

## SOC-963: A Nation of Immigrants

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** 5<sup>th</sup> - 12<sup>th</sup> grade teachers  
**Course Access:** <https://connect.fresno.edu>

#### 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 ongoing controversy over American 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.” Course requirements include practical application to classroom settings. Assignments have been developed to align with Common Core State Standards for Literacy and Writing in History/Social Science.

**Note:** Required books and documentary videos must be acquired separately.

#### Required Texts and Course Materials

##### Books

- Ronald Takaki. (2008). *A Different Mirror - A History of Multicultural America*. Back Bay Books. ISBN 978-0-316-02236-1 <https://www.amazon.com/Different-Mirror-History-Multicultural-America/dp/0316022365>
- John F. Kennedy. (2008). *A Nation of Immigrants*. Harper Perennial ISBN 978-0-06-144754-9. <https://www.amazon.com/Nation-Immigrants-John-F-Kennedy/dp/0061447544>

##### Documentary Videos

- *Ellis Island*. The History Channel host Mandy Patinkin. <https://www.amazon.com/Ellis-Island-Mandy-Patinkin/dp/B00007GZYA>
- *The Chinese Exclusion Act*. PBS directed by Ric Burns and Li-Shin Yu. <https://www.pbs.org/wgbh/americanexperience/films/chinese-exclusion-act/>

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### Common Core State Standards (CCSS) ([www.corestandards.org](http://www.corestandards.org))

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 an outline of curriculum standards for social studies as articulated by the National Council for the Social Studies (NCSS Bulletin 89), the course content covers six of the ten "social studies thematic strands" of **(I) culture; (II) time, continuity, and change; (III) people, places, and environments; (V) individuals, groups, and institutions; (IX) global connections, and (X) civic ideals and practices.** Through this course, students will experience the following:

### I. Culture

- a. Identify the beliefs and attitudes, both positive and negative, of American culture toward immigration and various immigrant groups.

- b. Describe how the mainstream American culture changed to accommodate different ideas and beliefs as immigration expanded.
- c. Understand the devastating impact on Native American cultures of the American immigration experience.

## **II. Time, Continuity, and Change**

- a. 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.
- b. Describe significant historical events in the American immigration experience and government policy toward immigrants.
- c. Identify ways in which American society provided continuity and a core set of values for its growing immigrant population.
- d. Appreciate how an understanding of American immigration history can inform the current debate over immigration policy facing this country.

## **III. People, Places, and Environments**

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

## **V. Individuals, Groups, and Institutions**

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

## **IX. Global Connections**

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

## **X. Civic Ideals and Practices**

- a. 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.

**Continuing Education Student Learning Outcomes (CE-SLO)**

CE-SLO 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-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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.

## Course Student Learning Outcomes (C-SLO)

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:		<b>National Standards Addressed*</b>	<b>CE-SLO Addressed**</b>
C-SLO 1	Describe the devastating impact on Native American cultures of the American immigration experience. (Module #2)	Standard I Culture (c) CA Content Standard 5.3,8.12.2	CE-SLO 1,2,6
C-SLO 2	Identify the beliefs and attitudes, both positive and negative, of American culture toward immigration and various immigrant groups. (Modules 2,3,4,5,6)	Standard 1 Culture (a) Std. V Individuals, Groups, and Institutions (c) CA Content Standard 11.11.1	CE-SLO 1,2,4,5,6
C-SLO 3	Analyze the processes of assimilation and acculturation experienced by new Americans. (Modules #2,3,4,5,6,7)	Std. II Time, Continuity and Change (c) Std. III People Places and Environments (a, c, d) CA Content Stds 8.6.3, 11.2	CE-SLO 1,2,6
C-SLO 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. (Modules #2,3,4,5,6)	Std. II Time, Continuity, and Change (a, b) CA Content Stds 8.12.5, 11.2	CE-SLO 1,2,6
C-SLO 5	Describe significant historical events in the American immigration experience and government policy toward immigrants. (Modules #2,3,4,5,6)	Std II Time, Continuity, and Change (b, c) Std IX Global Connections (a) CA Content Std 11.11.1	CE-SLO 1,2,4,6
C-SLO 6	Identify your own family background as part of the story of American immigration. (Module #1)	Std. II Time, Continuity, and Change (d) Std. IX Global Connections (b)	CE-SLO 1,3,5
C-SLO 7	Demonstrate how an understanding of American immigration history can inform the current debate over immigration policy facing this country. (Modules #2,3,5,6,7,9)	Std. II Time, Continuity, and Change (d) Std. X Civic Ideals and Practices (a)	CE-SLO 1,2,4,5
C-SLO 8	Identify historically significant ethnic groups and their points of origin in the American immigration experience. (Modules #2,3,4,5,6)	Std. III People, Places, and Environments (a, b) Std. V C-SLO 9 Individuals, Groups, and Institutions (b) CA Content Std. 11.8.2	CE-SLO 1,2,4,6

C-SLO 9	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. (Modules #3,4,5,6,9)	Std. I Culture (b) Std. II Time, Continuity, and Change (a) CA Content Std. 11.11.1	CE-SLO 1, 2,4,6
C-SLO 10	Demonstrate mastery of age-appropriate content by developing a lesson plan suitable for the grade level taught. (Module #8)	Standard I Culture (c) CA Content Standard 5.3.8.12.2	CE-SLO 1,2,6

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Student Learning Outcomes**

## Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
<b>Welcome Module</b>	<ul style="list-style-type: none"> <li>Welcome Video</li> <li>Course Syllabus</li> <li>Introduce Yourself Forum</li> </ul>	
<b>Module 1 – Exploring Family History</b>	<ul style="list-style-type: none"> <li><u>Assignment 1.1</u></li> <li>Write a “personal roots” paper of 600-800 words in which you discuss your family background in terms of ethnicities, immigration history, religious heritage, etc, See Moodle for additional assignment information and suggestions.</li> </ul>	40 pts
<b>Module 2 – Takaki, <i>A Different Mirror</i>, Chapters 1-9</b>	<ul style="list-style-type: none"> <li><u>Assignment 2.1</u> Read the assigned chapters and summarize each chapter in either a narrative form OR topical headings with bullet points.</li> <li><u>Assignment 2.2</u></li> <li>Forum: So far in your reading of this book, what do you like and not like about it?</li> </ul>	10 points for each chapter for 90 points total. 5 pts
<b>Module 3 – Takaki, <i>A Different Mirror</i>, Chapters 10-17</b>	<ul style="list-style-type: none"> <li><u>Assignment 3.1</u> Read the assigned chapters and summarize each chapter in either a narrative form OR topical headings with bullet points.</li> <li><u>Assignment 3.2</u></li> <li>Forum: Would you recommend this book to peers who want to study immigration history? Why or why not?</li> </ul>	10 points for each chapter for 80 points total. 5 points
<b>Module 4 – Ellis Island and Angel Island</b>	<ul style="list-style-type: none"> <li><u>Assignment 4.1</u> Watch the assigned video on Ellis Island. Summarize in 10 key points what you believe are the most important take-aways from this film.</li> <li><u>Assignment 4.2</u></li> <li>Do research on San Francisco Bay's Angel Island and briefly describe how Angel Island and Ellis Island differed in America's immigration history.</li> </ul>	30 points  20 points

<b>Module 5 –</b> The Chinese Exclusion Act	<u>Assignment 5.1</u> Watch the assigned video on the Chinese Exclusion Act. Respond to the questions in Moodle for this assignment. <ul style="list-style-type: none"> <li>• <u>Assignment 5.2</u></li> <li>• Forum: What is your reaction to the policies of the U.S. Government toward Chinese immigration between 1882 and 1943?</li> </ul>	40 points  5 points
<b>Module 6 –</b> Kennedy, <i>A Nation of Immigrants</i> and Overview of U.S. Immigration Policies	<ul style="list-style-type: none"> <li>• <u>Assignment 6.1</u> Read and review Kennedy's book <i>A Nation of Immigrants</i>.</li> <li>• <u>Assignment 6.2</u> In Kennedy's book, study Appendix B and Appendix B-1. Select what you believe to be some of the best and worst policies and explain why you have chosen them.</li> <li>• <u>Assignment 6.3</u> Forum: If JFK could return and see current U.S. immigration policy, what advice might he give today's national leaders?</li> </ul>	30 points  15 points  5 points
<b>Module 7 –</b> Research and Interview (if possible) a local immigrant ethnic group	<ul style="list-style-type: none"> <li>• <u>Assignment 7.1</u> Select an ethnic group living in or near your vicinity about which you would like to know more. Through research (including interviews if feasible) describe this group and how they have generally been treated in America.</li> <li>• <u>Assignment 7.2</u> Forum: Summarize why the group you have chosen to study decided it was beneficial to come to America.</li> </ul>	30 points  5 points
<b>Module 8 –</b> Develop and Teach a Lesson	<ul style="list-style-type: none"> <li>• <u>Assignment 8.1</u> Create and teach a lesson plan for use with the grade level you teach or hope to teach (or create two lesson plans if unable to teach them at this time).</li> </ul>	40 points
<b>Module 9 –</b> U.S. Citizenship and Immigration Services Website Research and Evaluation	<ul style="list-style-type: none"> <li>• <u>Assignment 9.1</u> Go online and spend at least an hour searching this website. Evaluate how useful this site might be to those seeking information about immigrating to this country and possibly becoming citizens, as well as American students wanting more information about the nation's policies and resources for immigrants and those seeking citizenship.</li> <li>• <u>Assignment 9.2</u></li> <li>• Course Reflection and Evaluation</li> </ul>	30 points  10 points
<b>Course Wrap-up –</b> Grading and Evaluation	<ul style="list-style-type: none"> <li>• Final Reflection Forum</li> <li>• Course Evaluation</li> <li>• Course Completion Checklist</li> <li>• Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>480 points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.

- All assignments must be completed to receive a grade and 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.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

### Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are



encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

## Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## 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 per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<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.
FPU-SLO 2	<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.
FPU-SLO 3	<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.
FPU-SLO 4	<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.
FPU-SLO 5	<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, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<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 worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<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.
FPU-SLO 9	<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.
FPU-SLO 10	<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.