

## HISTORY OF RACE AND ETHNICITY IN THE UNITED STATES

### UA LITTLE ROCK HISTORY DEPARTMENT

#### UPPER LEVEL/GRADUATE CLASS

#### COURSE SYLLABUS

#### FALL SEMESTER 2019 ONLINE

**Course Prefix/Number:** HIST 4356/5356  
**Venue:** Online via Blackboard  
**Course Instructor:** Dr. John A. Kirk  
**Email contact:** [jakirk@ualr.edu](mailto:jakirk@ualr.edu)

**Please note: One of the conditions for being allowed to enroll in this class is that you undertake to read this syllabus and comply with all of its terms and conditions. If you are unable to make this commitment, please notify the instructor within the first week of class. If you do not understand any of the terms and conditions in this syllabus, please notify the instructor within the first week of class. A failure on your part to read this syllabus is not an acceptable excuse for a failure to comply with its terms and conditions. Failure to comply with the terms and conditions set out in this syllabus may result in you being dropped from this class at any time.**

#### **Course Description**

This course examines the history of race and ethnicity in the United States, providing students with a thorough grounding in the main issues and debates.

#### **Course Prerequisites**

None, although it is highly recommended that you take HIST 2311 US History to 1877 and HIST 2312 US History since 1877 before taking this class.

#### **Students with Disabilities**

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to document a disability) and need an accommodation, please contact me privately as soon as possible so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at [ualr.edu/disability](http://ualr.edu/disability). (UA Little Rock Policy 404.9).

### **Student Success Resources**

Having trouble with class (or life!) and not sure where to find help? Start your search at <https://ualr.edu/cals/student-resources/>

### **University Inclement Weather Policy**

See university policy 215.1 <https://ualr.edu/policy/home/admin/weather/>

### **Academic Integrity Statement**

Cheating and plagiarism are serious offenses and will be treated as such. “Plagiarism” means “to adopt and reproduce as one’s own, to appropriate to one’s use, and incorporate in one’s own work without acknowledgment the ideas of others or passages from their writings and works.” See Section VI, Code of Student Rights, Responsibilities and Behavior, Student Handbook, page 39. Copying directly from the textbook, an encyclopedia article, an internet source, or any other source without quotation marks or an identifying citation, for example, constitutes plagiarism. Anyone who engages in such activities will receive a failing grade in the course and will be turned over to the Academic Integrity and Grievance Committee for university disciplinary action, which may include separation from the university.

### **Course Level Learning Objectives**

Please note that as well as being an upper level class in the History Department, which serves History majors and upper level electives from other programs, this is also one of two required classes for UA Little Rock’s minor program in Race and Ethnicity. If you are interested in taking the minor I am happy to provide further information.

The below shows how this class meets the goals of the history major in the context of wider university competencies:

1. Students will develop a general knowledge of human history (Historical Consciousness, International Awareness, Social and Cultural Awareness, Ethical and Moral Consciousness):

This class focuses on a broad span of US history with a concentration on issues of race and ethnicity.

2. Students will understand historical interpretation and analysis of primary and secondary sources (Historical Consciousness, Critical Thinking, International Awareness, Social and Cultural Awareness, Ethical and Moral Consciousness):

This class requires weekly reading and analysis.

3. Students will develop historical research skills (Critical Thinking, Verbal Literacy):

This class requires compilation, assimilation, understanding, critical analysis and interpretation.

4. Students will be able to communicate historical knowledge in written and oral forms (Critical Thinking, Verbal Literacy):

This class requires a variety of written assignments.

The more specific aims of this course are to provide an overview of the subject area as well as an in-depth critical analysis of selected topics. In so doing it will enable students to:

- develop a close and critical familiarity with a range of materials;
- develop a detailed appreciation of critical issues;
- develop skills in integrating historical material into structured, coherent, and analytical written work.
- be able to evaluate how race and ethnicity affected the development of the United States.

### **Student Learning Outcomes**

In terms of the acquisition of subject knowledge, students who successfully complete this course will be able to:

- understand the main contours of historical developments in race and ethnicity in the United States from prehistory to present;
- describe the changing nature of race and ethnicity in the United States;
- demonstrate an ability to analyze and reflect critically upon the main historical debates;
- engage with a variety of sources.

In terms of the acquisition of skills, students who successfully complete this course will be able to:

- demonstrate skills in the handling of a variety of historical materials;
- demonstrate knowledge of the secondary literature and the main debates in the field;
- demonstrate personal communication skills;
- demonstrate time-management skills through attendance at, participation in and preparation for classes;
- demonstrate an ability to undertake and complete written work by the course deadlines provided.

### **Standard Credit Hours**

There are no deviations in this course from the Standard Credit Hour policy. See university policy 420.1 <https://ualr.edu/policy/home/facstaff/credit-hour-value/>

### **Required Materials**

Ronald H. Bayor, ed. *Race and Ethnicity in America* (New York: Columbia University Press, 2003 or later editions).

### **Attendance and Participation Policy**

Persistent absence from class, whether documented or not, may result in the award of an “F” grade for the course.

If you are absent (that is, if you have not engaged with the course instructor or turned in assignments) for two consecutive weeks you may be administratively withdrawn from the class by the course instructor.

See also the applicable university policy 404.4

<https://ualr.edu/policy/home/facstaff/class-attendance/> that applies to this class: Each faculty member has the prerogative of setting specific attendance requirements for classes. In some courses, active student participation is an integral part of the course, and the instructor may base a portion of the students’ grades on attendance and participation. In general, students are expected to attend class regularly. Students who miss class are responsible for finding out about the material covered, homework assignments, and any announcements or examinations. On the 10th day of classes, students who have not attended in class will be administratively withdrawn by the instructor. Students may be administratively withdrawn from a class by the instructor for excessive absences during the semester.

### **Late Work, Make-Up Work and Extra Credit Policies**

- Any late work will be graded and returned only at the instructor’s discretion. The instructor reserves the right not to grade late work at all.
- There is no make-up work on this course.
- There is no extra credit on this course.

### **Regular and Substantive Contact Statement**

- Office hours: You can email me at [jakirk@ualr.edu](mailto:jakirk@ualr.edu) with any course questions or concerns. I will normally answer within one working day.
- Instructor presence: I will post instructions weekly; I will provide weekly feedback on assignments; this contact will be through Blackboard in most circumstances.

### **Learning Activities, Assessment, Deadlines and Grading Policy**

#### **Weekly Assignments**

- Each week you will have a written assignment to submit.
- **UNDERGRADUATES** will submit work of between 200 and 220 words.
- **GRADUATES** will submit work of between 260 and 280 words.
- Check Blackboard regularly for details of these assignments.
- Weekly assignments are due every **Thursday by 5 p.m. CST.**
- Work turned in **ON TIME** will be returned the following **Monday by 5 p.m. CST.**
- Any late work will not be returned until the end of the course, if at all.

#### **Weekly Assignment Grading System**

A = 6  
B = 5

C = 4  
 D = 3  
 F = 0-2

- There will be 15 weekly assignments in total, including two quizzes each worth 11 points. The minimum cumulative grade possible for these assignments is zero. The maximum cumulative grade possible is 100 (13 x 6 weekly written assignments, plus 2 x 11 point quizzes).

### **Course Grade**

- The course grade will be the total of 13 weekly written assignment grades and two quizzes to give a total percentage out of one hundred.
- To pass the class you must complete **ALL** written work. Failure to complete just one weekly written assignment or quiz may result in an overall fail grade.

### **Course Grading System**

A = 90%-100%  
 B = 80%-89%  
 C = 70%-79%  
 D = 60%-69%  
 F = 0%-59%

### **Guide to Assignments**

All assignments **MUST** contain the following:

- Weekly Assignment number
- Your name
- Course prefix and number
- Date
- Question as a heading. This **MUST** be **EXACTLY** as posted on Blackboard.
- Start with an introductory sentence that outlines your main argument / thesis and summarizes what is to follow.
  - Be composed of a series of coherent and related sentences / paragraphs.
  - Be attentive to correct spelling, grammar, punctuation, and presentation.
  - **NEVER** be just a narrative story; it **MUST** contain analysis and interpretation.
  - Draw upon scholarly work for its reasoning and conclusions rather than relying on unsubstantiated personal opinion and experiences.
- End with a conclusion which draws together and summarizes your argument / thesis.
  - **NEVER** be pulled from / based on internet websites.
  - Be submitted electronically through Blackboard.

### **Course Assignment Requirements**

Before submitting your assignment, please make sure that it meets the requirements below. If it does not it may be penalized by a lowering of your grade and /

or returned to you for correction. All work should be submitted electronically in Blackboard by the relevant deadline.

**ALL WORK SHOULD INCLUDE:**

- Typed in black on white background
- One-inch margins;
- **DOUBLE-SPACED** throughout;
- Legible 12-point font;
- Pages numbered consecutively;

**Grading Rubric**

The below is a guide to the hallmarks of what an A, B, C, D, F grade assignment will look like:

**A Grade**

- demonstrates deep understanding and detailed knowledge of the subject, and may show some originality in interpretation or analysis of the question.
- has a coherent structure, demonstrating excellent critical synthesis of primary and/or secondary materials, and may show some innovation in its organizational form.
- is excellently presented and conforms to all of the above formatting requirements.
- has an incisive and fluent style, with no significant errors of spelling, punctuation or grammar.

**B Grade**

- demonstrates a clear understanding and wide-ranging knowledge of the subject, with a direct focus on question.
- has a coherent structure, demonstrating good critical synthesis of secondary materials.
- is well-presented, and conforms to all of the above formatting requirements.
- has a fluent style, with few errors of spelling, punctuation or grammar.

**C Grade**

- demonstrates a basic understanding and knowledge of the subject, with a focus on question.
- has an adequate structure.
- is adequately presented, and conforms to all of the above formatting requirements..
- has a straightforward style, and may include some errors of spelling, punctuation or grammar.

**D Grade**

- demonstrates some general understanding and knowledge of the subject, but will also show some weaknesses in detailed understanding or in its range of knowledge. There may be evidence of a lack of clear focus on the wording of the question.
- has a simple structure.
- has significant weaknesses in presentation, ignoring some or all of the above formatting requirements.
- has a simple style, with significant errors of spelling, punctuation or

grammar.

### **F Grade**

- demonstrates no understanding of the subject, and fails to address the question in any meaningful way. Information supplied is largely erroneous or has little or no relevance to the question.
- has an inadequate structure, with no sense of a logical argument.
- is poorly presented, ignoring some or all of the above formatting requirements.
- has an inadequate style, with significant errors of spelling, punctuation or grammar.

### **Disclaimer**

Class content, times and location may change if unforeseen circumstances arise. The instructor will seek to alert students as soon as is practically possible under such circumstances. Failure to comply with the terms and conditions set out in this syllabus may lead to you being dropped from the class. The instructor reserves the right to waive any of the terms and conditions outlined in the syllabus, **but this is entirely at the instructor's discretion.**

### **Copyright Notice**

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### **Class Schedule / Weekly Reading**

#### **Week 1. (Beginning Monday, August 19)**

1. Purchase the textbook. Familiarize yourself with it. Read the Introduction and Conclusion.
2. Read the syllabus. Familiarize yourself with it. Let the instructor know if you have any questions or concerns.
3. Quiz 1 due by Thursday, August 22 at 5 p.m. CST.

#### **Week 2. (Beginning Monday, August 26)**

##### ***Ethnicity in Seventeenth-Century English America, 1600-1700***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 1.

Weekly assignment due by Thursday, August 29 at 5 p.m. CST.

#### **Week 3. (Beginning Monday, September 2)**

##### ***Ethnicity in Eighteenth-Century North America, 1701-1788***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 2.

Weekly assignment due by Thursday, September 5 at 5 p.m. CST.

**Week 4. (Beginning Monday, September 9)**

***The Limits of Equality: Racial and Ethnic Tensions in the New Republic, 1789-1836 (1)***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 3 (for selected pages see Blackboard).

Weekly assignment due by Thursday, September 12 at 5 p.m. CST.

**Week 5. (Beginning Monday, September 16)**

***The Limits of Equality: Racial and Ethnic Tensions in the New Republic, 1789-1836 (2)***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 3 (for selected pages see Blackboard).

Weekly assignment due by Thursday, September 19 at 5 p.m. CST.

**Week 6. (Beginning Monday, September 23)**

***Racial and Ethnic Identity in the United States, 1837-1877 (1)***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 4 (for selected pages see Blackboard).

Weekly assignment due by Thursday, September 26 at 5 p.m. CST.

**Week 7. (Beginning Monday, September 30)**

***Racial and Ethnic Identity in the United States, 1837-1877 (2)***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 4 (for selected pages see Blackboard).

Weekly assignment due by Thursday, October 3 at 5 p.m. CST.

**Week 8. (Beginning Monday, October 7)**

***Race, Nation and Citizenship in Late Nineteenth-Century America, 1878-1900 (1)***



Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 5 (for selected pages see Blackboard).

Weekly assignment due by Thursday, October 10 at 5 p.m. CST.

**Week 9. (Beginning Monday, October 14)**

***Race, Nation and Citizenship in Late Nineteenth-Century America, 1878-1900 (2)***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 5 (for selected pages see Blackboard).

Weekly assignment due by Thursday, October 17 at 5 p.m. CST.

**Week 10. (Beginning Monday, October 21)**

***The Critical Period: Ethnic Emergence and Reaction, 1901-1929 (1)***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 6 (for selected pages see Blackboard).

Weekly assignment due by Thursday, October 24 at 5 p.m. CST.

**Week 11. (Beginning Monday, October 28)**

***The Critical Period: Ethnic Emergence and Reaction, 1901-1929 (2)***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 6 (for selected pages see Blackboard).

Weekly assignment due by Thursday, October 31 at 5 p.m. CST.

**Week 12. (Beginning Monday, November 4)**

***Changing Racial Meanings: Race and Ethnicity in the United States, 1930-1964 (1)***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 7 (for selected pages see Blackboard).

Weekly assignment due by Thursday, November 7 at 5 p.m. CST.

**Week 13. (Beginning Monday, November 11)**

***Changing Racial Meanings: Race and Ethnicity in the United States, 1930-1964 (2)***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 7 (for selected pages see Blackboard).

Weekly assignment due by Thursday, November 14 at 5 p.m. CST.

**Week 14. (Beginning Monday, November 18)**

***Racial and Ethnic Relations in America, 1965-2000***

Read: Ronald H. Bayor, ed. *Race and Ethnicity in America*, chapter 8 (for selected pages see Blackboard).

Weekly assignment due by Thursday, November 21 at 5 p.m. CST.

**Week 15. (Beginning Monday, November 25)**

Thanksgiving: No classes or assignments due this week.

**Week 16. (Beginning Monday, December 2)**

Quiz #2 due by Thursday, December 5 at 5 p.m. CST.