



## SYLLABUS

<b>Course Title</b>	American Race Relations
<b>Course Number</b>	His 321
<b>Number of Credits</b>	3 credits
<b>Course Dates</b>	TBA
<b>Instructor</b>	Dr. Tom King
<b>Email Address</b>	tom.king@doane.edu
<b>Office Hours/Availability</b>	Daily: 8am-10pm
<b>Phone Number</b>	(402) 826-3835
<b>Textbook Information: (e.g. title, edition, publisher, ISBN)</b>	<p>1. Schlesinger, A.M., (1998). <u>The Disuniting of America : Reflections on a Multicultural Society</u>. W.W. Norton. (paperback) ISBN 0- 393- -31854- -0</p> <p>2.Sowell,T.(1981). <u>Ethnic America</u>. Basic Books. ISBN:0- -465- -02075- -5 (paperback).</p>

<b>Additional Course Materials (to be provided)</b>	
<b>Course Description</b>	<p>This course provides a survey of the history of race in the United States from the earliest colonial times to the present.</p> <p>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.</p> <p>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.</p> <p><b>Please Note</b></p> <p>To say that many people have strong, often passionate, feelings about politics would be an understatement. What we will encounter in this news-oriented discussion, and in the content of this course, can, and likely will, elicit strong feelings and opinions on a wide variety of topics. Why? Because these events are real, ongoing, and touch our lives. Some events may feel more abstract and distant from some of us, while others</p>

	<p>may have friends or relatives who are directly dealing with the events we hear about in the news.</p> <p>I am a firm believer in academic freedom and freedom of speech. Nonetheless, dialogue and conversation via e-mail, blog, and so forth, require that we understand some basic rules of "netiquette" to maintain our academic integrity and virtual classroom civility. I want to encourage conversation and dialogue (within our formal assignments as well as in your various discussions with classmates) that are based on a framework of mutual respect and a desire for continued and deeper understanding of the issues at hand and also the multiple perspectives represented.</p> <p>Healthy debate and exploration are encouraged in your blog posts. At the same time, you must support your well thought out claims and analysis with accurate and appropriate references. Points will be docked when the rules of decorum are disregarded.</p>
<b>Program Outcomes</b>	<b>Foundational Area of Knowledge Outcome:</b>

	<p>This course fulfills the <u>Global and Cultural Contexts</u> requirement of the Undergraduate Core Curriculum by developing an:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Interpretation of 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</li> </ol>
<p><b>Course Learning Outcomes/Objectives</b></p>	<p><b>After completing this course, students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪Identify the many different racial /ethnicities that has migrated into the North America.</li> <li>▪Compare and contrast the various metaphors for cultural pluralism that have defined the United States.</li> <li>▪Discuss the impact of racism and multiculturalism on the American culture.</li> <li>▪Describe the historical roots of contemporary, racial issues</li> </ul>

<b>Technology Requirements</b>	<a href="https://www.doane.edu/faq/minimum-computer-requirements">https://www.doane.edu/faq/minimum-computer-requirements</a>

## Course Schedule

Week or Module	Topic	Content	Assessments Matched to Learning Outcomes	Due Date & Time
Module 1	Introduction to Ethnic America and The Disuniting of America.	Reading: Sowell, Chpt 1 and Foreword and Chpt 1 Disuniting  Videos  Online Lectures	Open Book Exams  Discussion Boards  Short Essays  Video Reflection Essays	All assignments due by midnight on the last day of class. TBA.
Module 2	The Irish	Reading: Sowell, Chpt 2 and  Videos  Online Lectures	Open Book Exams  Discussion Boards  Short Essays  Video Reflection Essays	
Module 3	The Germans	Reading: Sowell, Chpt 3  Videos	Open Book Exams  Discussion Boards  Short Essays	

		Online Lectures		
Module 4	The Italians	Reading: Sowell, Chpt 5  Videos  Online Lectures	Open Book Exams  Discussion Boards  Short Essays	
Module 5	The Chinese	Reading: Sowell, Chpt 6  Videos  Online Lectures	Open Book Exams  Discussion Boards  Short Essays	
Module 6	The Blacks	Reading: Sowell, Chpt 8  Videos  Online Lectures	Open Book Exams  Discussion Boards  Short Essays	
Module 7	The Mexicans	Reading: Sowell, Chpt 10  Milton Friedman Videos  Online Lectures	Open Book Exams  Discussion Boards  Short Essays	
Module 8	Implications	Reading: Sowell, Chpt 11  Finish reading Disuniting...  PDF Readings  Videos  Online Lectures	Open Book Exams  Discussion Boards  Short Essays	

## Grading Assessments

Type of Assessment	Points	Total possible points
<b>Live Text Intellectual Skills Paper</b>	1-100	100 points
Short Essay Papers	1-10 points	10 points
Discussion Boards	1-5 points	5 points
<b>Live Text Reflection Paper</b>	Pass/Fail	Pass/Fail

### **Online Courses ONLY**

#### **Online Course**

This is an online course and therefore there will **not** be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

#### **Communicating with the Instructor**

This course uses a “two before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these two sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. Email me!

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, contact me via email or phone. My preference is that you will try to email me first.

**Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.**

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance.

Phone: 402-826-8411

Email: [helpdesk@doane.edu](mailto:helpdesk@doane.edu)

Web: <http://www.doane.edu>

## Computer Requirements

Minimum computer requirements for the successful use of Blackboard:

[http://www.doane.edu/about-doane/offices/its/help-and-support#min\\_requirements](http://www.doane.edu/about-doane/offices/its/help-and-support#min_requirements)

Minimum computer requirements for success in this course:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

You are responsible for having a reliable computer and internet connection throughout the course.

## Email and Internet

You must have an active Doane University e-mail account and access to the Internet. *All instructor correspondence will be sent to your Doane University e-mail account.* Please plan on checking your Doane Gmail account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at <http://bb2.doane.edu>

## Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.

## Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

**Grade Scale** (Grade scale will be program specific. Please check with the applicable Program Director for this information.)

A+ = 97-100%

A = 94-96%

A- = 90-93%



B+ = 87-89%  
B = 84-86%  
B- = 80-83%  
C+ = 77-79%  
C = 74-76%  
C- = 70-73%  
D+ = 67-69%  
D = 64-66%  
D- = 60-63%  
F= 59% or below

### **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 University.

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. F This level of work is not acceptable for consideration in either undergraduate or graduate courses.

<b>Participation Policy</b>	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade.
<b>Study Time</b>	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately <b>12 hours a week</b> preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.
<b>Late Work</b>	<b>All work must be submitted by midnight on last day of class!</b>
<b>Submitting Assignments</b>	All assignments must be submitted in Bb!
<b>Communication Policy including Assignment Feedback</b>	Assignments will be graded weekly!
<b>Academic Integrity Policy</b>	<i>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>

<b>Academic Support</b>	<p>Please contact academicsupport@doane.edu</p> <p><a href="https://www.doane.edu/graduate-and-adult/academic-support">https://www.doane.edu/graduate-and-adult/academic-support</a></p>
<b>Disability Services</b>	<p><a href="https://www.doane.edu/disability-services">https://www.doane.edu/disability-services</a></p> <p>Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University. Please contact Chris Brady at <a href="mailto:chris.brady@doane.edu">chris.brady@doane.edu</a> or 402-467-9031 for assistance.</p>
<b>Military Services</b>	<p><a href="https://www.doane.edu/graduate-and-adult/military">https://www.doane.edu/graduate-and-adult/military</a></p>
<b>Anti-Harassment Policy</b>	<p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452</a></p>
<b>Grade Appeal Process</b>	<p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238</a></p>
<b>Credit Hour Definition</b>	<p>Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.</p>
<b>Syllabus Changes</b>	<p>Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.</p>

