



# Ethnicity in America

## Syllabus

<a href="#">Colorado State U.</a>	Jan. 18-21	<a href="#">Week 1: Course Introductions</a>	<a href="#">Prof. James Treat</a>
<a href="#">CASAE</a>	Jan. 21-28	<a href="#">Week 2: Origins, Worldviews, Empires</a>	<a href="mailto:treaty@ou.edu">treaty@ou.edu</a>
<a href="#">Ethnic Studies</a>	Jan. 28-Feb. 4	<a href="#">Week 3: Invasion, Conquest, Slavery</a>	<a href="#">Office hours:</a>
<a href="#">ETCC 100</a>	Feb. 4-11	<a href="#">Week 4: Exploration, Territory, Government</a>	Wed. 10-11, 1-2
<a href="#">Spring 2005</a>	Feb. 11-18	<a href="#">Week 5: Migration, Development, Immigration</a>	<a href="#">General Services 361</a>
<a href="#">Aylesworth C106</a>	Feb. 18-25	<a href="#">Week 6: Economy, Industry, Labor</a>	(970) 491-7674
	Feb. 25-Mar. 4	<a href="#">Week 7: Community, Family, Gender</a>	
<a href="#">Section 001: MWF</a>	Mar. 4-11	<a href="#">Week 8: Culture, Identity, Conflict</a>	<a href="#">Course Description</a>
10:00-10:50 a.m.	Mar. 11-25	<a href="#">Week 9: Politics, Race, Discrimination</a>	<a href="#">Reading Schedule</a>
	Mar. 25-Apr. 1	<a href="#">Week 10: Power, Bureaucracy, Resistance</a>	<a href="#">Film Schedule</a>
<a href="#">Section 002: MWF</a>	Apr. 1-8	<a href="#">Week 11: Depression, Organizing, Survival</a>	<a href="#">Grading Schedule</a>
1:10-2:00 p.m.	Apr. 8-15	<a href="#">Week 12: War, Segregation, Integration</a>	
	Apr. 15-22	<a href="#">Week 13: Modernity, Urbanization, Protest</a>	<a href="#">Response Essay</a>
<a href="#">ezboard</a>	Apr. 22-29	<a href="#">Week 14: Nation, Diversity, Imagination</a>	<a href="#">Peer Critiques</a>
<a href="#">WebCT</a>	Apr. 29-May 6	<a href="#">Week 15: Course Conclusions</a>	<a href="#">Special Event</a>



# Ethnicity in America

## Course Description

This course is an interdisciplinary survey of ethnic relations in American history. How have various human communities participated in the historical development of the United States, and how have various notions of race and ethnicity influenced this process? Relying on the theories and methods of Ethnic Studies, we explore key themes in the history of the American West. Course texts include historical narrative, analytical scholarship, and documentary film, offering important perspectives on a wide range of experiences among native people and immigrants from Africa; Asia and the Pacific; Europe; and Latin America. Students have the opportunity to deepen their appreciation for human cultural diversity, to broaden their understanding of responsible citizenship in the context of an emerging global society, and to develop their critical skills for use in academic, professional, and personal settings.

The course textbooks can be purchased at the [CSU Bookstore](#) in the [Lory Student Center](#) and are also available at the [Loan and Reserve Desk](#) in [Morgan Library](#):

Richard White, *"It's Your Misfortune and None of My Own": A New History of the American West* (Norman, OK: [University of Oklahoma Press](#), 1991).

Sucheng Chan, Douglas Henry Daniels, Mario T. Garcia, and Terry P. Wilson (eds.), *Peoples of Color in the American West* (Lexington, MA: [Houghton Mifflin Company](#), 1994).

All course assignments are governed by the [Policies and Guiding Principles](#) found in the [General Catalog 2004-2006](#). Please make sure you understand your rights and responsibilities as a CSU student, especially the policy on Academic Integrity (which is located toward the bottom of the [Policies and Guiding Principles](#) page).



# Ethnicity in America

## Reading Schedule

	White	<i>"It's Your Misfortune and None of My Own": A New History of the American West</i>	Chan	<i>Peoples of Color in the American West</i>
Week 1			1-14	Introduction: Western American Historiography and Peoples of Color
Week 2	1-53	I. The Origins of the West  1. The Seeds of The West  2. Empires and Indians	15-49	1. Native Peoples  - American Indians' Ideas About Themselves - The Pueblo Indian World in the Sixteenth Century
Week 3	55-118	II. The Federal Government and the Nineteenth-Century West  3. The Conquest of the West  4. The Federal Government and the Indians	49-81	2. Invasion  - Flathead Life Before the Horse - Ancient Hawaii: An Agrarian Society  - North from Mexico - Freedmen and Slaves in Oregon Territory, 1840-1860
Week 4	119-178	5. Exploring the Land  6. Distributing the Land  7. Territorial Government	82-107	- Custer's Last Stand, 1876 - Women Missionaries and Cultural Conquest, 1900-1914
Week 5	179-235	III. Transformation and Development  8. The Transformation of Western Society: Migration  9. Transforming the Land	108-142	3. Migration  - Chinese Immigration, 1848-1882 - Travelcraft and Black Pioneer Urbanites, 1850s-1870s - A Mexican Immigrant, 1910s-1920s - A Choctaw Odyssey, 1900s-1950s
Week 6	236-297	10. The West and the World Economy  11. The Economic Structure of the West	143-179	4. Work  - Indian Labor in California in the 1850s - Chinese Sugar Plantation Workers in Hawaii, 1860s-1900s - African Americans in the Cattle

				<p>Industry, 1860s-1880s</p> <ul style="list-style-type: none"> <li>- Mexican Labor in Oklahoma, 1900-1945</li> <li>- Mexican Women Workers in Texas, 1880-1920</li> </ul>
Week 7	298-327	12. New Communities and the Western Social Order	180-245	<p>5. Family</p> <ul style="list-style-type: none"> <li>- Osage Women, 1870-1980</li> <li>- The Japanese Immigrant Family, 1900s-1920s</li> <li>- Chicano Families in the Southwest, 1910-1945</li> <li>- The Immaculate Pregnancy: Maya Angelou as Teenage Mother, 1946</li> </ul> <p>6. Community</p> <ul style="list-style-type: none"> <li>- Chumash Village Life and Social Organization</li> <li>- African-American Women's Clubs in Denver, 1890s-1920s</li> <li>- Filipino-American Community Organizations in Washington, 1900s-1930s</li> </ul>
Week 8	328-352	13. Social Conflict	246-308	<ul style="list-style-type: none"> <li>- Organizing Undocumented Immigrants, 1960s-1970s</li> </ul> <p>7. Culture</p> <ul style="list-style-type: none"> <li>- Religion and American Indians in the Northwest, 1850s-1890s</li> <li>- Mexican-American Identity and Culture</li> <li>- Japanese-Language Schools in Hawaii, 1890s-1920s</li> <li>- Count Basie and Western Swing, 1920s-1930s</li> </ul> <p>8. Interactions</p> <ul style="list-style-type: none"> <li>- Slaves, Freedmen, and Native Americans in Indian Territory (Oklahoma), 1865-1907</li> <li>- The 1903 Oxnard Sugar Beet Workers' Strike</li> </ul>
Week 9	353-387	14. Western Politics	308-363	<ul style="list-style-type: none"> <li>- California's Punjabi-Mexican Americans, 1910s-1970s</li> </ul> <p>9. Racism</p> <ul style="list-style-type: none"> <li>- African Americans in Nevada, 1860s-1920s</li> <li>- The "Mexican Schools," 1890s-1930s</li> <li>- Antimiscegenation Laws and the Filipino, 1920s-1960s</li> <li>- Housing Segregation in the</li> </ul>

				Sunbelt, 1960s-1970s - Jim Crow, Indian Style, 1980s
Week 10	389-457	IV. The Bureaucratic Revolution in the West  15. At the Centers of Power  16. On the Peripheries of Power	364-389	10. Resistance  - Asian Americans: Resisting Oppression, 1860s-1920s - Unionization and Mexican-American Women, 1930s-1940s - Tribal Leaders and Natural Energy Resources, 1970s-1980s
Week 11	459-495	V. Transforming the West  17. The Depression	389-444	11. Politics  - Korean Nationalist Politics in America, 1905-1945 - The UNIA in Los Angeles, 1920s - Arapahoe Politics in Wyoming, 1960s-1970s - The Politics of Status, 1950s  12. Survival  - The Mexican-American Mind, 1930s
Week 12	496-533	18. World War II and Its Aftermath: Reshaping the West	444-496	13. Wartime  - The New Deal and the Jicarilla Apaches, 1930s - The Tlingits' Struggle for Ethnic Survival in Alaska, 1860s-1980s  14. Protest  - The Incarceration of Japanese Americans During World War II - Navajo Code Talker, 1940s - Civil-Rights Leaders in San Francisco, 1940s
Week 13	535-573	VI. The Modern West  19. Rise of the Metropolitan West	496-549	- Braceros in the Pacific Northwest, 1942-1947  14. Protest  - Chicano Protest Politics, 1960s - Chicana Feminist Discourse, 1970s - The Asian-American Movement, 1960s-1980s - Black Studies and Higher Education, 1960s-1980s - The Occupation of Alcatraz Island, 1969-1970
Week 14	574-634	20. The West and the Nation  21. The Imagined West	550-583	15. Diversity  - Controlling the "New" Latino Immigration, 1980s-Present

		Epilogue			<ul style="list-style-type: none"><li>- Korean Americans and the Model Minority Myth, 1970s-Present</li><li>- Vietnamese Artists and Writers in America, 1975-Present</li><li>- Hmong and Cambodian Voices, 1970s-Present</li></ul>
Week 15					

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# Ethnicity in America

## Film Schedule

[The West](#), produced by Ken Burns, directed by Stephen Ives (Alexandria, VA: [Public Broadcasting Corporation](#), 1996)

### Episode One (to 1806)

#### The People

The West begins as the whole world to the people who live there. It becomes a New World when Europeans arrive, a world shaken by incompatible visions. And almost three centuries later, when Lewis and Clark venture west to find a Northwest Passage, this world becomes the testing-ground for a young nation's continent-spanning dream.

[Introduction](#)

[When Dogs Could Talk](#)

[The Vision](#)

[Cities of Gold](#)

[Thunder Rolling from the Mountains](#)

[Popé](#)

[Dog Soldiers](#)

[In the Garden, Before the Fall](#)

[Corps of Discovery](#)

### Episode Two (1806 to 1848)

#### Empire Upon the Trails

Americans head west along many pathways -- following the fur trade into the mountains, fighting for self-determination in Texas, seeking religious freedom in Utah or a better life along the Oregon Trail. But whatever direction they travel, they move closer with every step to a "Manifest Destiny" that will make the West their own.

[Introduction](#)

[Hats](#)

[The Heart of Everything](#)

[Tejas](#)

[In the Midst of Savage Darkness](#)

[We Go to Conquer](#)

[Trail of Tears](#)

[The Barren Rock](#)

[Westward I Go Free](#)

[What a Country](#)

[So We Die](#)

[A Continental Nation](#)

### Episode Three (1848 to 1856)

#### Speck of the Future

The Gold Rush brings the whole world to the West, as 49ers from Asia, South America and the eastern states scramble for "a share of the rocks," littering the hills with mining towns and creating the West's first metropolis. But in the push to strike it rich, many are violently pushed aside.

[Introduction](#)

[Gold Fever](#)

[My Share of the Rocks](#)

[Kit](#)

[Stay at Home](#)

[The Diggings](#)

[The Right of Conquest](#)

[This Land of Gold and Hope](#)

[Emporium of the Pacific](#)

[Diggers](#)

[The Day of Forty-Nine](#)

### Episode Four (1856 to 1868)

#### Death Runs Riot

Civil war comes early to the West. In "Bleeding Kansas," abolitionists battle for free soil. In Utah, federal troops march against Mormon polygamy. And along the Rio Grande, oppressed Mexican Americans rebel. The war between North and South unleashes brute savagery in the West, and leaves behind an army prepared for total war against the native peoples of the plains.

[Introduction](#)

[Free Soil](#)

[Mountain Meadows](#)

[The Republic of the Rio Grande](#)

[This Guilty Land](#)

[Anarchy](#)

[Preachers and Jackass Rabbits](#)

[Who Is the Savage?](#)

[The Everywhere Spirit](#)

### Episode Five (1868 to 1874)

[Introduction](#)

## The Grandest Enterprise Under God

A triumph of the human spirit, the transcontinental railroad opens a new era in the West, carrying homesteaders onto the prairies, bringing cowboys up the cattle trail from Texas, helping give women the vote in Utah and sending buffalo hunters onto the plains, where they drive a symbol of the West -- and a way of life -- to the brink of extinction.

[A Grand Anvil Chorus](#)  
[White Man's Pipe](#)  
[The Artillery of Heaven](#)  
[An Instinct for Direction](#)  
[One People](#)  
[The Woman's Exponent](#)  
[Walking Gold Pieces](#)  
[Good Company](#)  
[How Do You Like Nebraska?](#)  
[Cowboys](#)  
[A Wound in the Heart](#)

## Episode Six (1874 to 1877)

### Fight No More Forever

The federal government tightens its grip on the West, but three bold spirits remain defiant -- Sitting Bull, who prophesies his people's greatest victory but cannot prevent their ultimate defeat; Brigham Young, who must sacrifice a spiritual son to save his church; and Chief Joseph, who triumphs in defeat as an indomitable voice of conscience for the West.

[Introduction](#)  
[Yellow Hair](#)  
[Tatanka-Iyatanka](#)  
[Hard Times](#)  
[A Good Day to Die](#)  
[Center My Heart](#)  
[Good Words](#)

## Episode Seven (1877 to 1887)

### The Geography of Hope

Newcomers arrive by the millions, bringing a new spirit of conformity to the West. Indian children are taught to forsake their heritage, Mormons are told to abandon a tenet of their faith, and new laws deny Chinese and Mexican Americans a place in society. Yet the legend of the "Wild West" lives on, thanks to the greatest showman of the age.

[Introduction](#)  
[The Exodusters](#)  
[Rain Follows the Plow](#)  
[A Hard Time I Have](#)  
[Barbarians](#)  
[The Romance of My Life](#)  
[The Barrio](#)  
[I Must Lose Myself Again](#)  
[Friends of the Indian](#)  
[Medicine Flower](#)  
[Hell Without the Heat](#)  
[Gunpowder Entertainment](#)  
[Final Vision](#)

## Episode Eight (1887 to 1914)

### One Sky Above Us

As settlers race to claim tribal lands, Native Americans take up the Ghost Dance, trusting in its power to restore a lost way of life until their hopes are crushed at Wounded Knee. The new century marks a new era in the West, an age of aqueducts and smelters. But the West remains what it has always been, a world waiting for a dream.

[Introduction](#)  
[Guthrie](#)  
[The Outcome of Our Earnest Endeavors](#)  
[Butte](#)  
[Like Grass Before the Sickle](#)  
[P.S. I Like You Very Much](#)  
[Progress](#)  
[Take It](#)  
[Lachryma Montis](#)  
[This Isn't History](#)  
[To Speak for My People](#)  
[I Will Never Leave You](#)  
[The Gift](#)



# Ethnicity in America

## Grading Schedule

Each assignment is evaluated on a satisfactory/unsatisfactory basis according to the following schedule:

<u>Course Orientation</u>			20 points
<u>Response Essay</u>	13 @	30 points >>	390 points
<u>Peer Critiques</u>	13 @	10 points >>	130 points
<u>Final Examination</u>			100 points
TOTAL			640 points

The following assignment may be completed for extra credit:

<u>Special Event</u>	limit 3 @	15 points	
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Course grades are determined according to the following schedule:

	A =	591-640 points
	B =	541-590 points
	C =	491-540 points
	D =	441-490 points



# Ethnicity in America

## Final Examination

Assignment	<p>Answer <b>two</b> of the following three questions; please read them carefully:</p> <p>(1) From the course description for "Ethnicity in America":</p> <p>How have various human communities participated in the historical development of the United States, and how have various notions of race and ethnicity influenced this process?</p> <p>Write an essay answering these two questions and evaluating the ways in which "historical development" and "notions of race and ethnicity" have been inextricably intertwined in the American West. Illustrate your argument with at least four specific, detailed examples drawn from the White text and/or the Chan text.</p> <p>(2) In the Introduction to <i>Peoples of Color in the American West</i>, Sucheng Chan and her colleagues comment on Richard White's <i>"It's Your Misfortune and None of My Own": A New History of the American West</i>:</p> <p>White has synthesized a stunning amount of information and integrated the story of the various nonwhite groups into various topical chapters. Race and ethnicity form the central themes in White's narrative . . . . Despite the importance he accords to race and ethnicity, however, White's account largely depicts peoples of color as victims, as objects of other people's actions, rather than as subjects or as agents of historical change. (Chan 6)</p> <p>How successful have Chan and her colleagues been in addressing this problem? Write an essay evaluating their effort to "reconceptualize western American history" (Chan 8), considering their anthology as a critical response to the White text. Illustrate your argument with specific, detailed examples drawn from at least four different chapters in the Chan text (there are 15 chapters in the Chan text, each consisting of 3-5 selections).</p> <p>(3) In the last segment of the final episode of <i>The West</i>, Richard White concludes:</p> <p>There are many stories in the West, and there are many stories in the United States, and none is more American than any other. . . . There is no single experience in the West or any place else. But we fight so much about those stories because those stories deeply matter—not because of what happened in the West, but what happens right now, what matters right now. That's the important thing.</p> <p>Write an essay responding to White's comments, exploring the relationship between the Western past and the American present. What is happening "right now" that "stories in the West" do—or should—speak to? Illustrate your argument with at least four specific, detailed examples drawn from the White text.</p> <p><b>Each essay</b> should be <b>at least 500 words</b> of polished prose; no parenthetical or bibliographic citations are necessary.</p> <p>"Sign" each essay by appending your <b>name</b> and the <b>word count</b> to the end of each essay; for</p>
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	<p>example:</p> <p>Wanda Goodgrade 587 words</p> <p>Use a word processor to draft your essays, with <b>double-spaced</b> paragraphs. Be sure to save a <b>copy</b> for your own records.</p>
Submission	Take your printed exam to the <b>CASAE office</b> , Clark Hall C127, which is normally open M-F 7:30-12:00 and 1:00-4:30.
Criteria	<p>A <b>satisfactory</b> final examination meets the following criteria:</p> <p>Substantive essay(s) demonstrating your <b>understanding</b> of the course material.</p> <p><b>Polished prose</b> not burdened by distracting errors: each <b>word</b> spelled and used correctly; each <b>sentence</b> built on proper punctuation and grammar; each <b>paragraph</b> addressing a coherent and unified point; the entire <b>essay</b> offering an organized exposition of your subject.</p> <p>Each essay <b>at least 500 words</b> of text, with a <b>signature</b> consisting of your name and the word count.</p> <p>Each essay is worth <b>50 points</b>; the final examination is worth <b>100 points</b>.</p>
Gradebook	<p><u><a href="#">Prof. Treat</a></u> will record your gradebook entry manually.</p> <p>The deadline for this assignment is <b>Monday 12:00 noon</b>.</p>