

Public Input Template--2020 Ethnic Studies Model Curriculum
May 2019 Draft
 (Download and use to provide specific recommendations)

Include the chapter of the model curriculum, the page number, and line number(s) to ensure that the California Department of Education and Instructional Quality Commission can reference the content of the document when reviewing your comments. Please email this document as a Word document to ethnicstudies@cde.ca.gov. You may contact Kenneth McDonald, Education Programs Consultant, at kmcdonal@cde.ca.gov with any questions regarding this template or the public input process.

Chapter of Model Curriculum <i>[Enter the Chapter Number here, or just "General" for a comment that applies to the entire document.]</i>	Your Name and Affiliation <i>[Enter Your Name] organization, or business that you represent, if applicable.]</i>	Comment (include page and line numbers where applicable) <i>[Include the page and line number(s) here--Write your comment here]</i>

212 how do others perceive us? Who is the in-crowd and who is the other? What is the
213 process of our identity formation? How has the development of images, often
214 stereotypes, reduced or magnified an individual? What does it mean to be American?
215 How has the perception hyphenated Americans changed over time, both within and
216 between ethnic groups? The overall objective of the Identity Unit is for students to
217 explore themselves and how they fit into society.

218 Objectives:

- 219 • Learn the theoretical foundations and lens of Ethnic Studies
- 220 • Understand and apply Ethnography research and methods
- 221 • Research the students family history and roots
- 222 • Understand the dynamics of how race, ethnicity, and gender play a role in the
223 construction of one's identity
- 224 • Define the term narrative identity, and explain the cultural functions that narrative
225 identity serves
- 226 • Create projects that illustrates the intersectionality of how race/ethnicity, gender,
227 nationality, and culture structure the student's identity Topics:
- 228 • Geography/environment and how it influences identity
- 229 • Race/ethnicity/culture and how it influences identity
- 230 • Socio-economic status and how it influences identity
- 231 • Self-perception and how one is perceived

232 Assessments: Students will participate in a Socratic Seminar using notes taken from
233 research from a variety of sources about the concepts of social construction of race and
234 identity. Students will analyze a teacher selected documentary film, collect documents
235 of their own history, and interview (oral history) family members to write a 500-word
236 autobiographical essay in which they reflect on how race, ethnicity, nationality, and
237 culture have shaped their identity. Students will participate in a "Know Thy Selfie"
238 project. The students will analyze selfie photos of themselves and write a reflection
239 essay outlining their findings.

240 Unit 2: Immigration, Migration, and Movement

* 2023 2024

241 This is a survey unit to establish settlement patterns and understand the geographic
242 composition of the United States communities. There will be primary focus on
243 immigration patterns/waves and maps of the United States focusing on:

244 Asian immigration (Chinese, Japanese, Southeast Asian-etc.) Topics will include WWII
245 Exclusionary Policies and Practices of Asian-Americans, WWII Asian American
246 Internment Camps, Filipinos and Japanese in agricultural labor during the 1900s, and
247 construction of the railroad in the U.S. What role did Asian Americans play in the growth
248 and development of the United States? How did political power develop within the Asian
249 American community and how has this power evolved to work effectively with changing
250 power structures in the United States? What challenges continue to face Asian
251 Americans?

252 European Immigration (Italians, Jewish, Polish, Irish, Serbian, etc.) Topics will include
253 history and waves of European immigration to the United States, the role of World
254 Wars I and II , the Cold War, Iron Curtain, and Communism played in immigration

481 conduct an oral history interview with a member of their family or another adult
482 important in their lives, focusing on the concepts of race, ethnicity, nationality, and
483 culture. Students transcribe the interview, create a 1,500-word historical narrative from
484 the interview, and present the narrative orally to their classmates.

485 Unit 4: My Stereotypes: Where stereotypes come from and how they shape my world (4
486 weeks)

487 Students identify their own stereotypes, including those that arose in the family
488 narratives they created in Unit 3. Students investigate the history of stereotypes by
489 learning about eugenics and the genetic issues relating to race and racism (textbook,
490 Chapter 3; Race: The Power of an Illusion, Part 1) and by analyzing film portrayals of
491 Latinos, African Americans, and Asian Americans (Latino Images in Film, film clips from
492 the UCLA Chicano Studies Research Center, Ethnic Notions, and The Asian Mystique).
493 Students select and analyze examples of contemporary stereotyping in popular culture
494 (advertisements, television programs, films) to understand how stereotypes are
495 reproduced and perpetuated. Based on these investigations, students produce public
496 service announcements for distribution in their schools that challenge particular
497 stereotypes in terms of institutional, interpersonal, and internalized oppression.

498 Semester 2: Acting in my world Unit 5: Our communities (5 weeks)

499 Students expand beyond their study of self and family during the first semester to study
500 community during the second semester. Following an introduction to the various types
501 of communities, students learn about the origins or race- and ethnic-based communities
502 in cities in the United States (The Power of an Illusion, Part 3: The House We Live In)
503 and a model for classifying the various ways in which race- and ethnic-based
504 communities have resisted oppression (“Examining Transformational Resistance” by
505 Solorzano and Bernal). Students apply the concepts of community and resistance they
506 have learned to two historical case studies, Chinatown in San Francisco (Chinatown by
507 Lowe) and Latino barrios in California (Latino USA by Stavans and Alcaraz, and “The
508 Barrioization of Nineteenth-century Mexican Californians” by Ríos-Bustamonte). Both
509 case studies include a focus on segregation in education (“Doors to Opportunity” from
510 the textbook for the Tape v. Hurley case in Chinatown and The Lemon Grove Incident
511 for Latino communities). Students evaluate accounts of resistance from the readings
512 and films in relation to Solorzano and Bernal’s model of four types of resistance, which
513 include reactionary, self-defeating, conformist, and transformational resistance.
514 Students conclude the unit with a study of José Clemente Orozco’s mural The Epic of
515 American Civilization at Dartmouth College and then create their own two-sided piece of
516 art that expresses on one side ways in which oppression controls and constricts
517 communities and on the other side ways in which transformational resistance creates
518 power within communities.

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519 Unit 6: Community organizing (4 weeks)

520 Building on their knowledge of race- and ethnic-based communities, oppression, and
521 resistance, students are introduced to the concept of community organizing. Students
522 study examples of labor organizing during the Great Depression and World War II
523 among African Americans (Wherever There’s a Fight by Elinson and Yogi, the film
524 Golden Lands, Working Hands, and Double Victory by Takaki) and Filipino Americans

785 again in their service-learning projects). By the end of the series of presentations,
786 students will have at least 8-pages of notes that will be used in future activities.

787 Students will then work in groups of 3 or 4 to synthesize their knowledge of history
788 (using their presentation notes) and their critical analysis of popular culture (500-word
789 analysis) to create a pamphlet for distribution in their school (in the 9th grade Freshman
790 Seminar class) that challenges ethnic and gender stereotypes and offers strategies for
791 disrupting and subverting the negative effects of stereotyping (including alternative
792 forms of representation in the media and suggestions for further reading). This project
793 begins the process of fulfilling the course purpose in that students will apply what they
794 have learned towards direct action, implementing a systematized campaign for social
795 justice at their school.

796 Unit 3. Exchanging information and Ideas: Language and Law - Oral History Project (5
797 Weeks)

798 How does law and language affect generational differences?

799 In this unit, students will compare and evaluate oral histories as an alternative to
800 mainstream media's representation of ethnicity by conducting their own oral history
801 research. Students will first understand the differences and similarities different groups
802 experiences and build empathy and understanding of various experiences from World
803 War II (A Different Mirror Chapter 14). Students will evaluate the language that was
804 used in history for different laws and legal outcomes for various ethnic groups in the U.S.
805 In this process, students will explore the relationships between previous generations
806 and their modern generation by reading the chapter and writing a diary entry for each
807 sub-section in the chapter (6 total: Japanese Americans, African Americans, Chinese
808 Americans, Mexican Americans, Native Americans, Jewish Americans) from the
809 perspective of a person of that group during that time period. Students will then learn
810 how oral history can be used as a tool for research ("Colonize This!" and "Femme-Inism:
811 Lessons of My Mother" from Hernandez; "Fathers, Daughters, Citizens, and
812 Strongwomen El hambre y el orullo" from Tobar) and compare the experiences from the
813 readings to that of the stereotypical images from the previous unit in small and large
814 group discussions. In small groups of 4, students research recent examples of oral
815 histories (Yell-Oh Girls) that are in written form, and compare them with recorded oral
816 histories (StoryCorps), students will express their findings in a silent carousel activity, to
817 further illustrate and unpack the significance of the acoustic impact of oral history.

818 Students conduct an oral history interview with a member of their family or another adult
819 important in their lives (using the "Great Questions List" or "Question Generator"
820 from StoryCorps.org or by developing their own questions based on their
821 autobiographical essay from Unit 1), focusing on the concepts of ethnicity, nationality,
822 language and culture. Students will transcribe the interview and then write a 1,500-word
823 historical narrative from that transcription. Students will then present the narrative to
824 their classmates. This presentation may either be from memory, or students may record
825 and edit their interview using the open source web software Audacity
826 (<http://audacity.sourceforge.net/>) to incorporate music and sound effects. The
827 presentation will focus not only on the storytelling aspect, but also on the method, of

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1181 discussions from their current unit. This assignment adds empathic perspective and
1182 therefore compliments the examples from history and popular culture. Students will then
1183 work in groups of 3 or 4 to synthesize their knowledge of history (using their
1184 presentation notes) and their critical analysis of popular culture (500-word analysis) to
1185 create a pamphlet for distribution in their school (in the 9th grade Freshman Seminar
1186 class) that challenges ethnic and gender stereotypes and offers strategies for disrupting
1187 and subverting the negative effects of stereotyping (including alternative forms of
1188 representation in the media and suggestions for further reading). This project begins the
1189 process of fulfilling the course purpose in that students will apply what they have
1190 learned towards direct action, implementing a systematized campaign for social justice
1191 at their school.

1192 Unit 3 Oral History Project Students will explore the relationships between previous
1193 generations and their modern generation by reading the chapter and writing a diary
1194 entry for each sub-section in the chapter (6 total: Japanese Americans, African
1195 Americans, Chinese Americans, Mexican Americans, Native Americans, Jewish
1196 Americans) from the perspective of a person of that group during that time
1197 period. Their second independent reading assignment is due midway through this unit,
1198 where they will write a 500-word reflection in which they synthesize the themes and
1199 central issues from 2 discussions from previous blog posts and 2 readings or class
1200 discussions from their current unit. This assignment builds off the previous independent
1201 reading assignment in that the outside reading texts (to a certain degree) show the
1202 struggle of generational difference. The oral history project seeks to build bridges
1203 across generational difference and facilitate dialogue, so that students may learn from
1204 their family's (or close adult's) rich cultural traditions and heritage. In small groups of 4,
1205 students research recent examples of oral histories (Yell-Oh Girls) that are in written
1206 form, and compare them with recorded oral histories (StoryCorps), students will express
1207 their findings in a silent carousel activity, to further illustrate and unpack the significance
1208 of the acoustic impact of oral history. Students conduct an oral history interview with a
1209 member of their family or another adult important in their lives (using the "Great
1210 Questions List" or "Question Generator" from StoryCorps.org or by developing their own
1211 questions based on their autobiographical essay from Unit 1), focusing on the concepts
1212 of ethnicity, nationality, language and culture. Students will transcribe the interview and
1213 then write a 1,500-word historical narrative from that transcription. Students will then
1214 present the narrative to their classmates. This presentation may either be from memory,
1215 or students may record and edit their interview using the open source web software
1216 Audacity (<http://audacity.sourceforge.net/>) to incorporate music and sound effects. The
1217 presentation will focus not only on the storytelling aspect, but also on the method, of
1218 how oral history can be used as a tool for research – of how this research subverts and
1219 counteracts the destructive stereotypes discussed in the previous unit.

1220 Unit 4 Social Justice and Civil Rights Movements Semester 2 Group Project:
1221 (Interspersed through Units 4 and 5. Weeks 1-12) Activism and action is a heavy focus
1222 of ethnic studies. It is not simply enough to learn about historical moments and agents
1223 of social justice, students must be empowered to be agents of social justice here at
1224 SAMOHI. The teacher will select groups of 6-8 students. These groups will work
1225 cooperatively to establish and implement a social justice program. This program will last

1226 4-6 weeks and consist of activities and/or events founded around the principles and
1227 themes addressed within the ethnic studies course.

1228 Desired Learning Outcomes: Students will develop agency and become empowered to
1229 create social change. Students will apply their knowledge of strategies from both
1230 historical and current models of social change to develop and implement a social justice
1231 campaign which may be any combination of the following: an activity, an organized
1232 protest or action, a guest speaker, a panel of speakers, an assembly, a play, a
1233 documentary, a workshop, an information leaflet, a school board proposal, an
1234 advertising campaign, a community service project, or a research study. Students are
1235 by no means limited to the previous list; they serve merely as examples of actions or
1236 events that might be implemented throughout the course of their campaign. Students
1237 will take ownership over their educational outcomes by designing the parameters of
1238 their success (goals must be specific and measurable). Students will understand how to
1239 run a campus or social organization by maintaining a clear vision through creation of a
1240 mission statement, establishing clearly defined roles for each member of the team and
1241 creating procedures and a timeline to achieve their goals.

1242 Assessments: Each group will create a mission statement. Each group will create a list
1243 of specific and measurable goals. Each group will create a specific list of clearly defined
1244 roles for each group member. Each group will create a timeline and set of procedures
1245 for completing each activity and/or event. After each activity and/or event, students will
1246 write a 500-word reflection that summarizes the successes and failures of their group,
1247 and themselves. This will help shape the success of their next activity and/or event in
1248 relation to the group's specific and measurable goals and mission statement. The
1249 amount of completed reflections will be dependent upon the amount planned by the
1250 group, as actions and/or activities will depend upon their scale and goal. To engage the
1251 material, students will participate in a jigsaw activity similar to the jigsaw activity in Unit
1252 2. However, this jigsaw activity will build upon the skills developed in the previous
1253 activity by doubling the groups up on each chapter. Students will take notes as they did
1254 in the previous jigsaw, and also fill out exit slips for each presentation. This will allow
1255 students to evaluate not only the content of the lesson, but also on the effectiveness of
1256 their delivery. This will ultimately prepare them for their work in the service-learning
1257 projects in Units 4 and 5. Using the information from the readings, students will design a
1258 "how-to-guide" or "comic" that illustrates the process that one of the social justice
1259 groups went through to enact social change. The "how-to-guides" will be distributed at
1260 their school site in order to motivate other students to get involved in working towards
1261 social justice. Students will synthesize the information from their notes, the reading and
1262 their how-to-guide into a 1,000-word research paper that analyzes why a social justice
1263 movement formed, what contributions they made, and how they implemented
1264 successful strategies for social change. This written response will synthesizes primary
1265 and secondary sources from class readings and will respond to one of the essential
1266 questions from the unit.

1267 Unit 5 In addition to the service-learning project, students will participate in the following
1268 assignments: Students will compare and contrast these examples and analyze how
1269 unions can be used to build communities across ethnic and cultural boundaries through
1270 large and small group discussion. Students will then compare and contrast labor

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1609 Unit Assignment(s)
1610 Key assignments: The Slave Trade and African Diaspora: Students will use knowledge
1611 learned and analysis of reading material to map and explain the African diaspora using
1612 Prezi (Presentation software). Assignment focus is to explain the sociological and
1613 individual effects of the diaspora on African communities. Students will be required to
1614 demonstrate learning through oral presentation. Slavery in America Part I; Pre-Civil
1615 Rights Movement: Using research and inquiry skills, knowledge learned and analytical
1616 thinking skills students will create a short documentary that provides a historical timeline
1617 between the 15th and 19th century explaining the sociological and individual effects of
1618 slavery. The assignment requires students to highlight the contributions of slaves in the
1619 development and foundation of the United States and the influence of Social Darwinism
1620 in the establishment and enforcement of racial policies such as Jim Crow laws. Slavery
1621 in America Part II; Civil Rights Movement and Post-Racial America: Students write a
1622 research paper answering their choice of focus questions: Did slavery end with the
1623 Emancipation of Proclamation? Were the efforts of the civil rights movement effective in
1624 bringing equality for all? Using historical thinking skills, students examine primary and
1625 secondary source documents to compare and contrast learnings from part I and part II
1626 to help answer their choice of guided questions.

1627 Unit 6: Asian American and Pacific Islander Studies

1628 Students will study and explore the experiences of Asian Americans and Pacific
1629 Islanders both historically and in terms of contemporary issues. Students will examine
1630 and analyze the major migration waves of Asian Americans between the 1850s-1917.
1631 Students use historical thinking skills to analyze the social, political effects of U.S.
1632 policies such as Chinese Exclusion Act and President Roosevelt's executive order 9066
1633 that led to the Japanese internment camps on Asian American communities. Students
1634 also examine the influence of Filipinos and Japanese in agricultural labor during the
1635 1900's. Emphasis is placed on the personal effects of the policies on Asian American
1636 communities. Students analyze the concept of the model minority and the modern social
1637 and personal effects of the concept among the Asian American community. Students
1638 challenge their critical thinking skills by examining the following questions: What are the
1639 cultural and political similarities/differences between East Asians, Southeast Asians,
1640 and Southern Asians? What role did Asian Americans play in the growth and
1641 development of the United States? How did political power develop within the Asian
1642 American community and how has this power evolved to work effectively with changing
1643 power structures in the United States? How has immigration affected the political, social,
1644 and economic realities of Asian Americans? What accounts for the cultural perception
1645 that Asian Americans are the "model minority"? What challenges continue to face Asian
1646 Americans? What opportunities do students have to enact positive change for Asian
1647 Americans?

1648 Course Materials (not limited to): CA apologizes to Chinese Americans
1649 <http://content.time.com/time/nation/article/0,8599,1911981,00.html> Peeling Bananas by
1650 Wendy Lee <http://connection.ebscohost.com/c/articles/21119547/peeling-bananas> Little
1651 Asia on the Hill by Timothy Egan
1652 [http://www.nytimes.com/2007/01/07/education/edlife/07asian.html?pagewanted=print&](http://www.nytimes.com/2007/01/07/education/edlife/07asian.html?pagewanted=print&r=0)
1653 [r=0](http://www.nytimes.com/2007/01/07/education/edlife/07asian.html?pagewanted=print&r=0) Snow Falling on Cedars by David Guterson

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1740 in-the-islamic-culture/ Beyond Sacred: Voices of Muslim Identity-Primary Source
1741 <http://ums.org/performance/beyond-sacred-voices-of-muslim-identity/>

1742 Unit Assignment(s)

1743 Key assignment: Students are required to use research and inquiry skills to debunk
1744 stereotypes targeted towards Muslim Americans. This assignment will require students
1745 to explain a stereotype, the impact of stereotypes on the lives of Muslim Americans and
1746 to research information that helps debunk the stereotype. Through a thorough analysis
1747 of charts, graphs and scholarly articles, students will use historical writing to debunk a
1748 stereotype affecting the Muslim community. Students will be required to write a one-
1749 page essay that provides a clear claim, includes evidence, uses proper citation and
1750 demonstrates student learning.

1751 Unit 9: Social Justice

1752 Students will explore Social Justice through social, political, and historical lenses that
1753 focuses on ordinary people organizing and mobilizing against various oppressive
1754 systems, laws, and, ideas based on the dominant culture of American political power,
1755 systems, and social structures. Students will apply their learning and understandings of
1756 the rich history of various ethnicities, social constructs, liberation, and activism from
1757 previous units to judge, using criteria, the impact social justice movements have had for
1758 particular groups studied--as well as the impact on American society and democracy.
1759 Students will have the opportunity to analyze, evaluate, and juxtapose historic social
1760 movements with current patterns, trends, and social phenomenon. Students will
1761 synthesize their knowledge and understandings relating to social justice issues and
1762 movements in order to make inferences and draw conclusions about the relevancy that
1763 social justice and social movements have in our American democracy and society today.
1764 Throughout the unit students will inquiries multiple layers of essential questions such as:
1765 How have ordinary people mobilized against oppressive political, socioeconomic, and
1766 cultural ideas from the dominant culture and powerful since the American Revolution.
1767 Who have been historically disenfranchised and oppressed in American society? How
1768 has oppression of various ethnic minority groups shaped the national character and
1769 attitude of the nation? How has race and ethnicity challenged the ideals of values of our
1770 American democracy? How has this motivated ordinary people to do extraordinary
1771 things in shaping and challenging American democratic and civil liberties? How has
1772 society, politics and individual communities changed as a result of social justice?

1773 Course Material (not limited to): Anti-Discriminatory Practice by Neil Thompson
1774 [https://books.google.com/books?hl=en&lr=&id=nVIJDAAAQBAJ&oi=fnd&pg=PP1&dq=social+justice+and+equality&ots=wjPyad2tHT&sig=PP7EwfwMve-](https://books.google.com/books?hl=en&lr=&id=nVIJDAAAQBAJ&oi=fnd&pg=PP1&dq=social+justice+and+equality&ots=wjPyad2tHT&sig=PP7EwfwMve-G5ZLFnzgYE58fCJI#v=onepage&q&f=false)
1775 [G5ZLFnzgYE58fCJI#v=onepage&q&f=false](https://books.google.com/books?hl=en&lr=&id=nVIJDAAAQBAJ&oi=fnd&pg=PP1&dq=social+justice+and+equality&ots=wjPyad2tHT&sig=PP7EwfwMve-G5ZLFnzgYE58fCJI#v=onepage&q&f=false) Equality and social justice:
1776 <http://psycnet.apa.org/record/1976-09543-001> Cultivating Food Justice, Race, Class
1777 and Sustainability edited by Alison Hope Alkon and Julian Agyemen
1778 <https://books.google.com/books?hl=en&lr=&id=QSxWUoj9twQC&oi=fnd&pg=PR7&dq=social+justice+and+class+and+race+and+ethnicity+&ots=HKP8CRC4uh&sig=-sRZcCaqIMb6yl1x9PN8RfRDcno#v=onepage&q=social%20justice%20and%20class%20and%20race%20and%20ethnicity&f=false> Class Relations, Social Justice and the
1779 Politics of Difference by David Harvey
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1781
1782
1783

3823 in the United States in this time period and how the similarities of that experience across
3824 geographic, political and economic realms resulted in similar interactions with the larger
3825 American population.

3826 Analyzing Immigration Data: In small groups, students will read three selections from
3827 different sources related to the rise of nativism in the late 1800s: excerpts from P.S.
3828 Dorney's 1871 description of anti-Chinese violence in California, a selection from The
3829 American People by Nash and selections from Howard Zinn's A People's History of
3830 American Empire that allude to, but do not explicitly discuss, issues of nativism. Each
3831 source presents a different interpretation for the causes of nativism: one identifies
3832 racism as the primary catalyst for nativism, one identifies cultural and religious factors
3833 as the primary cause of nativism, and indicates nativism was primarily a response to
3834 changing economic conditions. After reading the three sources, each group will analyze
3835 immigration data gathered by the U.S. Census Bureau between 1820 and 1940 and
3836 excerpts from the "Gentleman's Agreement" to assess the accuracy of the information
3837 presented in the three original sources and produce a written argument in favor of one
3838 being the "most accurate." A class discussion will follow in which students will continue
3839 to deliberate about the quality of each source.

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3840 Exploring the Progressives: Students will read and respond to selections from Upton
3841 Sinclair's The Jungle to help develop their understanding of the causes and
3842 consequences of the transformation from a largely agrarian society to an industrial
3843 society reliant on large scale, industrial agriculture to feed a growing population. They
3844 will then analyze Teddy Roosevelt's efforts to support Progressive reform as a response
3845 to the significant changes that had taken place in the U.S. between the 1870s and early
3846 1900s. Finally, they will have to attempt to determine to what extent the success of
3847 Progressive reforms was contingent upon the leadership of national political figures like
3848 TR or if the work of non-politicians, muckrakers, etc. such as Ida Tarbell, Alice Paul,
3849 Walter Rauschenbusch, John Muir, Jacob Riis, etc. would have been sufficient to effect
3850 national change; basically, this forces them to consider what ultimately caused society
3851 to change its ideas about the role of government in the daily life of citizens and the
3852 impact that had on the national culture as well as how those societal changes catalyzed
3853 changes to the traditional political practices and institutions of the nation.

3854 The U.S. Becomes a World Power

3855 This unit focus on the causes and consequences of the shift in American foreign policy
3856 from the end of the Civil War to the end of WWI. Prior to this period the U.S. was
3857 generally restrained to expanding continentally, but with the growth of the U.S. into an
3858 industrial power that changed and the nation transformed as it sought to expand its
3859 reach abroad. Students will trace the origins of the economic, political and cultural drive
3860 for expansion in the U.S. and explore how pre-existing ideas such as Manifest Destiny
3861 transformed as the nation developed the industrial and economic capacity to exert its
3862 influence abroad. Through the analysis of case studies (and building on content from
3863 sophomore year) that include the Indian Wars, Spanish-American War, the Philippine –
3864 American War, the Hawaiian Annexation, the establishment of "Big Stick" and "Dollar
3865 Diplomacy" policies in Latin America and the Caribbean and WWI, students will explore
3866 whether or not American imperialism was a foregone conclusion as the nation rose as
3867 an industrial power and yearned for new markets and resources to enrich the population