

ETH S111 : European Immigrants In American, 1776 To Present

General Information

Author:	<ul style="list-style-type: none">Michelle Stonis
Course Code (CB01) :	ETH S111
Course Title (CB02) :	European Immigrants In American, 1776 To Present
Department:	ETH S
Proposal Start:	Fall 2022
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000583866
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
Last Cyclical Review Date:	10/01/2021
Course Description and Course Note:	ETH S 111 examines the lives and experiences of European immigrants who arrived in the United States from the late 18th century to the present. This course discusses and analyzes the promise of the "American Dream" and the role it plays in shaping narratives about immigrants. While celebrating European immigrant's contributions to the United States, this course also studies the conditions of immigrants' lives, including but not limited to, housing, labor, discrimination, and the dangerous effects of nativism.
Justification:	New Course NT FR
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	No value
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Ethnic Studies
Alternate Discipline:	<ul style="list-style-type: none">History
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area

4C-Ethnic Studies

Area

Ethnic Studies

Status

Approved

Approval Date

09/09/1991

Comparable Course

No Comparable Course defined.

CSU GE-Breadth Area

D-Social Sciences

Area

Social Sciences

Status

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Funding Agency Category (CB23)

Cooperative Work Experience Education Status (CB10)

Credit Course.

Not Applicable.

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 0

Course In-Class (Contact) Hours

Lecture 54

Laboratory 0

Studio 0

Total 54

Course Out-of-Class Hours

Lecture 108

Laboratory 0

Studio 0

Total 108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGL 100 - *Writing Workshop

Objectives:

- Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;
- read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;
- read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;
- write a summary of a contemporary article or story with correct citation techniques;
- write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;
- write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;
- write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;

- write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;
- write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;
- proofread and edit essays for content, language, citation, and formatting problems.

OR

Advisory

ESL141 - Grammar And Writing IV

Objectives

Compose a 400 to 450-word thesis-based essay which:

- summarizes and cites appropriately a reading passage provided as a prompt,
- includes a clear thesis statement,
- uses evidence to support the thesis,
- shows clear organization into an introduction, body, and conclusion, and
- uses appropriate rhetorical modes such as comparison/contrast, cause/effect, and persuasion in order to support a thesis.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia

Methods of Instruction	Collaborative Learning			
Methods of Instruction	Guest Speakers			
Methods of Instruction	Presentations			
Out of Class Assignments				
<p>analyzing immigrant primary sources; research assignments including primary and secondary sources; essays on monographs (e.g. after reading an assigned monograph, write a three-page essay analyzing how the experiences related in the story reflect the immigrant experience as a whole using primary and secondary sources).</p>				
Methods of Evaluation	Rationale			
Exam/Quiz/Test	three to five one-hour examinations;			
Exam/Quiz/Test	a final examination.			
Textbook Rationale				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN
Daniels, Roger	Coming to America, A History of Immigration and Ethnicity in American Life	Harper Collins	2002	978-0060505776
Sinclair, Upton	The Jungle		2019	1503331865
Other Instructional Materials (i.e. OER, handouts)				
Description	How the Other Half Lives, 1890			
Author	Riis, Jacob			
Citation	https://www.gutenberg.org/files/45502/45502-h/45502-h.htm#Page_255			
Online Resource(s)	No value			
Materials Fee				
No value				

Learning Outcomes and Objectives

Course Objectives

Discuss the importance of European immigrant contributions to American society;

compare and contrast the experiences of various European immigrant communities;

explain why theories of Social Darwinism and eugenics are harmful to democracy;

explain the importance of immigrant labor to the success of the first and second industrial revolution.

SLOs

Evaluate how anti-immigrant narratives have or have not changed throughout American history

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
SOC Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global
SOC Sociology - AA-T	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global.
<i>ILOs</i> General Education	apply methodologies used by social and behavioral scientists recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

Formulate an argument explaining how labor from immigrants supports the economic growth of the United States

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
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General	
Education	recall, analyze, and synthesize theories and real-world issues and topics related to social, political, and/or economic institutions

Course Content

Lecture Content

Immigrant Theory - 12 hours

- American Dream
- Narratives of individualism & success
- American Identity
- Ravenstein, Hansen, Handlin, Bodnar & Milton
- Assimilation and acculturation
- Ethnic identity

European Immigrant Groups - 12 hours

- Irish
- Germans
- Scandinavians
- Italians
- Greeks
- Poles
- Eastern European Jews
- Hungarians

Living and Working Conditions - 6 hours

- New York and Chicago
- Tenements
- Industrial Revolution
- Unions

Anti-Immigrant Responses - 6 hours

- Nativism
- Social Darwinism
- Eugenics
- Stereotypes/racism

Social Reformers - 3 hours

- Jane Addams, Hull House
- Mary G. Harris Jones (Mother Jones)
- Jacob Riis
- Lewis Hine

Political Ideologies - 3 hours

- Socialism
- Communism
- Anarchism

United States Policies on Immigration - 3 hours

- Naturalization Act
- Castle Gardens
- Ellis Island
- Johnson-Reid Act 1924

WWI - 3 hours

- Impact of WWI on immigration patterns
- First Great Migration (from South)
- Passage of 18th Amendment
- Sedition Laws
- Termination of teaching language other than English in American schools

WWII - 3 hours

- Internment Camps for Germans and Italians
- Wartime Treatment Study Act S564 & HR 1425, 2009

Implication for the Future - 3 hours

- Continued attack on immigration and immigrants via Federal polices, hate groups, media, etc.
- Importance of immigrants to communities

Total hours - 54