

## Independent Study Course Syllabus

**Course Number: SOC 963**

**Course Title: A Nation of Immigrants**

☐ Online      ☒ Distance Learning

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**Units: 3**  
**Grade Level: 5-12**

### Course Description

A Nation of Immigrants explores the multi-ethnic heritage of the United States from a multi-disciplinary, but primarily historical, perspective. Especially in light of the current controversy over immigration policy, this course provides valuable insights on the experiences of earlier generations who came to this land as “new” Americans, and the reaction they generated from those already here. The trials and triumphs of those “teeming masses yearning to breathe free” in America is often a story of painful discrimination and injustice, but on the other hand, probably no nation in human history has been more welcoming to others. Covering a variety of multi-cultural issues and perspectives, this course will help explain the “how” and “why” of America’s rise to greatness as “a nation of immigrants.”

Assignments have been developed to align with Common Core State Standards for Literacy and Writing in History/Social Science.

### Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

### Course Materials

It is your responsibility to obtain the book: *A Different Mirror – A History of Multi-Cultural America* by Ronald Takaki as well as a History Channel DVD, *Ellis Island*.

### Course Requirements

Students will demonstrate mastery of stated learning objectives for this course by successful completion of a series of required assignments aligned with those learning objectives. The following assignments are all required, and contain the maximum point values indicated below:

1. Personal “roots” paper – 10 points
2. Read and respond to Takaki, *A Different Mirror* – 25 points
3. View Ellis Island video and respond – 15 points
4. Research report on a current immigration policy or issue – 10 points
5. Interviews with two persons who immigrated to the U.S. – 10 points
6. Two brief research reports on selected topics relating to immigration history – 15 points
7. Develop and teach a lesson, or prepare two lesson plans – 15 points
8. Research and report on a local immigrant group – 15 points
9. Evaluation/application essay – 5 points

Assignments have been designed to promote learning outcomes that are aligned with the national content standards below.

### **National Content / Common Core Standards**

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Based on national history standards developed by NCHS (National Center for History in Schools at UCLA), this course will help prepare teachers to address the following: Based on curriculum standards for social studies as articulated by the National Council for the Social Studies (NCSS Bulletin 89), the course content covers six “social studies thematic strands” of **(1) culture; (2) time, continuity, and change; (3) people, places, and environments; (4) individuals, groups, and institutions; (5) global connections, and (6) civic ideals and practices.** Through this course, students will experience the following:

#### **Culture**

- Identify the beliefs and attitudes, both positive and negative, of American culture toward immigration and various immigrant groups.
- Describe how the mainstream American culture changed to accommodate different ideas and beliefs as immigration expanded.
- Understand the devastating impact on Native American cultures of the American immigration experience.

#### **Time, Continuity, and Change**

- Analyze how the United States changed over time, both demographically and culturally, as its population grew to include immigrants from increasingly diverse parts of the world.
- Describe significant historical events in the American immigration experience and government policy toward immigrants.
- Identify ways in which American society provided continuity and a core set of values for its growing immigrant population.

- Appreciate how an understanding of American immigration history can inform the current debate over immigration policy facing this country.

### **People, Places, and Environments**

- Identify historically significant ethnic groups in the American immigration experience.
- Identify important points of origin of significant immigrant groups coming to this country.
- Understand the role of American urban centers, especially New York City, in being points of entry into the United States.
- Analyze where immigrants settled, and how they related to those around them.

### **Individuals, Groups, and Institutions**

- Describe and understand the roles of significant individuals providing leadership for their ethnic groups.
- Understand the challenges, both common and unique, faced by various ethnic groups coming to America.
- Analyze how American institutions, including government, religion, and labor, controlled and influenced attitudes toward newcomers.
- Describe the unique role of Ellis Island in the American immigration experience.

### **Global Connections**

- Understand how events and conditions in other parts of the world led to unprecedented migrations to America.
- Describe the “push-pull factors” that both encouraged immigrants to leave their native lands and attracted them to America as a “land of opportunity.”

### **Civic Ideals and Practices**

- Understand the gap between historical (and present) practices and attitudes regarding immigration and the ideals upon which our democratic republic is based.

**In addition, this course will help California teachers prepare to cover California state standards for American history in grades 5, 8, and 11 (California Department of Education Content Standards):**

- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid 1800’s.

- 8.6.3 List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g. Irish immigrants and the Great Irish Famine).
- 8.7.2 Trace the origins and development of slavery. . .
- 8.8.5 Discuss Mexican settlements and their locations. . .
- 8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians. . .
- 8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization. . .
- 8.12.6 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy. . .
- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
- 11.8.2 Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
- 11.11.1 Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

### **Learning Objectives / Outcomes**

1. Describe the devastating impact on Native American cultures of the American immigration experience. (Assignments #2)
2. Identify the beliefs and attitudes, both positive and negative, of American culture toward immigration and various immigrant groups. (Assignments #2,3,4,5,8)
3. Analyze the processes of assimilation and acculturation experienced by new Americans. (Assignments #2,3,4,5,8)
4. Describe how the United States changed over time, both demographically and culturally, as its population grew to include immigrants from increasingly diverse parts of the world. (Assignments #2,3,6)
5. Describe significant historical events in the American immigration experience and government policy toward immigrants. (Assignments #2,3,4,6)

6. Identify your own family background as part of the story of American immigration. (Assignment #1)
7. Demonstrate how an understanding of American immigration history can inform the current debate over immigration policy facing this country. (Assignments #2,4,6,8)
8. Identify historically significant ethnic groups in the American immigration experience. (Assignments #2,3,8)
9. Identify important points of origin of significant immigrant groups coming to this country. (Assignments #2,3,8)
10. Describe the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society. (Assignments #2,4)
11. Demonstrate ability to take material from this course and develop/teach a meaningful lesson. (Assignment #7)

### **Schedule of Topics and Assignments**

See "Course Requirements" section above. Assignment details will be given after course registration is completed.

### **Evidence of Learning**

In evaluating your work, the instructor will look for

- evidence of mastery of learning objectives through students' reflective writing assignments
- evidence of thoughtful analysis of learning objectives through ability to make practical application of the material in lesson plans
- evidence of the ability to synthesize large amounts of material in written and video forms and distill the essence of the material using critical thinking skills demonstrated in student's written assignments
- evidence of a sense of justice and fairness in understanding the opportunities and challenges created by immigration to this country
- evidence of ability to take content and concepts from this course and develop a meaningful lesson for students

### **Grading Policies and Rubrics**

It is possible to earn a maximum of 120 points by completing these assignments. The final course grade will be determined as follows:

108 - 120 points = A

95 - 107 points = B

Below 95 points is not considered acceptable passing work. Students requesting a letter grade must earn a grade of "A" or "B" to receive credit for the course. Students selecting a "Credit / No Credit option must earn at least 95 points to receive "Credit."

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted when judged against the rubric (see below).

- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

**A detailed rubric for each assignment will be included in the syllabus received after registration is completed.**

### **Grading Options**

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed.

### **Instructor/Student Contact**

A minimum of three contacts between the instructor and student is required as part of the course assignments. Email (see instructor contact information above) is the preferred means of contact. Contact #1 should be made when the student receives and has looked over the course materials. Instructor prompt for contact #1: **Have you received all of the course materials, and do you understand what is expected for successful completion of the course?** Contact #2 should be made when the student is approximately half-way through the assignments. Instructor prompt for contact #2: **Are there any questions or concerns you have about the course material and assignments so far? What has been of most benefit to you in the course to this point?** Contact #3 should be made when the student has completed all assignments and is ready to send them to the instructor for grading. Instructor prompt for contact #3: **Have you completed all assignments, and requested online grading? Are there any questions or concerns you have at this point?**

### **References/ Resources**

#### **Select Bibliography of Books on American Immigration and Multiculturalism**

Asante, Molefi Kete. *Afrocentricity*. Trenton, 1988.

Borjas, George J. *Heaven's Door: Immigration Policy and the American Economy*. 2001.

Chen, Jack. *The Chinese in America*. New York, 1981.

Cordasco, Francesco. *Dictionary of American Immigration History*. 1990.

Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life*. 2002.

Daniels, Roger. *Guarding the Golden Door: American Immigration Policy and Immigrants since 1982*. 2004.

De Tocqueville, Alexis. *Democracy in America*. New York: 1945; originally published in 1835.

Fuchs, Lawrence, *The American Kaleidoscope*. 1990.

Gerber, David A. and Kraut, Alan M. *American Immigration and Ethnicity: A Reader*. 2005.

Gjerde, Jon. *Major Problems in American Immigration and Ethnicity History*. 1998.

Handlin, Oscar. *The Uprooted: The Epic Story of the Great Migrations that Made the American People*. New York, 1951.

Jordan, Winthrop. *White Over Black: American Attitudes Toward the Negro, 1550-1812*. Chapel Hill, NC, 1968.

Kitano, Harry. *The Japanese Americans*. New York, 1996.

Hertzberg, Arthur. *The Jews in America*. New York, 1989.

Howard Muggamin. *The Jewish Americans*. New York, 2001.

Lefkowitz, Mary. *Not Out of Africa: How Afrocentrism Became an Excuse to teach Myth as History*. New York: 1996.

McCaffrey, Lawrence J. *The Irish Diaspora in America*. Washington, DC, 1984.

Miller, Kerby A. *Emigrants and Exiles: Ireland and the Irish Exodus to North America*. New York, 1985.

Monroy, Douglas. *Thrown Among Strangers: The Making of Mexican Culture in Frontier California*. Berkeley, 1990.

Montagu, Ashley. *Man's Most Dangerous Myth: the Fallacy of Race*. New York, 1942.

Moynihan, Daniel P. *Beyond the Melting Pot*. Cambridge, MA, 1963.

Park, Edward and Park, John. *Probationary Americans: Contemporary Immigration Policies and the Shaping of Asian American Communities*. 2005.

Nash, Gary. *Red, White, and Black: The Peoples of Early America*. Englewood Cliffs, NJ, 1974.

Novak, Michael. *The Unmeltable Ethnics*. New York, 1972.

Roediger, David R. *The Wages of Whiteness: Race and the Making of the American Working Class*. London, 1991.

Sachar, Howard M. *A History of the Jews in America*. New York: 1992.

Schlesinger, Arthur M. *The Disuniting of America: Reflections on a Multicultural Society*. New York, 1998.

Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Boston, 1993.

Takaki, Ronald. *A Larger Memory: A History of Our Diversity, with Voices*. Boston, 1998.

Takaki, Ronald. *Strangers from a Different Shore: A History of Asian Americans*. Boston, 1989.

Takaki, Ronald. *From Different Shores: Perspectives on Race and Ethnicity in America*. 1989.

Weisman, Joanne. *Immigration: Researching American History*. 2000.

Yans-McLaughlin, Virginia. *Immigration Reconsidered: History, Sociology, and Politics*. 2003.

### **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.



## **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

### **CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

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| CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.                                    |
| CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.   |
| CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.  |
| CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.  |
| CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.  |
| CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

### **FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

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| <b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.        |
| <b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others. |
| <b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.  |
| <b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.   |
| <b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information,                    |

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| and <i>applying</i> their understandings to new situations.  |
| <b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.   |
| <b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.  |
| <b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.   |
| <b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.  |
| <b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information. |