COURSE CODE: HIS3208

COURSE TITLE: HISTORY OF IMMIGRATION, ETHNICITY, AND NATIVISM IN THE UNITED STATES

(3 class hours, 3 credits)

Prerequisite: ENG 1101 and a previous history core course (which includes HIS 1000 series or AFR 1460 or AFR 1461 or AFR 1465 or AFR 1466 or PRS 1462)

Course Description

The history of various groups which make the United States a melting pot, how and why these groups arrived in the United States, how they accepted or rejected assimilation into American society, how they coped with the problems that face immigrants as well as major events in American history such as the Civil War, the Great Depression or World War II. In addition, the development of nativism and other manifestations of discrimination and how they affected each group as it attempted to integrate into American society.

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<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Methods</th>
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<tr>
<td>Students will be able to discuss the significance of immigration on the history of the United States.</td>
<td>Class discussions, Exams And Essays</td>
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<tr>
<td>Students will be able to identify specific contributions of the varied immigrant groups in American culture.</td>
<td>Class discussions, Essays and Exams</td>
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<tr>
<td>Students will be able to discuss the nativist movements and discuss their effect on immigration.</td>
<td>Final exams, essays and class discussions</td>
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<td>Students will be able to discuss the changing legal status of immigrants and immigration.</td>
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<tr>
<td>Students will be able to evaluate primary source documents that provide insight into the immigrant experience.</td>
<td>Class discussions, Essay and exams</td>
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General Education based learning outcomes

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<tr>
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<th>Assessment Methods</th>
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<td>Students should able to use primary sources to conduct historical analysis.</td>
<td>Exams, Essay that demonstrate the use original documents, autobiographies, memoirs and orature to conduct historical analysis.</td>
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<td>Students should be able to conduct basic research and be able to catalog that research in writing.</td>
<td>Essays and Final Exams.</td>
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<td>Students should be able to engage in critical thinking</td>
<td>Exams, class discussions and responses to short questions.</td>
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Students should understand the significance of ethical conduct in research.

Required Texts:
Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life*, HarperPerennial.


Assignments:
• Online reading quizzes worth a total of 10% of the student’s final grade. These quizzes are intended to assess whether students have completed and understood the weekly reading assignments from the textbook and essay Reader.
• Two in-class exams worth 30% each toward the student’s final grade. The exams will be comprised of short answer and essay questions.
• An oral history project worth 25% of the student’s final grade. Students will submit their work in the form a 3-4 page paper.

Attendance and Lateness
A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester as follows:

Class Meets: Allowable Absence:
1 time/week 2 classes
2 times/week 3 classes
3 times/week 4 classes

Grade Policy
All grades will be calculated according to the college grade scale:

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<tr>
<th>Letter Grade</th>
<th>Meaning of Letter Grade</th>
<th>Number Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptional</td>
<td>100-93</td>
</tr>
<tr>
<td>A-</td>
<td>Superior</td>
<td>92.9-90</td>
</tr>
<tr>
<td>B+</td>
<td>Very good</td>
<td>89.9-87</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>86.9-83</td>
</tr>
<tr>
<td>B-</td>
<td>Above Average</td>
<td>82.9-80</td>
</tr>
<tr>
<td>C+</td>
<td>Slightly Above Average</td>
<td>79.9-77</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>76.9-70</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>69.9-60</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>59.9-0</td>
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Academic Integrity Statement:
Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.
Week One: First Encounters (Reading: Daniels, Chapters 1 & 2; DVD: The Human Family Tree (2009))
Students will study the early peoples of North America and the European exploration of the Americas. Students will also examine the relationship between Native Americans and European settlers.

Week Two: Race and Slavery in Colonial America (Reading: Daniels, Chapter 3 & 5; DVD: Slavery and the Making of America: The Downward Spiral (2004))
Students will examine the establishment of race slavery in Colonial America. Students will also learn about the “Middle Passage” and the relationship of African and African Americans to Native Americans and the white settler societies of North America.

Week Three: The “Old Immigrants” from Europe (Reading: Daniels, Chapter 6; Gerber and Kraut “The Tide of Emigration to the United States,” Illustrated London News (1850); McCabe, “Castle Garden” (1872); “James Burn Describes Irish and German Immigrants in New York City” (1850)
Student will discuss immigration patterns, causes and assimilation of the Irish and Germans as well as the origins of Nativism during the First Wave of immigration during the early 19th century.

Week Four: The “New Immigrants” from Europe (Reading: Daniels, Chapters 7 & 8; DVD: Hester Street (1975))
Students will examine the role of industrialization and urbanization on the Second Wave of immigrants from Eastern and Southern Europe during the late 19th and early 20th century.

Week Five: Defining Race and Ethnicity (Reading: Daniels, Chapter 9; Gerber and Kraut, Helen Clark, “The Chinese of New York” (1896))
Student will study the growing theories of race which became popular in the late 19th century. They will learn how these theories rose in the context of imperialism and Social Darwinism. Students will also learn how the Progressive movement both aided the newcomers to mainstream of American life and contributed to anti-immigrant sentiment.

Week Six:
Midterm Exam

Week Seven: Immigration from Asia (Reading: Daniels, Chapter 10)
Students will learn about the “push” and “pull” factors that led to immigration from Asia, with special emphasis on Chinese immigration before the Chinese Exclusion Act of 1882.

Week Eight: The End of Open Immigration (Reading: Daniels, Chapter 11; DVD: Eat a Bowl of Tea (1989))
Student will study the rise of anti-immigration legislation such as the Chinese Exclusion Act and the National Origin Act. Students will examine the debates over immigration and citizenship in the early 20th century.

Week Nine: Shifting Policy in Postwar America (Reading: Daniels, Chapter 13)
Students will examine the influence of World War II and the Red Scare on immigration policy. Students will also be able to explain the development of the Civil Rights movement after World War II and its impact on immigration reform in 1965.

Week Ten: Immigration from Mexico (Reading: Daniels, Chapter 12; DVD: Under the Same Moon (2004))
Students will trace the long history of immigration from Mexico. They will examine the unique immigration issue involved with Mexico as a border nation.

Week Eleven: New Immigrants from Asia (Reading: Daniels, Chapter 14)
Students will trace postwar immigration patters from Southeast Asia and discuss their impact on the United States.

Week Twelve: Black Diasporic Immigration (Reading: Daniels, Chapter 15)
Students will trace postwar immigration patters from Africa and the Caribbean and discuss their impact on the United States.
Weeks Thirteen and Fourteen: Changing Demographics and Contemporary Policy Issues (Reading: Congressional Quarterly “Immigration Debates”;
Daniels, Appendix 1, pp. 453-54)

Students will trace the rise of immigration since the 1965 immigration reforms. They will examine the similarities and differences between various waves of immigration we have studied during the semester. Student will learn the main issues regarding contemporary immigration policy debates. Students will discuss contemporary policy issues and debates concerning immigration reform in the United States.

Week Fifteen

Final Exam