

# COURSE SYLLABUS

<b>Course Title:</b>	The History and Culture of Immigrant Groups in America	<b>Date submitted:</b>	Fall 2017 (AAC: 17-52)
<b>Department:</b>	Social Sciences		
<b>Curriculum:</b>	History		
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	HIS*147	<b>Prerequisites:</b> C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101]
	<b>Course Type:</b>	D/L	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio		
	<b>Elective Type:</b>	G/HI/HU/LAS	
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science		
	<b>Credit Hours:</b>	3	
	<b>Developmental:</b> (yes/no)	No	
	<b>Contact Hours:</b>	Lecture: 3 Clinical: 0 Lab: 0 Studio: 0 Other: 0 TOTAL: 3	
	<b>Class Maximum:</b>	35	
	<b>Semesters Offered:</b>	SP	
		<b>Corequisites:</b>	
		None	
		<b>Other Requirements:</b>	
		None	
<b>Ability-Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.		
<b>Catalog Course Description:</b>	This course examines the history and culture of immigrant groups in America, particularly in the nineteenth and twentieth centuries. Topics will include the history of immigration from Africa, the Carribean, Europe, and Asia, the shaping of an ethnic identity among various immigrant people, and the literature written by and about members of those groups.		
<b>Topical Outline:</b> List course content in outline format.	1. The Early Immigrants, 1607-1776 2. Forced Immigration: the African Americans, 1620-1808 3. The Founding Fathers: Immigrants Too, 1776-1815		

	<ol style="list-style-type: none"> <li>4. Assimilable Immigrants: Swedes, Finns, and Norwegians, 1815-1840</li> <li>5. Pre-Civil War Immigrants: the Irish and Germans, 1845-1860</li> <li>6. The Undesirables: Southern and Eastern Europeans, 1880-1924</li> <li>7. The Reaction: Nativism in the United States, 1845-1924</li> <li>8. World War II Immigration: Jewish Refugees, 1941-1945</li> <li>9. Japanese Internment: 1941-1945</li> <li>10. Post-War Immigration: the Mexicans, 1945-1965</li> <li>11. Great Society immigration: 1965-1980</li> <li>12. Ethnic Pride: the Children of Southern and Eastern Europeans</li> <li>13. The Concept of "Illegal" Immigration, 1980-Present</li> <li>14. Post September 11, 2001: Immigration</li> </ol>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. analyze the historical impact of immigrant groups on the shaping of American culture over time</li> <li>2. explain how the American cultural and social environment shaped and was shaped by these immigrant groups</li> <li>3. discuss the differences and similarities in culture that exist among the many immigrant groups that have settled in America</li> <li>4. support the notion that immigration in general and cultural pluralism in particular have been beneficial to the United States and its people</li> <li>5. identify ways in which immigrants have contributed to the shaping of American culture</li> <li>6. describe the central events that have contributed to the development of a multicultural society</li> <li>7. identify the role of immigration in American history</li> </ol> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p><b>COMPETENCIES FULFILLED:</b></p> <p><b>Historical Knowledge</b> - Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.</p> <p><b>Demonstrates:</b> Analyzes and describes with sufficient detail and specific examples the impact of past events on subsequent events.</p> <p><b>Does Not Demonstrate:</b> Inaccurately or insufficiently analyzes and describes the impact of past events on subsequent events.</p> <p><b>Oral Communication (embedded)</b> - Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p><b>Demonstrates:</b> Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.</p> <p><b>Does Not Demonstrate:</b> Oral presentations lack information and/or analysis appropriate for the rhetorical situation. Content may not be reinforced by appropriate verbal and nonverbal communication.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <ol style="list-style-type: none"> <li>1. essay examinations</li> <li>2. paper assignments</li> <li>3. projects</li> </ol>

<p><b>Instructional Resources:</b></p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: None</p> <p>Desired:</p>
<p><b>Textbook(s)</b></p>	<p>Roger Daniels, <i>Coming to America</i> (New York, 1999).</p>