HISTORY 150
MULTICULTURAL AMERICA
Fall 2019

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Class Meetings: ONLINE (Canvas)
Course url: https://uwmil.instructure.com/courses/211574

This course will introduce students to the history of racial and ethnic difference in the United States. What is race? And how have the ways we think about and defined race changed over time? We will examine this history through the lenses of visual culture, legal rulings, scientific thinking, and local history. Visual and popular culture, court decisions, and scientific data, for example, are all arenas that produce and at times contest definitions of racial and ethnic difference and shape racial stereotypes. We will also consider issues of race and ethnicity within the context of Milwaukee history. By moving back and forth between local and national views, students will examine the historical construction of racial and ethnic identities and how those identities shaped various people’s relationships to each other, the city and the nation at different points in history. This is a Humanities and Cultural Diversity course that fulfills part of your General Education Requirements. For a more detailed explanation of course logistics please read the “Intro to Hist 150” letter, which has been sent to every registered student via email and is also available on the course Canvas website. There is a service learning requirement for this course, please see below for more information about service learning.

Readings
All assigned readings can be found under the relevant course unit on the Canvas site. In order to succeed in this class, you must keep up with the assigned materials and readings, and complete related assignments on time. Do not get behind in the readings. Please read ahead in the syllabus when you have time, and pace yourself. There are no books or other materials to purchase for this course.

Canvas
All of the course materials including lectures, videos, and readings will be accessible through the course Canvas website. All of your assignments will be submitted in Canvas, and all online discussion will also take place over Canvas. You can access Canvas by going to the UWM homepage https://uw.edu/ and in the links at the top of the page select “Current Students” and then click on Canvas. This takes you to the main Canvas page, where you can click on “Log Into Canvas.” Then you will be taken to a login screen where you will be asked to provide your e-PantherID and password (these are the same as your UWM email username and password). Once you have logged in you will be taken to your Canvas dashboard and should see a card for this class. Click on History150 Multicultural America, and you’ll be in our Canvas site! If you are new to Canvas, there are a lot of good help documents and videos if you ever get stuck or don’t know where to start. Here is a link to Canvas guides: https://community.canvaslms.com/docs/DOC-10701
There is also 24/7 support from Canvas and you can call, chat, or submit a form, click on this link to call or chat: https://uwm.edu/canvas/students/
You can also get help with campus technology from UITS: https://uwm.edu/technology/student-resources/
You must have regular access to a reliable computer and a high-speed Internet connection to take this online course. If you do not have this at home, you can use computers on campus or in public libraries. Canvas works well on mobile devices and you should consider downloading the Canvas app, but you will also need computer and Internet access to write exams, etc...

LEARNING OBJECTIVES AND ASSIGNMENTS

General Course Learning Objectives (from Cultures and Communities)
Upon successful completion of this course, students should be able to:

- Reflect critically on their own cultural identity and background, connecting personal history to larger social and historical forces.
- Identify the major cultural groups in American history and discuss their distinct contributions and principal conflicts, especially as these illustrate the impact of inequalities of access, resources, wealth, and/or justice.
- Distinguish between individual bias and structural oppression, with analysis of specific examples involving diverse social and/or cultural groups.
- Analyze critically the historical and social construction of categories such as ‘race’ and ‘ethnicity,’ their relation to ‘white privilege,’ and their impact on various dimensions of human life, including how such constructions create systematic inequalities between the dominant and the marginalized.
- Demonstrate a multicultural understanding of visual culture.

Exams and Quizzes
- **Quizzes:** Quizzes will be given on Canvas and will reward and encourage students to keep up with the course materials.
- **Midterm Essay Exam and the Final Essay Exam:** Exams will adopt an essay format. Students will be asked questions that require them to define major critical terms and connect various facets of the course including lectures, readings, films, and online discussion. The final exam will be a cumulative set of essays. Exams will encourage students to be attentive, active learners. Exams need to be files that will be uploaded to Canvas.

Service Learning
This course requires 20 hours of service over the semester and additional assignments associated with your service-learning placement. You will be volunteering as a tutor/mentor for elementary school children at one of three Milwaukee Public Schools (MPS): Lloyd Barbee, Auer Avenue, or Oliver Wendell Holmes. I have visited all three schools and met with their school coordinators. On the UWM-side, service learning is organized by the Center for Community-Based Learning, Leadership, and Research, (https://uwm.edu/community/).

In this syllabus, you will find specific guidelines about how to sign up for your service-learning placement, information about transportation, as well as related readings and assignments. Your service-learning experience will be integrated into our course content and assessments. What you do in class and in service-learning are aligned and complimentary. UWM defines service-learning as “a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs. Students also reflect on the service activity in such a way as to gain further
understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.” Remember that service-learning is reciprocal. It is a requirement for the course and will help you learn, and it also addresses a need that the community partner has identified. When you are at your service-learning placement you are an ambassador of UWM and of this class, and you should always conduct yourself with respect for others. *If you cannot do a service-learning placement in MPS, please email me ASAP so that I can find an alternative assignment for you.*

**Reflections**

You are required to submit one graded reflection for every unit during the semester. Reflections are designed to help you capture your observations and connect your personal experiences, your service-learning placement, and course materials. Reflections are guided by specific questions I will ask you. Those questions are below in this syllabus. Each Reflection should be at least 250 words long and will be submitted in Canvas. Due dates are in the syllabus under each unit.

**Discussion Forums**

For the discussion forums, you will be divided into groups. Discussions will be initiated by questions I provide that are pertinent to the material covered in the unit. Everyone in the group is required to give a thoughtful response to at least one of the questions and then at least one response to one of your classmates’ posts. The weekly schedule indicates the date and time by which the answers must be posted, so be sure to check early on so that you know what week you are expected to provide a question. All responses must be made by the end of the unit. You should use proper grammar and punctuation. You must also show the proper courtesy to your fellow students and follow good internet etiquette, as always.

**Evaluation**

Grades will be calculated according to the following formula:

- **Quizzes** (for Units 1, 3, 5): 5% each quiz or 15% of your total course grade
- **Reflections** (one due for each unit, your best five out of seven will count): 3% each or 15% of your total course grade
- **Service-Learning Hours** (20 hours over the semester): 10% of your grade
- **Discussion Forums** (for Units 2, 4, 6, 7): 5% each or 20% of your total course grade
- **Midterm Essay Exam** 20% of your total course grade
- **Final Essay Exam** 20% of your total course grade

**COURSE AND READING SCHEDULE**

The following course schedule gives you the unit assignments as well as the suggested order in which they should be completed. For each unit, there will be some combination of readings, reflections, videos, lectures, discussions, and quizzes. It is up to you to decide how to allocate your time to work on the class. I have designed the course so that you should plan to spend approximately 10 hours per week on the class focusing on readings, lectures, assignments, service-learning, discussions, quizzes, exams, and videos, for a total of 150 hours during the semester. This online course will take advantage of the flexibility that the virtual classroom provides, at the same time it is designed with the assumption that you will devote a significant amount of time each week on the course. Remember all materials for the class are accessible in Canvas.
TUESDAY, SEPTEMBER 3-FRIDAY, SEPTEMBER 13

UNIT 1: INTRODUCTION—MULTICULTURAL AMERICA, HISTORY, AND RACE

1. Read through this syllabus.
2. Read the document that introduces students to the class titled “Intro. to History 150.” This document has been emailed to every student registered in the class and is also available at the Canvas class website.
3. Get ready for service learning!
   a. Watch video presentation on service learning that will give you instructions on how to register for your service-learning placement: https://youtu.be/KZ5e6WMbGxQ
   b. If you haven’t already done so, login to the “My Service-Learning Portal” https://uwm.edu/community/students/academic-service-learning/ 
   c. Fill out and submit the MPS background check
      ii. The form (MPS Volunteer Application) is here: https://www.volgistics.com/ex/portal.dll/ap?apid=765292582
4. Read the power point lecture “Unit 1 Course The mes Part 1” (all lectures are found at the Canvas class website under their corresponding unit).
5. Complete the readings for this unit:
   a. James D. Anderson, “How We Learn About Race through History,” eds., Kramer, Reid and Barney, Learning History in America (Minneapolis: U of Minnesota P, 1994), 87-106. (All readings are found at the Canvas class website under the corresponding unit.)
6. Watch the documentary film on Jane Elliot’s blue eye/brown eye experiment titled “A Class Divided” here: https://www.pbs.org/wgbh/frontline/film/class-divided/
7. Read the power point lecture “Unit 1 Course Themes Part 2”
8. Submit written Reflection to Canvas by 11:59pm on Sunday Sept 15th (cst) (The topic is given in the lecture. In Canvas you can submit the reflection as a text entry box, a website url, a media recording, or a file upload).
9. Take Unit 1 online quiz anytime between 9am Wednesday, September 4 and 11:59pm Sunday, Sept 15th. Once you begin the quiz you will only have 30 minutes to complete it so DO NOT begin the quiz until you are caught up with the all of the materials for the unit.

MONDAY, SEPT 16-FRIDAY, SEPT 27

UNIT 2: OUR LOCAL CONTEXT: MILWAUKEE

1. Make sure that you signed up for service learning.
2. Complete the readings for the unit:


5. Read the power point lecture “Unit 2: Our Local Context: Milwaukee”

6. Participate in Unit 2 discussion forum. Your first response should be posted by Monday, September 23rd. Your subsequent responses must be posted by Sunday, September 29th at 11:59 pm.

7. Reflection due in Canvas by Sunday, Sept 29th, by 11:59pm. Topic: What fears or concerns do you have about service learning? What skills or assets do you think you will bring to the site? What impact have past policies had on the racial segregation of Milwaukee today?

**MONDAY SEPT 30-FRIDAY, OCTOBER 11**

**UNIT 3: THE PRISTINE MYTH, THE COLUMBIAN EXCHANGE, AND THE MIDDLE GROUND**

1. Have you started your service learning hours? Remember you have 20 hours required to complete this semester. Friday, October 11th is the deadline for completing your first service-learning session.

2. Complete the readings for the unit:

3. Read PowerPoint lecture “Unit 3 — Pristine Myth”

4. Take Unit 3 online quiz anytime between 9am Monday, September 30 and 11:59pm Sunday, Oct. 13th. Once you begin the quiz you will only have 30 minutes to complete it so DO NOT begin the quiz until you are caught up with the readings and lectures.

5. Reflection due by Sunday, October 13th by 11:59pm. Topic: What do you see at your service learning site and in the neighborhood where you serve? What don’t you see at the site that you expected? How does it compare with your own elementary school experience?

**MONDAY, OCT 14-FRIDAY OCT 25**

**UNIT 4: THE INVENTION OF RACE AND RESISTANCE**

1. Make sure your service learning hours are scheduled.

2. Complete the readings for Unit 4:

4. Read PowerPoint lecture “Unit 3—Race and Ideology”

5. Post one response to the online discussion based on the readings and viewing the video by 11:59pm Monday, October 21st and two more responses by 11:59pm Sunday, Oct 27th.

6. Reflection due by Sunday, October 27th by 11:59pm. Topic: What surprises you, makes you feel good, bad, uncomfortable, and energized by what you and the site are doing in the community? What were your initial expectations? How have they changed?

Monday, October 28- Friday, November 1st
MIDTERM ESSAY EXAM

The essay topics for this midterm exam will be posted no later than Friday, Oct 25th. The Essay Exam is due in Canvas by Sunday, November 3rd at 11:59pm. Please submit your exam to Canvas in a .doc, .docx, or pdf file with your last name in the file name.

Monday, November 4th-Friday, November 15th
UNIT 5: RACE, SCIENCE, AND LAW

1. Make sure your service learning hours are scheduled.

2. Complete the readings for Unit 5:


4. Read PowerPoint lecture “Unit 5—Race, Science and Law”

5. Take online quiz anytime between Monday Nov 4 at 9am and Sunday Nov 17 at 11:59pm. Once you begin the quiz you will only have 30 minutes to complete it so DO NOT begin the quiz until you are caught up with the readings and lectures.

6. Reflection due by Sunday, November 17th by 11:59pm. Topic: What skills have you gained or utilized at your service-learning site? What impact do you believe you are having or will have for the semester? What skills do you wish you had that would enhance your community impact? What are some issues the population you are working with faces?

Monday, November 18th-Tuesday, November 26th
UNIT 6 PART 1: GATEKEEPER NATION: ASIAN, EUROPEAN, AND MEXICAN IMMIGRATION

1. Make sure your service learning hours are scheduled.

2. Complete the readings for Unit 6:

THANKSGIVING RECESS NOV 27-DEC 1

MONDAY, DECEMBER 2ND - FRIDAY, DECEMBER 6TH
UNIT 6 PART 2: GATEKEEPER NATION
3. Review your notes from the readings in Unit 6 Part 1.
4. Read PowerPoint lecture “Unit 6—Gatekeeper Nation.”
5. Post one response to the online discussion by 11:59pm Wednesday, December 4th and two more responses by 11:59pm Sunday, Dec 8th.
6. Reflection due by 11:59pm, Sunday, Dec 8th. Topic: How has your service-learning experience impacted your worldview? What impacted this change in your perspective? What about your service work has served as an eye-opening experience?

MONDAY, DECEMBER 9TH - FRIDAY, DECEMBER 13TH
UNIT 7: CONCLUSION: CIVIL RIGHTS
1. Make sure you have completed your 20 hours of service learning.
2. Complete the readings for the unit:
3. Read PowerPoint lecture “Unit 7—Civil Rights”
4. Post three responses to the online discussion based on the readings and lecture by 11:59pm on Sunday, December 15th.
5. Reflection due by 11:59pm on Sunday, December 15th. Topic: What cultural attitudes exacerbate the issues your service-learning site is confronting? How could advocacy and activism, beyond direct service, help to “move the needle” on this issue? Did you have
misconceptions and beliefs about the community you are working with? How have they changed throughout the course of the semester?

**FINAL EXAM DUE FRIDAY, DECEMBER 20th**
The final exam is due no later than Friday, December 20th at 11:59pm. Study well before you begin and read the directions carefully. You will turn this essay exam into Canvas.

**All work for this class must be completed by Friday, December 20th at 11:59 pm.**

**Course Policies**

Click here for the most up to date policies from the Secretary of the University’s office: [http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf](http://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf)

**Academic misconduct.** Plagiarism and cheating will not be tolerated in this class. It is your responsibility to understand the definition of plagiarism and to ensure that your work is your own. Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. [http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/)

**Assignments:** Late assignments may not be turned in late without prior permission from me. Please make every effort to complete your work on time. Assignments that are late may be either unaccepted or graded down.

**Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. The department chair of History is Joseph Rodriguez (joerod@uwm.edu) If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. [https://www4.uwm.edu/secu/docs/other/S_47_Discrimination_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimination_Policy.pdf)

**Disabilities.** The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the student or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following: [http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf](http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf)
**Discriminatory conduct** will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. [http://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Conduct_Policy.pdf](http://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Conduct_Policy.pdf)

**Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. [http://www4.uwm.edu/secu/docs/other/S28.htm](http://www4.uwm.edu/secu/docs/other/S28.htm)

**Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. [https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf)

**LGBT+ resources.** Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. [http://uwm.edu/lgbtrc/](http://uwm.edu/lgbtrc/)

**Mental Health Resources** are available here: [http://uwm.edu/mentalhealth/](http://uwm.edu/mentalhealth/)

**Military Duty.** Policy on accommodations for absences due to call-up of reserves to active military duty can be found here: [http://uwm.edu/active-duty-military/](http://uwm.edu/active-duty-military/)

**Religious observances.** Policies regarding accommodations for absences due to religious observance are found at the following: [https://www4.uwm.edu/secu/docs/other/S1.5.htm](https://www4.uwm.edu/secu/docs/other/S1.5.htm)

**Title IX/Sexual Violence.** Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator ([titleix@uwm.edu](mailto:titleix@uwm.edu)). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: [https://uwm.edu/sexual-assault/](https://uwm.edu/sexual-assault/).

No **weapons** are permitted in any building on the UWM campus.