**History of U.S. Immigration**

**HIS3208ID/Sec OLxx**

**Semester xxxx**

CUNY Flexible Core: US Experience in its Diversity

**City Tech Liberal Arts and Science Capstone Course**

**Writing Intensive Course**

**Fully ONLINE COURSE**

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| **Instructor:**Dr. Peter Catapano 610 Namm Hall  **On Line Office Hours:**  Blackboard Collaborate, Days, hours, or by email appointment | **Class Meeting:**  Fully Online Course  **E-mail:**  pcatapano@citytech.cuny.edu |

**COURSE DESCRIPTION**

This course is a history of immigration and ethnicity in the United States from colonial times to the present. We examine the changing immigration patterns and the effects of major events in U.S. history (American Revolution, the Industrial Revolution, Civil War, Progressive Movement, two World Wars, the Cold Ward, and the Civil Rights Movement) upon those changes. The course also places U.S. immigration in the wider global context of urbanization and industrialization during from the 19th through the 21st century. Along with these larger historical forces, the course examines the “immigrant experience” and the ways race, ethnicity, class, gender, religion and other factors shaped the lives of immigrants and their communities. In addition, the course explores the history of “nativist” and anti-immigration movements through to the present, including the issues of migration and the southern border.

*This course fulfills the LAA/LAS Associate Capstone requirement, though it can also be taken for other requirements and electives. The City Tech LAA/LAS Associate Capstone is designed for students entering their second year in the program. LAA/LAS Associate Capstone courses are meant to prepare students to continue their studies in a bachelor's degree, third-year, or junior, level. In addition, Associate Capstone courses are meant to help students develop an awareness of the importance of knowledge, values and skills developed in general education courses; and to integrate this knowledge, these values and these skills into their advanced academic study and professional careers. Please ask the instructor if you have any questions about what the LAA/LAS Associate Capstone requirement entails.*

**WHAT IS AN ON-LINE COURSE?**

This course is designed as fully online and asynchronous. We will not be meeting face-to-face in person or online. Instead, you work at your own pace within a daily/weekly framework. Our main source of interaction will occur via the ANNOUNCEMENT page and DISCUSSION BOARD on Blackboard. It is important that you log on and check Blackboard regularly during the day. Your reading, tests, and assignments are posted by topic in the LEARNING UNITS tab.

**WHAT IS AN INTERDISCIPLINARY COURSE?**

All baccalaureate students must complete one course designed for interdisciplinary study as part of their General Education requirement. This course fulfills that requirement by providing a multi-disciplinary perspective to complement the study of US immigration history. Scholars from the fields of legal studies and sociology will offer guest lecturers with complementary reading material in their respective fields. The aim is for you to understand how scholars in a variety of fields approach the complex topic of immigration studies in their own ways.

**REQUIRED COURSE MATERIAL**

There is NO Textbook. All readings for the class are in Blackboard under in the LEARNING UNITS folders organized by date and topic. There will also by other online sources, including videos, that are required as the semester progresses. The links will be provided on Blackboard.

**INSTRUCTION FOR LEARNING UNIT ASSIGNMENTS**

Each topic we cover is divided on Blackboard into LEARNING UNITS. Please follow the instructions carefully. Each unit will also include required readings, quizzes, assignments, and links to discussion board. It is best to complete the UNITS in order and it is required to complete any assignment or test by the due date.

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| **COURSE LEARNING OBJECTIVES**For the successful completion of this course, students should be able to:  * Discuss the significance of immigration on the history of the United States * Identify specific contributions of the varied immigrant groups in American culture. * Discuss the nativist movements and discuss their effect on immigration. * Discuss the changing legal status of immigrants and immigration. | **GENERAL EDUCATION OBJECTIVES**  For the successful completion of this course, students should be able to:   * Use primary source to conduct historical analysis. * Conduct basic research and be able to catalog that research in writing. * Engage in critical thinking. |

**ACCESS TO BLACKBOARD:**

You may access Blackboard via the City Tech website ([www.citytech.cuny.edu](http://www.citytech.cuny.edu/)) by clicking on the Blackboard link under “Quick Links,” under the category “Logins.” If you do not have an account, click on **Register Now** to create a new student account. Click on **Student** and fill out the requested information. Type in your user name and password. Once you have logged in, you will find a link on the right side of the page named **Blackboard 9.1**. When you click on it, you will be redirected to your Blackboard homepage. Then click on your course. Alternatively, you can login to Blackboard via the CUNY Portal [www.cuny.edu](http://www.cuny.edu/) and click **Log-in.** For help logging in, see <http://websupport1.citytech.cuny.edu/bb9student_videos/login/Login.html>

**CUNY PORTAL and BLACKBOARD HELP:**

If you need help with the CUNY Portal, for example, you do not seem to have a CUNY account no Blackboard please contact the **Student Helpdesk** located on the 1st Floor of the Atrium (**A114**), inside the **Student Welcome Center.** The telephone number is **718-260-4900, or e-mail them at** [**studenthelpdesk@citytech.cuny.edu**](mailto:studenthelpdesk@citytech.cuny.edu). If you have any technical issues, please check your device and/or contact the **Instructional Technology & Technology Enhancement Center** 718-254-8565 or e-mail at [ITEC@citytech.cuny.edu](mailto:ITEC@citytech.cuny.edu). Alternatively, drop by the student lab, G-600, at any time during its hours of operation. For those new to Blackboard, or are in need of instruction, the Department of Instructional Technology will be conducting free student Blackboard workshops during the semester. Here’s the link for the training days and times: [http://websupport1.citytech.cuny.edu/studentworkshops.html](http://websupport1.citytech.cuny.edu/studentworkshops.html%20%20) Please note that while these sessions are for hybrid sections, they will work just as well for asynchronous classes like ours. You can also find helpful tips on the various features of Blackboard (including how to “Create and Post a Thread) on the **City Tech iTEC** webpage: <http://websupport1.citytech.cuny.edu/studentbb.html>

**COMMUNICATION WITH THE INSTRUCTOR:**

I am available by Blackboard Collaborate for my posted open office hours. I am also available via email Monday through Friday. I usually check my email for class a minimum of twice a day. While I will do my best to get back to you as soon as I can, sometimes it might take longer. I will however respond within 24-48 hours. If you would like to meet me privately over Zoom, please email me to make an appointment and I will send you a link.

**If you send me an e-mail, please enter the course number in the subject section; otherwise, I may delete it. Also, be sure to sign your email with your full name. Some email addresses aren’t clear regarding identity and there may be multiple students with the same first and/or last name.**

**COURSE REQUIREMENTS:**

All assignments for this course will be submitted via BLACKBOARD. For each unit, you will:

* Complete the unit readings and assigned videos
* Take unit quizzes
* Post the Discussion Board assignment
* Take your exams
* Submit Immigrant Experience Assignments

The calendar with due dates can be found at the end of the syllabus.

**It is very important that you follow the due dates provided on the syllabus and check your email regularly. You should login to Blackboard and check announcement at least twice a week for any additional information, changes, or advice on your assignments.**

**ASSESSMENT**

Please keep aware of all assignment dates by checking the syllabus and the ANNOUNCEMENT page for any changes. No “extra credit” or “make-up” is offered. NO LATE ASSIGNMENTS will be accepted without PRIOR approval by the instructor. Each assignment is will be weighted according to the percentage below:

* Exams: 40% (Midterm, Final, 20% each)
* Immigrant Experience Essay, 40%
* Unit Quizzes, 10%
* Discussion Board, 10%

**EXAMS:** There will be two exams worth 15% of your final grade. Each exam will cover one half of course material. There is no cumulative final exam. Exams are given on the dates given in the schedule below. There are NO makeup exams. Each exam will consist of multiple-choice, true or false, and/or an essay question. Further instructions on the format of the test will be made on Blackboard.

**IMMIGRANT EXPERIENCE ASSIGNMENT:** You will be asked to write an essay on the immigrant experience based on a variety of primary and secondary sources. However, before submitting your final essay you must complete five tasks. In order to complete five tasks that will help structure the research and composition of your final essay. Instruction details will be posted on **Blackboard**. Be aware of the due dates all five tasks must be completed to receive a grade for the assignment. The Immigrant Experience assignment will be worth 40% of your final grade. The breakdown of each assignment is the following:

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| 1. Distinguishing Sources Quiz – 5% |
| 1. Submitting your Topic – 5% |
| 1. Research Plan – 5% 2. Bibliography – 10% 3. How to Avoid Plagiarism Quiz – 10% |
| **Immigrant Experience Essay** **– 65%** |

Be aware of the due dates. Late tasks will be accepted but penalized. All five tasks *MUST* be completed to receive a grade for the entire assignment.

**UNIT QUIZZES:** There will be short weekly reading quizzes posted on a course Blackboard that correspond with each lecture topic. The quizzes provide an excellent study guide for the exams. The total value of the quizzes toward your final grade is 10%. All quizzes are open book and must be submitted by the posted due date. Late quizzes will receive ½ credit if completed before the next upcoming exam. You will have multiple attempts to complete the quiz.

**DISCUSSION BOARD:** There will be a Discussion Board question for each learning module. All Discussion Board assignments will consist of two parts: 1.) your response to the question and; 2) Comments and critiques to at least two of your classmates. To complete each assignment, you MUST complete both parts for a total of three posts. You will be penalized for incomplete and late submissions. Please keep in mind that your fellow classmates need to complete part 2, so it is important that you complete part 1 in a timely manner. Your diligence in posting will be helpful to both you and your fellow students’ success in the class.

**GRADING:**

Grades will be posted to your Gradebook in Blackboard. The letter grade equivalent for your final weighted total will be assigned according to the following scale:

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| Letter Grade | Meaning of Letter Grade | Number Grade |
| A | Exceptional | 100-93 |
| A- | Superior | 92.9-90 |
| B+ | Very Good | 89.9-87 |
| B | Good | 86.9-83 |
| B- | Above Average | 82.9-80 |
| C+ | Slightly Above Average | 79.9-77 |
| C | Average | 76.9-70 |
| D | Poor | 69.9-60 |
| F | Failure | 59.9-0 |

**NETIQUETTE AND CLASS CONDUCT**

Since this course is fully online, our primary interaction will be on Blackboard. Therefore, you will be expected to respect the collective online environment of your classmates. There are similarities between good manners in face-to-face and online classrooms. However, there are some differences unique to the online experience. Here is a netiquette list of do and don’ts to guide you through the semester:

| **Do** | **Don’t** |
| --- | --- |
| * Make comments and questions that are relevant to the discussion topic | * Write anything that you would not share in person in a class. |
| * Use respectful and polite language in your comments | * Share confidential information about yourself or others. |
| * Make comments that are thoughtful but to the point | * Write in all CAPITALS because this looks as if you are SHOUTING and makes your message more difficult to read. |
| * Preserve confidential information | * Use unexplained acronyms or strange notations that may be unfamiliar to readers. |
| * Respond to a comment or message by including enough information so that the context of your response is understood | * Make rambling and off the topic comments |
| * Use appropriate upper and lower case and punctuation | * Post a message to point out other people's errors in typing or spelling unless they have asked for the correct spelling of a name or unfamiliar concept |
| * Be aware of CUNY’s Policy on Academic Integrity | * Use offensive language or make fun of someone’s post. |
| * Think before you push the send button. | * Write anything that you would not share in person in a class. |
| * Do not hesitate to ask for feedback. | * Share confidential information about yourself or others. |
| * When in doubt, check with your instructor for clarification. | * Write in all CAPITALS because this looks as if you are SHOUTING and makes your message more difficult to read. |

**ACADEMIC DISHONESTY**

According to the NYCCT statement on academic integrity:

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.”

The complete text of the College policy on Academic Integrity may be found in the college catalog.

**ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES:**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. NYCCT is committed to providing equal access to all programs and curricula to all students.

*Reasonable accommodations will be made for students with documented disabilities. If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know as soon as possible, but definitely before the date of the first exam, so that your learning needs may be appropriately met. If you have not already done so, you will need to provide documentation of your disability to the Center for Student Accessibility, which is located in A-237 in the Atrium Building.*

**Schedule of Assignments for HIS 3208**

***Subject to change please check Blackboard regularly for announcements***

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| Dates | Learning Unit | Unit Quiz | Discussion Board | Immigrant Experience Assignment Tasks |
|  | 1. Introduction to Immigration History | **Unit Quiz 1: Due:** | “Welcome”  **Due:** | Task 1: “Lunchroom Fight”  **Due:** |
|  | 1. European Migration to the Colonies | **Unit Quiz 2: Due:** | “Life as an Indentured Servant”  **Due:** | Task 2: Distinguishing Source Quiz  **Due:** |
|  | 1. Slavery and Race in Early America | **Unit Quiz 3: Due:** | “Crevecoeur and Naturalization Laws”  **Due:** |  |
|  | 1. The “First Wave”: From Ireland and Germany | **Unit Quiz 4: Due:** | “Irish in America”  **Due:** |  |
|  | 1. The “old" New Immigrants from Southern and Eastern Europe | **Unit Quiz 5: Due:** | “Old” New Immigrants  **Due:** | Task 3. Immigrant Experience Essay Topic  **Due:** |
|  | 1. Beginnings of Asian Immigration | **Unit Quiz 6: Due:** | “Chinatown Sources”  **Due:** |  |
|  | **MIDTERM EXAM**  *(Available, Monday at 9:00am.)* | *All late quizzes DUE for ½ credit.* | **MIDTERM DUE:**  **Friday,** |  |
|  | 1. Nativism in the 19th & early 20th century | **Unit Quiz 7: Due:** | “Know-Nothings and Naturalization”  **Due:** |  |
|  | **SPRING RECESS** |  |  |  |
|  | 1. From Regulation to Restriction | **Unit Quiz 8: Due:** | “Debate over the 1924 Immigration Act”  **Due:** | Task 4: Essay Research Plan  **Due:** |
|  | 1. Shifting Policy after World War II\* | **Unit Quiz 9: Due:** | “LBJ & the 1965 Immigration Act”  **Due:** |  |
|  | **RESEARCH WEEK** |  | Source Discussion | Task 5. Annotated Work Cited Page  **Due:** |
|  | 1. Refugees and Asylum Seekers | **Unit Quiz 10: Due:** | Refugee TV News Reports  **Due:** | Task 6: How to Avoid Plagiarism Quiz  **Due:** |
|  | 1. Immigration and the Borderland | **Unit Quiz 11: Due:** | “Borderland Reaction”  **Due:** |  |
|  | 1. Immigration in Post-Industrial America I\*\* | **Unit Quiz 12: Due:** | “New Asian Immigration Primary Sources”  **Due:** | Task 7: Immigration Experience Essay  **Due:** |
|  | 1. Immigration in Post-Industrial America II\*\*\* | **Unit Quiz 13: Due:** | “Are you Black or African-American?”  **Due:** |  |
|  | **FINAL EXAM**  *(Available, Tuesday at 9:00am)* | *All Late Unit 7-13 Quizzes due for ½ credit by Wed.,* | **DUE: WEDNESDAY** |  |

\*Guest Speaker:Concetta Mennella, Legal and Paralegal Studies

\*\*Guest Speaker:Jinwon Kim, Social Science/Sociology

\*\*\*Guest Speaker: Javiela Evangelista, African American Studies