

Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Spring 2019

HIST 324A: THE IMMIGRANT EXPERIENCE

Instructor Information:

Instructor Name	Dr. Valerie Pennanen
Office Number:	525
Phone Number:	(219) 473-4294
Email:	vpennanen@ccsj.edu
Hours Available:	<ul style="list-style-type: none">• Monday afternoons, 3:30 – 5• Tuesday mornings, 8 - 10 and Tuesday afternoons, 12 – 1:30 AND 3:30 – 5• Wednesday afternoons by appointment (I typically am available to meet with students on the FIRST and FOURTH Wednesday afternoons of each month, from 3:30 – 5)• Thursday mornings, 8 – 10 and Thursday afternoons, 12 – 1:30 AND 3:30 - 5 (EXCEPTION: On the first Thursday of each month, my afternoon office hours are cancelled to accommodate a departmental meeting.)• Friday mornings, 8:30 – 11:30• Friday afternoons by appointment• Saturdays by appointment

Instructor Background: B.A., Classical and Near Eastern Archaeology and Ancient Greek (Bryn Mawr College); M.A. and Ph.D., Classical Art and Archaeology (The University of Michigan); teaching experience primarily in history (all levels and numerous topics) but also in classics, art history, art appreciation, liberal studies, world literature, global perspectives (history and literature courses), and basic writing.

Course Information:	
Course Time:	Tuesday and Thursday, 10:15 – 11:45 A.M.
Classroom:	265
Prerequisites:	EWPC 103 and HIST 110, 115, or 120
Required Books and Materials:	<ul style="list-style-type: none"> • Leonard Dinnerstein and David M. Reimers, <i>Ethnic Americans: A History of Immigration</i> (2009). • Note-taking supplies: loose-leaf paper, pens, highlighters, and a three-ring binder for storing your notes and supplementary handouts.
<p>Learning Outcomes/ Competencies: Students in this course will:</p> <ul style="list-style-type: none"> • Know a general chronology of American history and the coming of large immigrant groups to America. • Know key reasons why immigrants came, and continue coming, to America. • Know the basic geography of the United States, which helped determine early settlement patterns. • Investigate the growth of cities and of urban, especially immigrant, neighborhoods. • Analyze specific economic, political, and social contributions made by immigrants to America. • Analyze patterns of Old World cultural continuity and New World cultural exchange. • Investigate the influence of U.S. politics and wars on immigrant / ethnic populations. • Discuss and evaluate primary and secondary sources orally and in clear, complete, and concise writing. • Synthesize facts and develop new insights into the immigrant experience through careful study of primary and secondary sources. 	
<p>Course Description: This course traces international immigration to the United States from all regions of the world. This course will describe the causes of immigration, immigrant occupations, immigrant social institutions, and immigrant adjustment to American life.</p>	
<p>Learning Strategies: Reading assignments, discussions (NOTE: some discussions will center on films viewed during class time), tests, oral reports, and a paper.</p>	
<p>Experiential Learning Opportunities: Each student will interview one or more recent immigrants to the U.S.A. as part of his / her work for the paper. Oral reports will draw on ADDITIONAL, CONTEMPORARY primary and secondary source materials, which will be collected, organized, and analyzed by each student on his / her own time.</p>	

Assessments:		
Major Assignments	Tests (3) Final Paper End-of-semester report	30% of course grade 30% of course grade 20% of course grade
Class Participation	Regular attendance, discussions of assigned readings, and thoughtful responses to supplementary material (including films) as presented in class	20% of course grade

Grading Scale:		
100% – 93%: A	92% – 90%: A-	
89% – 87%: B+	86% – 83%: B	82% – 80%: B-
79% – 77%: C+	76% – 73%: C	72% – 70%: C-
69% – 67%: D+	66% – 63%: D	62% – 60%: D-
59% and below:	F	

Course Schedule:		
Class Date	Class Discussion / Activities	Homework
Tuesday, January 15	Welcome and introduction.	Read Dinnerstein and Reimers pages 1 – 17 (up to and including the paragraph that ends with the words, “...have been absorbed so that contemporaries now view them as ‘American’”).
Thursday, January 17	Beginnings of European (including English) settlement in North America. Viewing and discussion of film, “The New World: Nightmare in Jamestown.”	Read Dinnerstein and Reimers pages 17 (bottom paragraph) – 55.
Tuesday, January 22	Discussion of assigned reading. A closer look at the history of German immigration.	
Thursday, January 24	Viewing and discussion of film, “The German Americans.”	Locate an interviewee (if you haven’t already done so), AND start compiling a file of primary and secondary sources re: contemporary immigration issues in the U.S. and elsewhere (for end-of-semester oral report).
Tuesday, January 29	Viewing and discussion of segments from film: “When Ireland Starved.”	Continue collecting materials for end-of-semester report.
Thursday, January 31	Further discussion of the Irish -American experience.	Continue collecting materials for end-of-semester report.
Tuesday, February 5	Viewing and discussion of film: “Becoming American: The Chinese Experience—Part I: Gold Mountain Dreams.”	Continue collecting materials for end-of-semester report.
Thursday, February 7	Further discussion of the Chinese-American experience.	Read Dinnerstein and Reimers pages 56 – 88, AND continue collecting

		materials for end-of-semester report.
Tuesday, February 12	Discussion of assigned reading. Viewing and discussion of segments from film: "The Italian Americans: Becoming American."	Continue collecting materials for end-of-semester report.
Thursday, February 14	Further discussion of the Italian-American experience.	Study for Test # 1.
Tuesday, February 19	TEST # 1.	Continue collecting materials for end-of-semester reports.
Thursday, February 21	Discussion of the Jewish -American experience.	Read Dinnerstein and Reimers pages 89 – 114, AND continue collecting materials for end-of-semester report.
Tuesday, February 26	Further discussion of the Jewish-American experience.	Continue collecting materials for end-of-semester report.
Thursday, February 28	Further discussion of the Jewish-American experience, plus discussion of Leo Rosten's 1937 bestseller, <i>The Education of H*Y*M*A*N K*A*P*L*A*N.</i>	If you haven't already done so, conduct and write up your interview with a recent immigrant to the U.S. (for incorporation into your final paper). ALSO: Continue collecting materials for end-of-semester report.
Tuesday, March 12	Discussion of the Polish-Catholic -American experience.	Continue collecting materials for end-of-semester report.
Thursday, March 14	Viewing and discussion of film, "The Polish Americans."	Continue collecting materials for end-of-semester report.
Tuesday, March 19	The Greek -American experience.	Continue collecting materials for end-of-semester report.
Thursday, March 21	The Scandinavian -American experience.	Study for Test # 2.
Tuesday, March 26	TEST # 2.	Continue collecting materials for end-of-semester report.
Thursday, March 28	The Japanese -American experience.	Continue collecting materials for end-of-semester report.
Tuesday, April 2	The Mexican -American experience.	Continue collecting materials for end-of-semester report.
Thursday, April 4	The Caribbean -American experience.	Read Dinnerstein and Reimers pages 115 – 193. ALSO: Continue collecting materials for end-of-

		semester report.
Tuesday, April 9	Discussion of assigned reading.	Finish collecting materials for end-of-semester report.
Thursday, April 11	The African -American immigrant experience.	Study for Test # 3.
Tuesday, April 16	TEST # 3.	Begin planning your final paper, AND, start reviewing the materials you've collected for your end-of-semester report.
Thursday, April 18	The Indian -American immigrant experience (lesson on Blackboard).	Continue planning your final paper, AND ALSO: Start preparing your end-of-semester report.
Tuesday, April 23	Overview of the history of Middle Eastern immigration to the U.S.	Begin writing your final paper (in which you not only report the results of your personal interview with an immigrant, but also integrate these results with what you have learned about immigration from a "big picture," historical perspective). P.S.: DON'T FORGET TO USE APPROPRIATE CITATIONS <u>THROUGHOUT THE TEXT OF YOUR PAPER, AND ALSO INCLUDE A "WORKS CITED" PAGE AT THE END!!!</u>
Thursday, April 25	Discussion of Farrozeh Dumas's memoir <i>Funny in Farsi</i> .	Continue writing your final paper, AND ALSO, continue preparing your end-of-semester report.
Tuesday, April 30	Viewing and discussion of film, "American Arab."	Finish writing your final paper, AND ALSO, finish preparing your end-of-semester report.
Thursday, May 2	FINAL PAPER DUE, <u>plus</u> END-OF-SEMESTER REPORTS.	HAVE A HAPPY SUMMER!

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.
Turning In Your Work	<p>You cannot succeed in this class if you do not turn in all your work when due.</p> <p>Extensions on written homework and on oral presentations / required discussions will be granted ONLY in case of illness, family emergency, or unavoidable conflicts due to other commitments you have for CCSJ. Please remember that extensions are not issued automatically; you must request them. <u>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u></p>
CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes (e.g., end-of-semester surveys). If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>

Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .