

COURSE SYLLABUS

Salt Lake Community College

HIST 2200--Americanization: Immigration, Power and Privilege

INSTRUCTOR:

EMAIL:

CLASSROOM:

TEXTS:

- James S. Olson and Heather Olson Beal "The Ethnic Dimension in American History" 4th edition (Brandywine Press, St. James, New York) 2010,
- Course packet embedded in Canvas under every module,
- Website <http://www.everyculture.com/multi/index.html> and
- Assigned online readings.

COURSE DESCRIPTION:

This course focuses on challenges of diverse groups in their struggle for inclusion in US society. Politics and economics will be examined in the context of power structures that created privilege and how marginalized groups became privileged over time.

ABOUT THE COURSE:

History 2200 focuses on challenges of diverse groups in their struggle for inclusion in American society. Politics and economics will be examined in the context of power structures that created privilege and how marginalized groups became privileged over time. This course will further examine issues of discrimination and marginalization that various ethnic groups encountered through time due to their country of origin, religion, ethnicity and race.

One of the main concepts that we will discuss in this course is that of diversity in our American society. We will look at Native Americans, African Americans and various other immigrant groups who came to United States at different periods in time and all of whom played an integral role in challenging the very narrow definition of what it meant to be an American. This course will examine the broader themes of diversity as well as issues of discrimination and marginalization that various ethnic groups encountered due to their country of origin, religion, ethnicity and race. This course will also examine issues of power and privilege and which groups benefited from this power structures and why. Through community service, students will examine how power structures changed over time for some groups but not for everyone. We will study the past and examine the present to see where we are today in creating a multi-cultural society.

History 2200 is a Community Engaged Learning (CEL) designated course formerly also known as Service-Learning course.

Community Engaged Learning/Service-learning is a high-impact practice that enhances course learning outcomes and student engagement while also addressing community-identified needs. CEL incorporates

critical reflective thinking and civic engagement into academic coursework by means of integrating service opportunities with nonprofits, governmental, and/or educational community partners. CEL involves students in activities that attend to local needs and social issues while developing their academic skills, increasing their subject matter knowledge, and commitment to their communities.

--SLCC's Community Engaged Learning definition

DIVERSITY STATEMENT

Diversity is the study of certain differences (race, ethnicity, social class, gender, ability, sexual orientation, age, religion, etc.) and how those differences have translated throughout U.S. History into disparities of power, privilege and access to opportunities. This course will identify and challenge your assumptions and encourage students to consider multiple perspectives so that they can become more responsible and effective citizens in this multi-cultural society.

COURSE LEARNING OBJECTIVES

At the conclusion of this course, students will be able to:

- Demonstrate a substantive knowledge of the diverse ethnic groups of people within the content of the course and their impact on the political, social, intellectual and economic history of America from the founding of the nation to the present.
- Speak and write analytically, comparatively, and persuasively about what it meant (and means) to be an American and to what extent the extraordinary and transformative ideals of liberty, acceptance and equality were a realities or myths in American history.
- Gather, extrapolate, analyze and synthesize information associated with specific groups, ideas, issues, and events that were instrumental shaping American society.
- Collaborate with classmates and other individuals in several possible ways to increase and foster their understanding of diversity in American history. In at least one of the following ways: 1) They will work with classmates in large or small groups to answer historical questions. Debates/discuss specific issues and/or solve problems; 2) Students will make contacts within the community that will provide a personal and meaningful dimension to what is discussed and worked on in class.
- Identify and address the major historical themes and arguments found in the primary and secondary literature.
- Demonstrate knowledge about political, economic and social structures that create and expand privilege and how marginalized groups may become privileged over time.
- Examine the process in which perceptions of and by ethnic groups change over time.

COMMUNITY PARTNERS

Students who choose to do a CEL project will be expected to complete **15 hours** of community work with the Catholic Community Services (CCS) or tutor ESL students here at SLCC. Students will be assessed by me, through various reflective writing exercises, as well as CCS volunteer or ESL coordinators to see whether they are completing the required number of hours and also how they are meeting and addressing the community needs.

Catholic Community Services (CCS) is an organization that helps people in need by empowering them to reach self-sufficiency. They serve and provide hope to those with the greatest need in the community regardless of race, religion or personal circumstance.

—Catholic Community Service mission statement

Ermina Mustafic will be the student volunteer coordinator. Students can contact Ermina at emustafic@ccsutah.org

Having students interact with immigrant community will give them insights into what it means to be an immigrant in a new country.

ESL Program of SLCC.

The mission of the English as a Second Language (ESL) courses at Salt Lake Community College is to improve students' English language skills which will help them successfully develop personally, professionally and academically at Salt Lake Community College.

--ESL program at SLCC's mission statement

ESL program of SLCC helps non-native English speakers learn and improve their English language skill. Students who volunteer at the ESL labs can work in a classroom assisting the instructor or can have a one-on-one session helping international students/immigrants with everyday conversational English-speaking skills. ESL classes are offered on several SLCC campuses with flexible time schedules.

ASSIGNMENTS & ASSESSMENTS

OVERVIEW: There are a total of:

- Two (2) miscellaneous quizzes
- Fourteen (14) chapter quizzes
- Fourteen (14) journal reflections
- Eight (8) discussion sections
- Six (6) writing document analysis assignments
- eportfolio project
- One (1) mandatory meeting with the instructor.

Since CEL students are contributing 15 hours of community work, they get to choose which three document analysis papers they would like to submit. Non-CEL students need to complete all six document analyses.

MANDATORY MEETINGS (5% overall grade): Every student needs to touch base with me once during the semester. It can be during the regular student hours or if those hours don't work, we can schedule appointments at a different time. These meetings are *required*.

MISCELLANEOUS QUIZZES (5% overall grade): There are two miscellaneous quizzes based on plagiarism and thesis writing. Watch the videos posted under "Getting Started" module, titled "plagiarism" and "how to write a thesis." You are expected to view these videos and then take the quizzes. Do not take the quizzes before watching the videos.

QUIZZES (15% overall grade): There are 14 quizzes of varying length, which is one quiz per chapter. Each of the quizzes covers material from the assigned chapters in the text “The Ethnic Dimension” and the course packet. Each quiz varies in terms of the number of multiple-choice questions worth half point.

DISCUSSIONS (20% overall grade): There are a total of eight (8) discussion questions that are derived from chapter and supplementary readings listed within the course modules. Each discussion is worth 25 points. 15 points for a response to the posted question that includes a clearly stated position, supporting facts and conventional reference of the documents; 10 points for constructive response to two other posts.

DOCUMENT ANALYSIS (20% overall grade): There are a total of six (6) primary document analyses assignments. These assignments are derived from the assigned document readings within each chapter module listed on the course site. After each document is a question/prompt that you need to address. Each primary document assignment is worth 40 points. **CEL students can choose any three (3) document analysis papers they would like to submit.**

CEL HOURS: Students who are doing the CEL project need to complete 15 hours of community service. They will be graded for completing of those hours.

JOURNAL REFLECTIONS (10% overall grade): Critical reflections are a great way for you to make a connection between course content and real-world problems. For CEL students there are 14 journal reflections to complete after their weekly community service. For non-CEL students, they will respond to a weekly prompt. Each reflection is worth 10 points.

E-PORTFOLIO SIGNATURE ASSIGNMENT (25% overall grade):

This is the end of the semester e-portfolio signature assignment. This assignment has two parts: Part one is a historical essay paper and part two is a reflection paper. Irrespective of whether you opt for the CEL project or not, you will be completing the e-portfolio assignment.

GRADING POLICIES

LATE SUBMISSION POLICY: 20% deducted for late submissions.

GRADING SCALE

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

INSTITUTIONAL STATEMENTS & INFORMATION

GENERAL EDUCATION E-PORTFOLIO STATEMENT: Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every General Education course will ask you to put at least one assignment from the course into the ePortfolio, and accompany it with reflective writing. **It is a requirement in this class for you to add to your ePortfolio**, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your

time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit <https://www.slcc.edu/eportfolio/index.aspx>

OR

If you would like to start your ePortfolio in a computer lab, you may visit an ePortfolio Lab (Taylorsville-Redwood Room AAB 126 or call 801-957-5143 and HTC 102A at the Jordan Campus or call 801-957-6404).

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES: SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center: (phone) 801-957-4659 (e-mail) ADS@slcc.edu; (website) <https://www.slcc.edu/drc/Home/index.aspx>

PLAGIARISM: Plagiarism is taking credit for another person's words, works and ideas or failing to acknowledge that person's words, works and ideas. If you borrow from someone else, you must give that person credit through proper citations.

The first offense in which students are caught plagiarizing or cheating on assignments or exams will result in a failure of that assignment. A second offense may result in course failure. For more information see https://www.slcc.edu/policies/policies/student_affairs/8.1.050.aspx. Code of Conduct.pdf

STUDENT WRITING & READING CENTER: As a student, you can work with consultants in the Student Writing & Reading Center for any class and any writing or reading assignment. Making an appointment for online or in-person tutoring is easy. Just visit <https://www.slcc.edu/swc/index.aspx>. Once you create an account, verify it, and log in, simply click on the In-Person or Online Tutoring tab.

For **in-person consultations**, you will need to provide your consultant with a draft by uploading it into the system when you make your appointment.

INSTITUTIONAL POLICIES: I'd like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. You can access the document by clicking on the following link: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

COURSE CALENDAR

We will cover one (1) chapter per week. All assignments will be due the Sunday of that week by 11:59 pm, unless we have a break or a holiday on Monday in which case the assignment will be due on Tuesday of the following week by 11:59 pm.

Week 1:

- **Topic:** [Introductions]

- **Assignments:** [Introduce yourselves, Creating eportfolio site, miscellaneous quizzes]

Week 2

- **Topic:** [The First Americans]
- **Assignments:** [Quiz 1, Discussion session 1, Journal reflection 1]

Week 3

- **Topic:** [The European Migration]
- **Assignments:** [Quiz 2, Journal reflection 2, Document analysis 1]
- **CEL students need to decide on their Community Partners and submit the necessary forms.**

Week 4

- **Topic:** [19th century American West]
- **Assignments:** [Quiz 3, Journal reflection 3, Discussion 2]

Week 5

- **Topic:** [African Americans in the Early Years]
- **Assignments:** [Quiz 4, Document analysis 2, Journal reflection 4]

Week 6

- **Topic:** [The Age of the New Immigrant]
- **Assignments:** [Quiz 5, Discussion 3, Journal Reflection 5]
- **CEL students, submission of hours form**

Week 7

- **Topic:** [American Jews]
- **Assignments:** [Quiz 6, Document analysis 3, Journal reflection 6]

Week 8

- **Topic:** [Asian Americans]
- **Assignments:** [Quiz 7, Discussion 4, Journal reflection 7]

Week 9

- **Topic:** [Nativism]
- **Assignments:** [Quiz 8, Document analysis 4, Journal reflection 8]

Week 10

- **Topic:** [Native Americans: The Assault on Tribalism]
- **Assignments:** [Quiz 9, Discussion 5, Journal reflection 9]

Week 11

- **Topic:** [Jim Crow and Ghettos: African Americans]
- **Assignments:** [Quiz 10, Document analysis 5, Journal reflection 10]

Week 12

- **Topic:** [Mexican Americans]
- **Assignments:** [Quiz 11, Discussion 6, Journal reflection 11]

Week 13

- **Topic:** [African Americans: Civil Rights Movement]
- **Assignments:** [Quiz 12, Document analysis 6, Journal reflection 11]

Week 14

- **Topic:**
- **Assignments:**

Week 15

- **Topic:** [Latino Mosaic]
- **Assignments:** [Quiz 13, Discussion 7, Journal reflection 13]
- **CEL students, final submission of hours form**

Week 16

- **Topic** [Asian Americans in the Modern World]
- **Assignments:** [Quiz 14, Discussion 8, Journal reflection 14]

Final eportfolio signature assignment (Essay & Reflection) submission: