Korean, Filipino & Southeast Asian
“ 8 Hispanic Experience
“ 0 Hispanic Experience: Chicano **Assign:** *Hunger of Memory* paper due

WEEK EIGHT

- “ 13 Hispanic Experience: Cuban & Puerto Rican Assign: handouts
- “ **15 Mid-term examination**
- “ 17 MID-TERM BREAK

WEEK NINE

- “ 20 Exam review and Native Americans Introduction
- “ 22 “Seneca Death and Rebirth” **Assign:** term paper topic chosen
- “ 24 “Cherokee Removal: **Assign:** handouts

WEEK TEN

- “ 27 “Indian Wars”
- “ 29 “Enforced Assimilation” **Assign:** Dawes Severalty Act
- “ 31 “Tribal Renewal and Indian activism” **Assign:** handouts

WEEK ELEVEN

NOV 3 “Beginnings of Slavery”

- “ 5 “The ‘Peculiar Institution’” **Assign:** handouts
- “ 7 No class: Research paper/lesson plan conferences

WEEK TWELVE

- “ 10 “War and Liberation” **Assign:** Thirteenth and Fourteenth amendments
- “ 12 “Segregation and Political Disfranchisement”
- “ 14 “Black Leaders” Washington, DuBois, and Randolph”

WEEK THIRTEEN

- “ 17 “Civil Rights Movement” **Assign:** *Pillar of Fire* chapters 1-2 reports
- “ 19 “Civil Rights Movement” **Assign:** *Pillar of Fire* chapters 11-20 reports
- “ 21 “Civil rights Movement” **Assign:** *Pillar of Fire* chapters 22-30, 32 reports

WEEK FOURTEEN

DEC 1 Conferences on full first draft of research paper/lesson plan

“ 3 “Affirmative Action” **Assign:** “The Case for Reparations”

“ 5 “Immigration: The Current Dilemma”

WEEK FIFTEEN

“ 8 **Assign:** class reports

“ 10 “ (and final drafts due)

“ 12 Final considerations: How can a multi-ethnic society flourish? (Assignment: prepare two thoughts on this central issue)

FINAL EXAMINATION: Tuesday, Dec. 16, 8:00