



## **History 321-----American Race Relations-----3 Credits (online)**

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### **Course Description:**

This course provides a survey of the history of race in the United States from the earliest colonial times to the present. As part of the Foundational Areas of Knowledge (FAKs), this course fulfills the *Global and Cultural Contexts* requirement of the Undergraduate Core Curriculum by developing your appreciation for the interconnectivity of global cultures and assessing of the convergence and interaction of peoples from across the globe, and also the country's indigenous inhabitants, during this five hundred year period.

The course will focus specifically on the ethnic and racial diversity of the country, as well as the ways in which race became inextricably intertwined with economics, religion, culture and politics.

### **Course Objectives:**

By the end of this course the student should be able to:

- **Identify** the many different racial /ethnicities that has migrated into the North America.
- **Compare and contrast** the various metaphors for cultural pluralism that have defined the United States.
- **Discuss** the impact of racism and multiculturalism on the American culture.
- **Describe** the historical roots of contemporary, racial issues

And as part of the learning outcomes common to all courses fulfilling the *Global and Cultural Contexts* Foundational Area of Knowledge you will work to:

1. Interpret intercultural experiences from the perspectives of more than one worldview and demonstrate the ability to appreciate other cultures beyond your own experience create a refined empathetic understanding of a multifaceted world

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### **Required Texts:**

1. Schlesinger, A.M., (1998). **The Disuniting of America: Reflections on a Multicultural Society.** W.W. Norton. (paperback) **ISBN 0-393-31854-0**
2. Sowell, T. (1981). **Ethnic America.** Basic Books. **ISBN:0-465-02075-5 (paperback).**

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### **Learning Strategies:**

**This course will use these learning strategies;**

1. Online Lectures
2. Discussion Board
3. Open Book Examination based on textbook chapters
4. Videos and You Tube Video clips
5. Assigned readings outside of textbook.
6. Short Writing Assignments.

\*\*\*\*A schedule of assignments and topics will appear in the companion Blackboard Course Site. Go to <http://bb2.doane.edu>

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### **Assessment and Grading Rubric**

This course will consist of some open book reading tests, and assignments, discussion board posts and a short essay reflection papers.

If you have any questions about your assignments and assessments, please let me know and I will give you assistance.

I will post assignments in advance so that you can work at your own speed.

If you need additional time for your work due to illness or special situation please let me know and we can work out a different time schedule.

**\*\*You must complete 75% of the course work before you are eligible to get an incomplete.**

Students that are eligible for an incomplete must submit this document to me before the end of the term. See attachment on the Blackboard course site!

Check your eligibility for the incomplete. If you have a medical condition or other special condition please contact your advisor!

### **Reasonable Accommodation Policy**

Doane College is committed to providing for all students with disabilities. Accommodations will provide an equal opportunity to obtain the same level of achievement while maintaining the standard of excellence put forth by the College.

**If you have a disability that may interfere with your participation or performance in this course, please contact me at the beginning of the course to discuss related accommodations or other special learning needs.**

### **Assessment**

Open Readings Exams----- Points will vary!  
Short Reflection Essays----- 10 point each.  
Discussion Board----- 5 points each.

### **Grading Scale**

90%-100% A  
80-89 B  
70-79 C  
60-69 D  
Below 60 F

## **Academic Integrity Policy**

*The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.*

**I have a set of grading standards that I plan to follow on each area of the work in this course.**

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### **My Grading Standards**

**The text below defines the outlines of the standards for the grades of A, B, C, D, and F, in my classes at Doane College.**

A implies excellence in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the highest level of professionalism in my classes. The work is, on the whole, not only clear, precise, and well-reasoned, but insightful as well.

B implies above average in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next level of professionalism in my classes. The work is, on the whole, not only clear, precise, and well-reasoned, but does not have the depth of insight.

C implies average in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next assessment level in my classes. The work is, on the whole, inconsistently clear, precise, and well-reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

D implies below average work in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next assessment level in my classes. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The work is also inconsistently clear, precise, and well reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

F implies unacceptable work in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next assessment level in my classes. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The work is also inconsistently clear, precise, and well reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

**Caveat: Due to the constructivist nature of this course the above schedule and procedures are subject to change in the event of extenuating circumstances.**