



COURSE OUTLINE : ETH S 111

D Credit – Degree Applicable

COURSE ID 004063

Cyclical Review: October 2021

COURSE DISCIPLINE : ETH S

COURSE NUMBER : 111

COURSE TITLE (FULL) : European Immigrants In America, 1776 To Present

COURSE TITLE (SHORT) : European Immigrants

ACADEMIC SENATE DISCIPLINE: Ethnic Studies

CATALOG DESCRIPTION

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.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 141.



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ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	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;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	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;	Yes
9	ENGL	100	Writing Workshop	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;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes



11	ESL	141	Grammar and Writing IV	<p>Compose a 400 to 450-word thesis-based essay which:</p> <p>(a) summarizes and cites appropriately a reading passage provided as a prompt,</p> <p>(b) includes a clear thesis statement,</p> <p>(c) uses evidence to support the thesis,</p> <p>(d) shows clear organization into an introduction, body, and conclusion, and</p> <p>(e) uses appropriate rhetorical modes such as comparison/contrast, cause/effect, and persuasion in order to support a thesis.</p>	Yes
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EXIT STANDARDS

- 1 Discuss the importance of European immigrant contributions to American society;
- 2 compare and contrast the experiences of various European immigrant communities;
- 3 explain why theories of Social Darwinism and eugenics are harmful to democracy;
- 4 explain the importance of immigrant labor to the success of the first and second industrial revolution.

STUDENT LEARNING OUTCOMES

- 1 recognize and criticize anti-immigrant institutions and nativist ideas;
- 2 evaluate how anti-immigrant narratives have or have not changed throughout American history;
- 3 formulate an argument explaining how labor from immigrants supports the economic growth of the United States.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Immigrant Theory</p> <ul style="list-style-type: none"> • American Dream • Narratives of individualism & success • American Identity • Ravenstein, Hansen, Handlin, Bodnar & Milton • Assimilation and acculturation • Ethnic identity 	12	0	12



2	<p>European Immigrant Groups</p> <ul style="list-style-type: none"> • Irish • Germans • Scandinavians • Italians • Greeks • Poles • Eastern European Jews • Hungarians 	12	0	12
3	<p>Living and Working Conditions</p> <ul style="list-style-type: none"> • New York and Chicago • Tenements • Industrial Revolution • Unions 	6	0	6
4	<p>Anti-Immigrant Responses</p> <ul style="list-style-type: none"> • Nativism • Social Darwinism • Eugenics • Stereotypes/racism 	6	0	6
5	<p>Social Reformers</p> <ul style="list-style-type: none"> • Jane Addams, Hull House • Mary G. Harris Jones (Mother Jones) • Jacob Riis • Lewis Hine 	3	0	3
6	<p>Political Ideologies</p> <ul style="list-style-type: none"> • Socialism • Communism • Anarchism 	3	0	3
7	<p>United States Policies on Immigration</p> <ul style="list-style-type: none"> • Naturalization Act • Castle Gardens • Ellis Island • Johnson-Reid Act 1924 	3	0	3



8	WWI <ul style="list-style-type: none"> • 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 	3	0	3
9	WWII <ul style="list-style-type: none"> • Internment Camps for Germans and Italians • Wartime Treatment Study Act S564 & HR 1425, 2009 	3	0	3
10	Implication for the Future <ul style="list-style-type: none"> • Continued attack on immigration and immigrants via Federal polices, hate groups, media, etc. • Importance of immigrants to communities 	3	0	3
				54

OUT OF CLASS ASSIGNMENTS

- 1 analyzing immigrant primary sources;
- 2 research assignments including primary and secondary sources;
- 3 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).

METHODS OF EVALUATION

- 1 three to five one-hour examinations;
- 2 a final examination.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study



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- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Coming to America, A History of Immigration and Ethnicity in American Life	Required	Harper Collins	2	print	Daniels, Roger	978-0060505776	2002
The Jungle	Required			print or electronic	Sinclair, Upton	1503331865	2019
How the Other Half Lives, 1890	Required	Project Gutenberg EBook		electronic	Ris, Jacob	https://www.gutenberg.org/files/45502/45502-h/45502-h.htm#Page_255	