FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Course Description: This is an upper division, hybrid history course that examines the immigration experience in the United States of America. The course analyzes the social, economic, and political forces which shape our ideas about the contributions and impact of immigrants to the development of the United States.

Course’s BIG PICTURE INTENT:
I want students to understand that the decisions we make and policies we support in regard to ethnic immigrant groups and immigration in general are influenced by our personal contexts, therefore, subject to constant change. Furthermore, I hope they will be appreciative and comfortable engaging their ideas about immigrant groups from an analytical, as well as an empathetic place.

Prerequisite: HIST 211 and HIST 212.

Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.
Textbooks:


Student Learning Outcomes:

**[PROGRAM LEARNING OUTCOMES]**

1. Writing Skills-Part 1: Following directions. Develop documents which include an introduction, conclusion, supporting evidence in the body, proper paraphrasing and citations.

2. Writing Skills-Part 2: Use of historical sources based on availability. This includes use of primary, secondary, Internet and Journal sources.

3. Examine major historical interpretations.

4. Evaluate contributions of specific groups.

**[COURSE LEARNING OUTCOMES]**

Specifically students should be able to:

1. a) Students will understand the patterns of attitudes between earlier immigrants and new immigrants and how common or variable those patterns are.
   b) Students will identify different scholarly perspectives of the immigrant experience in America and analyze how those perspectives were formed.

2. Students will analyze the factors that create positive attitudes by earlier immigrants toward new immigrants, and allow earlier immigrants to change their attitudes towards new immigrant.

3. Students will describe the impact of the evolving political, economic and social conditions in the U.S. on the national attitudes towards immigration.

4. a) Students will re-examine their own attitudes and the basis for those attitudes towards other immigrant groups.

5. b) Students will use sensitivity, fairness and empathy in their interactions with people who are different from themselves.

6. Students will create a plan for learning about the immigrant experience through active engagement with other immigrant groups during the next 1-3 years.

Course Requirements and Evaluation Criteria

- The following assessments activities will constitute the grading determinant for the students:
  - **Literature Review (10 points)**--this assessment should be the bases for the student’s final project as it examines the literature for a current issue regarding Immigration and/or the Immigrant experiences. Topic this semester: Immigration Reform.
• **Film Reaction Paper (15 points)**--should reflect skills gained from viewing “Sacco and Vanzetti”. Students can view this documentary via YouTube and/or Netflix. Some libraries also have copies.

• **Comparative Essay (20 points)**--this assessment should reflect the skills from preparing the document analysis worksheets, examination of Internet articles and websites and the list of perspectives provided by instructor.

• **“Immigration Reform Resolution Project” (25 points)**--This activity requires individual, assessment of sources and development of a resolution to a current issue. Therefore, it should be a culmination of the knowledge and skill gained throughout the course.

• **Journal Portfolio (30 points)**--will document the process of learning in the course as well as critique of the process.

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**Total Points possible Points= 100**

- Literature Review 10
- Film Reaction Paper 15
- Comparative Essay 20
- Resolution Project Paper 25
- Online Journal 30

**Letter Grade Associated with accumulated points**

A= 92-100
B= 83-91
C= 73-82
D= 64-72
F= 0-63
Course Outline and Sequence of Learning Activities

**We may have to amend deadlines, based on your progress.**

Please note that the information in Red is prompting you to write continually in your Journal! These journals should be ongoing and not something you wait until the last week of class to attempt to fill up. Write on a weekly basis!

January

**Week 1**
Jan 12-18

**PERCEPTIONS AND SCHOLARLY PATTERNS:**
Why do we have negative perceptions of immigrants and where do they come from?

[Write your response to this question in your online Journal]

- Read *Natives and Strangers*
- Participate in any Discussion Forums posted to Blackboard
- Start searching for sources (books, journal articles, newspaper articles, videos, etc. dealing with “Immigration Reform”). (You will need at least **10 sources**. Your books for this class cannot be part of these sources)

**Week 2**
Jan 19-25

Why are we quick to trust scholarly treatments on the issue of immigrants?

[Write your response to this question in your online Journal]

- Visit an Asian-themed restaurant and have a meal. Write a one-page reaction to this visit in your online Journal. Guidelines for these responses will be posted to Blackboard.
- Finish your read of *Natives and Strangers*.
- Participate in any Discussion Forums posted to Blackboard

**Week 3**
Jan 26-Feb. 1

**PERCEPTIONS AND SCHOLARLY PATTERNS and IMPACT OF IMMIGRATION:**

Why are we quick to trust scholarly treatments on the issue of immigrants?

[If you haven’t done so already, write your response to this question in your online Journal]

- Start reading *How the Jews Became White Folks*.
- Participate in any Discussion Forums posted to Blackboard regarding this book.
- Submit your Literature Review via the specific assignment link in Blackboard. Guidelines for this Literature Review will be posted to Blackboard. (Due: 1-26-14)

**Week 4**
Feb 2-8

**PERCEPTIONS AND SCHOLARLY PATTERNS, IMPACT OF IMMIGRATION and CHANGING PERSPECTIVES:**

What do we really know about the contributions of immigrants to America’s political, economic, and social structures?

[Write your response to this question in your online Journal]

- Participate in any Discussion Forums posted to Blackboard
- Finish your read of *How the Jews Became White Folks*.
- Read any of the articles on Blackboard regarding Asian and Jewish immigrants.
- Write a 3-5 page Comparative Essay on the experiences of one Asian group (i.e. Chinese, Japanese, etc.) to that of the Jews. Guidelines for the Comparative Essay are posted to Blackboard. Have your “rough draft” read by someone else. Make corrections to your paper.
Week 5
Feb 9-15
What do we really know about the contributions of immigrants to America’s political, economic and social structures?
[If you haven’t done so already, write your response to this question in your online Journal]
- Submit your Comparative Essay to Assignment link in Blackboard. (2-14-14)
- Instructor will send your essay to a peer in the class for them to assess BEFORE it is assigned a grade by her.
- View the documentary on “Sacco and Vanzetti” via YouTube or Netflix.
- Then write a critical Film Review based on the rubric’s criteria and submit to Blackboard Assignment link. (2-11-14)
- Read the articles on Italian Immigrants posted to Blackboard.

Week 6
Feb 16-22
What do we really know about the contributions of immigrants to America’s political, economic, and social structures?
[If you haven’t done so already, write your response to this question in your online Journal]
- Visit an Italian-themed restaurant and have a meal. Write a one-page response to your observation in your Journal. (2-18-14)
- Read How the Irish Became White.
- Do Internet research and find Stereotypical cartoons of Irish immigrants.
- Participate in any Discussion forums regarding the Irish immigrant group.

Week 7
Feb 23-Mar. 1
What factors can be catalytic in the way we view immigrants and their contributions?
[Write your response to this question in your online Journal]
- Participate in the Discussion forum regarding how Irish stereotypes compare to those of African Americans.
- Complete your read of How the Irish Became White.
- Watch some clips Martin Scorsese’s “Gangs of New York” via YouTube
- Start thinking about your Resolution Project. In other words, based on those 10 sources you identified in your Literature Review—what would be your idea(s) regarding immigration reform? Just start brainstorming.

Week 8
Mar. 2-8
What factors can be catalytic in the way we view immigrants and their contributions?
[Write your response to this question in your online Journal]
- Participate in the Discussion forum regarding a comparison of the experiences of Asian, Jewish, Italian, and Irish immigrant in the U.S.
- Read article on Blackboard by Motomura. Apply his concepts to what you have learned about the Asians, Irish, Jews and Italians.
- Start reading Black Identities.

Week 9
Mar. 9-15
SPRING BREAK—NO CLASS. (March 8-14)

Week 10
Mar. 16-22
What factors can be catalytic in the way we view immigrants and their contributions?
[Write your response to this question in your online Journal, if you haven’t already.]
Role-playing: students will be assigned to research the following agencies: I.C.E., the UN Ambassadors, International Healthcare Workers, Religious Representatives and Human Rights Workers.
- Continue your read of Black Identities
- Participate in any Discussion forum regarding this book or about the West Indian immigrant
Visit some type of St. Patrick’s Day celebration (at a Pub, restaurant, etc.) and then reflect on your experience by writing in your online Journal.

Choose one of the following organizations/institutions and do research on how immigration and/or immigrants impact their work: I.C.E., UN Ambassadors, International Healthcare Workers, Human Rights Workers, World Bank, IMF, the Red Cross, Doctors Without Borders, and Amnesty International. Write your responses in your online Journal.

Think about a thesis for your Resolution Project

**Week 11**  
Mar. 23-29  
What role should empathy and human concern play in immigration policy decisions?  
[Write your response to this question in the online Journal]  
- Finish read of *Black Identities*
- Try to interview a West Indian Immigrant about his/her experiences in the U.S. Write down notes from this Interview in your online Journal.
- Watch some video clips via YouTube on Stephanie Black’s documentary on the IMF/Word Bank’s role in the Caribbean. It is called “Life and Debt”.

**Week 12**  
Mar. 30-Apr. 5  
What role should empathy and human concern play in immigration policy decisions?  
[If you haven’t already, write your response to this question in the online Journal]  
- How can the information in the documentary, “Life and Debt”, you with your Resolution to Immigration Reform?
- Start reading *Coyotes*.
- Watch the video clips on Mexican immigration posted to Blackboard
- Participate in any Discussion forum regarding this immigrant group.

**Week 13**  
Apr. 6-12  
PERCEPTIONS, IMPACT AND CHANGING PERSPECTIVES and DEVELOPING LIFELONG INTEREST:  
What role should empathy and human concern play in immigration policy decisions?  
[If you haven’t already, write your response to this question in the online Journal]  
- Participate in the Discussion forum: Do Mexican immigrants take American jobs?
- Continue reading *Coyotes*.
- Do some research on the Obama Administration’s policy regarding immigration reform.
- Seriously develop your thesis and outline for your Resolution Project. (your plan for immigration Reform).

**Week 14**  
Apr. 13-19  
How do we stay engaged and interested in the Immigrant Experience?  
[If you haven’t already, write your response to this question in the online Journal]  
- Complete your read of *Coyotes*
- Identify a specific cultural contribution of the immigrant groups from Latin America.
- Visit a Latin-American themed restaurant. Write a one-page commentary about your experience in the online journal.

**Week 15**  
Apr. 20-26  
DEVELOPING LIFELONG INTEREST:  
How do we stay engaged and interested in the Immigrant Experience?  
[If you haven’t already, write your response to this question in the online Journal]  
- Engage in preparation for your Resolution Project Activity. Guidelines for your final paper/project/resolution posted to Blackboard.

**Week 16**  
Apr. 27-May 2  
CREATING LIFELONG INTEREST:  
How do we stay engaged and interested in this topic?
[If you haven’t already, write your response to this question in the online Journal]

- Submit your Resolution Project Paper to Blackboard.

There are no exams in this course!
**Supplemental Bibliography (FYI)**


Weinberg, A. A. *Psycho sociology of the Immigrant; an Investigation into the Problems of Adjustment of Jewish Immigrants into Palestine Based on Replies to an Enquiry Conducted among Immigrants from Holland.* Jerusalem: Israel Institute of Folklore and Ethnology, 1949.

