

COURSE OUTLINE

Ethnic Studies 111
European Immigrants in America, 1776 to Present

I. Catalog Statement

Ethnic Studies 111 is a survey course which examines the history and experience of European immigrants in America from the late eighteenth century to the present. The course examines the immigration process itself, considers specific groups (e.g. British, Irish, German, Italian, Polish, Jewish, Greek, etc.), assesses the reaction to immigration by white Americans, and evaluates the contribution made by European immigrants to American society.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Recommended Preparation: Eligibility for English 120 or ESL 151.

II. Course Entry Expectations

Skill Level Ranges: Reading 5, Writing 5, Listening Speaking 5, Math 1.

Prior to enrolling in the course, the student should be able to:

1. analyze short essays (approximately 2-6 pages in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;
2. evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;
3. organize and write an essay which
 - a. addresses the topic and is directed by a thesis statement
 - b. has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization
 - c. shows some awareness of critical thinking: e.g., linkage of evidence with assertion, some awareness of pro-con sides to an issue, ability to compare/contrast two short readings in a focused way
 - d. develops ideas, moving from general to specific
 - e. is easy to read and follow.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. demonstrate the importance of the immigrant contributions to American society;
2. compare and contrast the experiences of various ethnic groups;
3. synthesize American history in a new way;
4. assess the "gaps" or omissions of ethnic history in American history;
5. contextualize the experiences and lives of immigrants as they lived in late 19th/early 20th century America.

IV. Course Outline

Total Faculty Contact Hours = 48 hours

A. The New Nation and Its Immigrants, 1776-1815	3 hours
1. English	
2. French	
3. Dutch	
4. Scotts	
B. The Rise of Mass Immigration, 1815-1860	6 hours
1. Irish	
a. Causes of Irish immigration	
b. Immigrant life in America	
c. American response to immigration	
d. Irish response to American nativism	
2. Germans	
a. Causes	
b. Life	
c. American response	
d. German response	
C. Immigration and the Civil War, 1860-1865	3 hours
1. Slavery and immigration	
2. Demand for cheap labor	
3. Civil War and industrialization	
D. New Sources of Immigration: Causes, Life, America and Immigrant Response, 1865-1914	6 hours
1. The Slavic people-Poles, Hungarians, Lithuanians	
2. Russian Jews	
3. Italians	
4. Greeks	
5. Finns	
6. Scandinavians	
E. New Immigration and Political and Labor Activity, 1865-1920	6 hours

1. Urban bosses and the immigrant
 2. Labor unions and the immigrant
 3. Socialist politics and the immigrant
- F. Immigration Restriction: The Red Scare, and the National Origins Act, 1882-1924 6 hours
1. Nativism defined
 2. Nativism and progressivism
 3. Nativism and anti-communism
 4. World War I and the Americanization campaign
 5. The 1920's: Ways of life in conflict
- G. Immigration after Restriction, 1924-1965 6 hours
1. The consequences of immigration
 2. "Displaced persons"
 3. The Immigration Act of 1965
 4. Ethnic composition of America today
- H. Assimilation in American Life 6 hours
1. Sub-societies and sub-culture
 2. Acculturation and assimilation
 3. Theories of assimilation
 4. Shedding ethnic identities
 5. Hyphenated Americans and American society
- I. World War II 3 hours
1. Internment Camps for Germans and Italians
 2. Wartime Treatment Study Act S564 & HR 1425, 2009
- J. Implications for the Future 3 hours
1. The promise of integration
 2. What kind of society do we want?
 3. The significance of immigration on American history
- V. **Methods of Instruction**
- The following methods of instruction may be used in the course:
1. classroom lecture and discussion;
 2. audio-visual presentations;
 3. guest speakers;
 4. student presentations.

VI. **Out of Class Assignments**

The following out of class assignments may be used in the course:

1. immigrant biographies;

2. research assignments including primary and secondary sources;
3. essays on monographs (e.g. After reading an assigned monograph, write a three page essay analyzing how the experiences related in the story reflect the immigrant experience as a whole. In writing your assignment, be sure to use notes from lecture, writings from our textbook and quotes from your monograph.)

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. three to five one hour examinations;
2. a final examination.

VIII. Textbooks

Daniels, Roger. *Coming to America, A History of Immigration and Ethnicity in American Life, 2nd Edition*. New York, Harper Collins: 2002. Print.
18.26 Gunning Fog Index Reading Level. ISBN: 978-0060505776

Rikoon, J. Sanford. *Rachel Calof's Story, Jewish Homesteader on the Northern Plains*. Bloomington, Indiana University Press. 1995. Print.
12th Grade Textbook Reading Level. ISBN: 978-0253209862

Sinclair, Upton. *The Jungle*. Any edition. 1906. Print or electronic.
ISBN: (Varies depending on which edition.)

Riis, Jacob. *How the Other Half Lives*. Any edition. 1890. Print or electronic.
ISBN: (Varies depending on which edition.)

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

1. differentiate experiences of various European ethnic groups;
2. develop empathy and understanding for the 19th century European immigrant;
3. identify and recognize anti-immigrant institutions and cultural ideas;
4. analyze and synthesize the promise of the American Dream;
5. construct an argument using supportive documentation.