

HIST 9XXX
Immigration & American Identity – ONLINE (3 credits)

COURSE DESCRIPTION

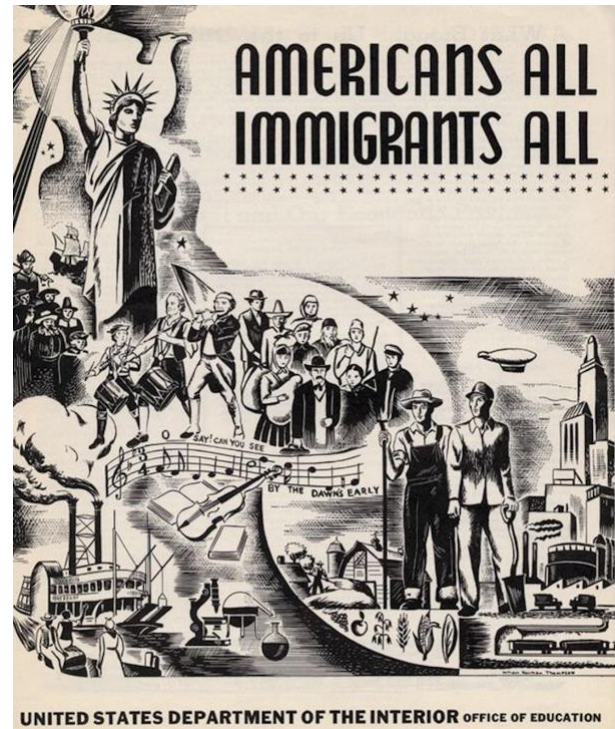
This course provides historical context for today's debates over immigration reform, integration, and citizenship. The course is divided into four parts.

PART ONE provides an historical overview of immigration to America, including the experiences of those who came voluntarily, those who arrived in bondage, and those who migrated under other forms of duress.

PART TWO explores the development and impact of restrictive immigration policies.

PART THREE uses Fitchburg as a case study in order to explore differences between "old" and "new" immigration.

PART FOUR examines contemporary immigration issues.



Poster, c. 1930s

Upon completion of this course you will know or be able to do the following.

- Understand the complexity of U.S. immigration history, including the shifting causes and patterns of immigration, as well as similarities and differences in immigrant groups' experiences.
- Analyze the role race has played in defining who qualifies to be an American citizen, and the development of movements to restrict and exclude certain groups.
- Investigate significant problems, analyze sources, and verify claims with evidence.
- Read perceptively, write to be read by others, and write to reflect on one's learning.

REQUIRED TECHNOLOGY & TEXTS

TECHNOLOGY: This course requires a high speed internet connection and a computer device capable of word processing and streaming media. The course is administrated through Blackboard university email. Hence, you must have and use Fitchburg State Blackboard and email accounts. In order to access course documents and submit assignments, you must be able to view and create PDF files.

TEXTS: There are no required textbook purchases for this course. Required readings are available through Blackboard and the internet.

INSTRUCTIONAL DESIGN

METHOD: The method of instruction in this course emphasizes active, independent learning. You are expected to read for knowledge and write with the goal of exploring ideas, including those of your classmates.

FORMAT: This course is an ONLINE course. All work will be completed on-line using Blackboard and specified digital sites and resources. The course is not self-paced. You are responsible for knowing all deadlines and submitting assignments on time to keep up with the class.

INSTRUCTOR ROLE: My role as instructor of the course takes three forms: I grade all assigned work; I use the announcement function to comment on classwork; and I use email to provide individualized feedback. The best way to reach me is by email. If I am unable to respond immediately, I will endeavor to do so before the end of that day.

EXPECTED ACADEMIC & PROFESSIONAL BEHAVIOR

CIVILITY: Everyone, including myself, is expected to show respect for others. In a course of this nature, that includes abiding by the rules of written English in all communication (including emails), and thoughtfully and respectfully engaging others in discussion following the rules of "[netiquette](#)."

PROFESSIONALISM: Everyone, including myself, is expected to behave in a professional manner. This means being punctual, meeting deadlines, being prepared, completing work diligently, using a polite, respectful tone for all communication, resolving issues in a mature and responsible manner, and behaving ethically.

LATE WORK: All coursework must be completed on time. You may request an extension if the circumstances truly warrant it. However, you must make this request ahead of time.

ACADEMIC INTEGRITY: Academic integrity is an important subset of professional behavior. As I'm sure you're already aware, it is unethical to cheat, or to use the words or ideas of another person without proper acknowledgement. Use appropriate citations to indicate the source of any wording of ideas not your own, including that found on the Internet, or created by another student. There will be serious consequences for your grade in this course, and possibly for your academic standing at the university, if you are found guilty of cheating or plagiarism. Additional information about academic integrity can be found in the Academic Policies section of the Student Handbook.

SUPPORT SERVICES

TECHNICAL SUPPORT: For assistance with Blackboard, FSU email, and other technical support contact the University's [technology help](#).

EXTENDED CAMPUS CENTER: Extended Campus students are encouraged to take advantage of the university's [online student resources](#), including an online "[Student Resource Center](#)."

UNIVERSITY LIBRARY: The library provides a full range of library services to students enrolled in distance learning and extended campus programs. Information on how to access these services is

available on the library DL&EC [libguide](#).

ACADEMIC SUPPORT: Students who wish to deepen their understanding of course concepts, extend their skills, and improve performance in this course are encouraged to take advantage of the University's [Academic Support](#) services, which include an on-line tutoring service.

SPECIAL NEEDS: If you have a documented disability that may require accommodation, please communicate with me as soon as possible. Additionally, you will need to contact [Disability Services](#).

COURSEWORK

There is no midterm or final examination in this course. Instead, course assignments consist of those outlined below. Detailed instructions and evaluation criteria are provided on Blackboard in separate handouts for each type of assignment. All assignments are graded on a 10-point scale translated into a percentage. The overall grade for each category of assignment is a straight average. You can keep track of your grades on Blackboard under "My Grades."

- *Reading Quizzes* There is an untimed multiple-choice quiz administered through Blackboard on each assigned reading.
- *Discussion Assignments* Discussion assignments are designed to extend your learning about specific problems relating to course material, and to allow you to learn from each other.
- *Final Assignment* There are two options for the final assignment. The first option, designed for in-service teachers, involves creating a unit of instruction on a course topic supported by historiographical and primary source research. The second option requires completing a 10-15 page historiographical review essay or research paper on a course topic.

ASSIGNMENT DUE DATES/TIMES: Provided as a separate document under "Course Information."

GRADE DETERMINATION

Overall course grades will be assigned according to the Fitchburg State grading scale. In calculating final grades, scores in each assignment category will be averaged and weighted as indicated. If you have any concerns about the evaluation of your work, please speak with me directly and refer to the grade appeal policy in the university catalog.

	<i>Percent of Grade</i>
Reading Quizzes	40%
Discussions	40%
Final Assignment	20%

final grades will be assigned according to the university graduate grade scale

A	4.0	95% - 100%	B-	2.7	80% - 82%
A-	3.7	92% - 94%	C+/B-	2.5	77% - 79%
B+/A-	3.5	89% - 91%	C+	2.3	74% - 76%
B+	3.3	86% - 88%	C	2.0	71% - 73%
B	3.0	83% - 85%	F	0.0	0% - 59%

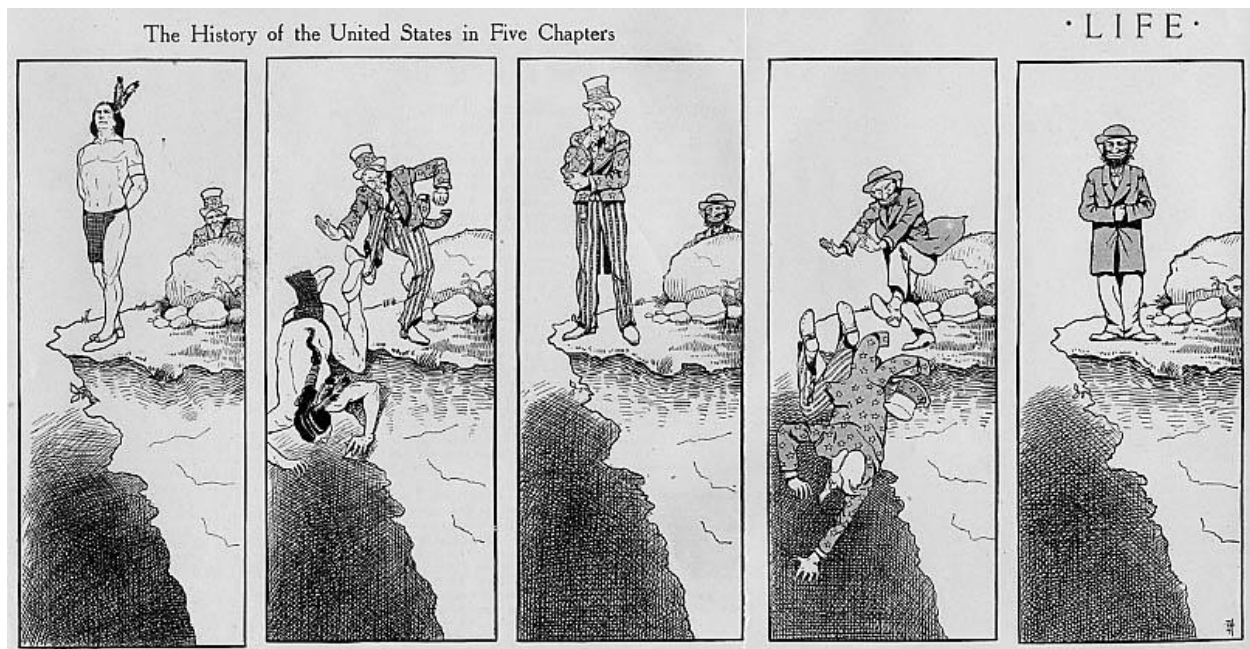
TOPICS

PART I - Different Immigration Histories What does the study of immigration reveal about U.S. history and what stories we tell about ourselves as a people?

PART II - Closing the Gates Beginning with the 1882 Chinese Exclusion Act, the nation entered a protracted period of immigration restriction and exclusion. What ideas about immigrants, immigration, and “American” identity gave rise to these policies? How did anti-immigrant rhetoric and policies shape immigrant experience?

PART III - Immigration and Fitchburg Fitchburg has a long history of immigrant incorporation. What factors encouraged immigration to Fitchburg? How did the “era of exclusion” (1924-1965) change people’s ideas about identity, community, and belonging? How is immigration shaping Fitchburg today?

PART IV - Contemporary Issues We conclude our exploration of immigration and American identity by taking a closer look at contemporary issues: white migration; the legacy of black forced migration; unauthorized immigration; and immigrant rights.



This 1909 cartoon illustrates the deep historical roots of contemporary immigration debates—in this case, white fears (after dispossessing Native Americans of their land) of “racial replacement” by then newcomers, the Irish.