HST 2425 “Coming to America: The American Immigrant Experience”
CRN 90158
Fall 7.5b 2017
October 25 to December 15, 2017
Location: wholly online  https://nuonline.neu.edu

Instructor Information
Full Name: Doug Wolf
Email Address: d.wolf@neu.edu
Office Hours: Virtual, TBD

Course Description:
The Northeastern Online catalog suggests students will study: "Examines the migration of people to North America. Students analyze the migration of Native Americans in ancient times, the arrival of European settlers and explorers, and the various waves of immigration to the United States from Europe, Africa, Asia, and Latin America. Topics include emphasizing the diverse cultures that came, their reasons for coming, their reasons for settling in particular places, and the processes by which they resolved issues relating to "Americanization."

Course Materials
Those are the required books for this course. They are not the only readings, for, as this is an online course, students will be reading an assortment of materials available online.

Because this course is wholly online, students are expected to have access to high-speed Internet. Additional Readings: each week, I will post link(s) to online readings. Typically, each week, students can expect, at least, to read online several primary documents and two secondary sources (more on these during the first lecture). These readings will supplement our readings from Daniels and Takaki.

Student Learning Outcomes
Upon successful completion of the course, students ought to be able to:
- Discuss what history is and what historians do.
- Critically read and analyze primary and secondary sources.
- Evaluate the logic and strength of arguments in the aforementioned sources, based on that evidence provided. Engage and analyze material culture and demonstrate how material culture (audio, visual, and written) can inform historical interpretations created by historians.
• Identify and discuss the significance of major patterns and periods of immigration in US history.
• Identify and discuss the significance of nativism and anti-immigrant action and sentiment in US history.
• Discuss and debate the usefulness of "immigration" and the "immigrant experience" as central themes in understanding the history of the United States of America and its peoples.
• Develop one's writing skills, both semiformal discussion-style writing and formal essay construction.

Course Objectives:
During the semester, students will:
• Read primary and secondary sources critically and evaluate the logic and strength of arguments based on available evidence.
• Analyze material culture and explore ways to combine visual, audio, and written evidence in historical interpretations.
• Identify major periods and patterns of immigration to Colonial America and the United States.
• Identify and discuss the significance of the diverse ethnic backgrounds of immigrants for each period studied.
• Identify and discuss significant patterns of nativism and anti-immigration.
• Discuss and debate the usefulness of "immigration" as central theme to explain the history of the United States of America. Is the history of America one of immigration?
• Develop writing skills, both formal essay-writing and informal discussing-skills.

Expectations:
Workload
• One (1) academic credit requires 50 minutes a week of classroom or faculty instruction and about two hours of out of class student work for a 15-week course; 100 minutes a week of classroom or direct faculty instruction and about 3.5 hours of out of class student work for a 7.5-week course.
• For a three-credit course, students should expect 2.5 hours a week of classroom or faculty instruction and a minimum of 5 hours of out of class student work for a 15-week course; 5 hours of classroom or direct faculty instruction and a minimum of 10 hours of out of class student work for a 7.5-week course.

Attendance Policy
Studies cannot complete the coursework or participate in the Discussion Boards without visiting the course on Blackboard, and students are expected, if aiming to successfully complete the course, to visit the course's website, on Blackboard, several times in a given week. Due dates, late work policies, participation in the Discussion Boards, and other information can be located in other parts of the syllabus or on the course's website.

Late Work Policy:
My policy is 10% off per day late for all work, except the final exam; for the final examination, the penalty rate is 25% off per day late.
Course Methodology:
Each week, students will be expected to:
1. Review the learning objectives for that week.
2. Complete all assigned readings, including those on the Internet.
3. Complete all lecture materials for the week.
4. Participate in the Discussion Board.
5. Complete and submit all assignments and tests by the due dates.

-->Since this is a 7.5-week, accelerated fall course, students should be prepared and plan to complete the necessary work in 7.5 weeks. We will be covering, roughly, the same amount of material as those in a 15-week course, so students should be ready devote the necessary time to complete readings, post on the Discussion Boards, carry out writing assignments, and complete the final exam. For example, a typical week’s reading will be roughly 115 pages for that week. We will move quickly through the materials in history, so plan accordingly. Of course, my virtual office (email-box) is always open:~)

Participation/Discussion Board threads:
• Every student is required to participate in the Discussion Boards. Keep in mind that:
• Each week, every student must post, 2 “primary responses” (posting an answer to a discussion question, which I will post at the start of the week), and 2 “secondary responses” (responses to other students’ posts on a given topic).
• Participation will count for 28% of the course grade.
• For each week, primary responses should be posted within 72 hours of my initial Discussion Board question. Granted, we will be "discussing" a topic for an entire "week," so there will be some flexibility.
• Responses must reflect student engagement (i.e. your engagement) with the readings and other assigned materials (such as cartoons, films, or photographs).
• In addition, responses should be written in formal prose (NO “chat-room” slang, text-messaging jargon, use of all capitals, or inappropriate language). This is not up for debate.
• Discussion board activity will be assessed based on content, tone, quantity, and quality. For rules on Discussion Board postings (DB postings) and examples of both good and poor postings, all students MUST read lecture module 1a from Week 1, "Doin’ the DBs."
• In addition, there will be quizzes (weekly or every other week), short and straightforward, covering lectures and some readings.

Communication/Submission of Work:
First, the coursework breaks down roughly this way: 53% of your grade is weekly work (Discussion Board work and short quizzes) and 47% of your grade is related to formal essay writing (writing assignment and a two-part final examination).

If you, the student, realizes that you will be unable to complete an assignment (specifically quizzes, papers, or exam) by the due date and time, then it is your responsibility to contact the professor; granted, late work will face a penalty (see below), but penalized work for lateness is better than a zero.

Now, in Week 1, all students must complete the required quiz Week 1 Quiz by the due date (Sunday, 11:59 pm). Failure to complete that quiz will result in an automatic ZERO for that grade (which is 5% of the total course grade). As noted, there will be 4 other quizzes.

• Next, during the semester, students will submit a formal essay (more below) by the due date. The details for a given assignment will be revealed at the end of Week 1.
• At the end of the semester, there will be two-part final examination: Part One is a written activity, and Part Two will follow the format of quizzes but be comprehensive and, thus, longer. Details of this exam will be reviewed under Announcements during the Week 7 of
the course. The exam assesses student learning of course materials; no outside sources
may be used to complete the final examination. The exam is due the last day of class (see
date below).

In addition, if you have observations or questions about readings, first check the discussion
boards to see if others have voiced similar concerns and idea. Next, if a discussion has not started
on a given reading (topic, idea, etc.), then post the content-oriented communication to the rest of
our class. With this approach, other students can learn from your posting. In addition, this
Discussion Board activity will alert me to things that might need to be “revisited” in a formal
lecture. However, if you have a question that is “personal” in nature (about your own work or
about how I might respond to your work), then you should email me directly, okay?

Last, the best way to contact me is through email. If you are experiencing a crisis or emergency
and that impacts your coursework, then it is your responsibility to email me and keep me
informed. I am both reasonable and understanding, but you need to act and seek my advice and
council. I check my email daily, during the week. Please allow for, roughly, a 24-hour turn around
time on the weekdays and 48-hour turn around on the weekends.

How To Submit Formal Assignments and Final Examination:
To find assignments, students need to go to Course Materials and then to a given week. Under
each week’s materials, there is the Assignments folder; click on the View/Complete Assignment
link to view each assignment. Next, carefully read the Assignment Description. Afterwards, return
the required readings and other materials and spend some time “thinking” about what the
assignment requires. If you have questions about any aspect of the assignment, then do be sure
to contact me. After your thinking and brainstorming period, you should then spend time placing
your thoughts down on paper (or in a word-processing file). Write an outline or develop a diagram
to organize your ideas. Once you read, reflected, and brainstormed, you then should develop your
essay. After writing your essay, be sure to proofread and edit the final draft. One’s final draft,
which is the one submits for a grade, should NOT be the first draft! Do consider using the “free
tutoring” services, provided by Northeastern through Smarthinking.

-->Upon completion of those basic steps, upload your completed essay into Blackboard (as a
.doc, .docx, or .rtf file) and click “Submit” to turn the final draft. Do NOT email papers to the
professor.

Grading/Evaluation Standards

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<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>84-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
</tr>
<tr>
<td>C</td>
<td>74-76.99</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.99</td>
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<tr>
<td>D+</td>
<td>67-69.99</td>
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<tr>
<td>D</td>
<td>64-66.99</td>
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<tr>
<td>D-</td>
<td>60-63.99</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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I hope that no students will fall below 60. However, if I do notice that you’re headed in that
direction, then we’ll chat about how you can change that direction.
Grades for Essays:
Essays will be graded on a 15-point scale, although point values may vary for the final exam essays. Grades will be based on **Higher Order Concerns** (introduction, thesis, content development, organization, conclusion, and use of resources) and **Lower Order Concerns** (grammar, mechanics, sentence structure, and word choices). Weight will circle around the quality of argument and content development but failure to adequately develop other aspects of a given essay can negatively impact the grade on that submission.

For example, let’s say Doug submitted an essay arguing that “immigrants during the Colonial Period can be classified as X, Y, and Z,” and he develops that organization (X, then, Y, and then Z) supporting it with examples from the reading. Okay, so far, right? However, upon reading Doug’s essay, I notice that he has misspelled words in every sentence or paragraph, he has noun/verb agreement problems, or he repeatedly uses singular pronouns to reference plural nouns (such as using “he” to refer to “men” or “she” to reference “Irish Catholic women”), then these LOCs reduce the clarity of his argument, and hence the quality of his essay.

In contrast, upon reading Doug’s second essay, I notice few LOC issues, but the essay’s thesis is undeveloped (such as his claim that “lots of immigrants arrived during the Nineteenth Century”) or unsupported (he fails to reference ideas from the readings). In that case, Doug’s poor development of **HOCs** will be reflected in his grade for that particular essay.

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For more on writing essays, please consider visiting the Online Writing Lab (OWL) at Smarthinking, Inc., since CPS students now have access. E-structors will review your submission and provide advice on how one might improve the work.

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Students MUST provide citations in formal essays; students can use either 1) footnotes or endnotes following the Chicago Manual of Style (CMS, which is also known as “Turabian”) or 2) in-text citations following Modern Language Association guidelines (MLA). If one uses in-text citations following MLA, then one must also provide a list of Works Cited at the end of any essay. See Course Materials, where I have posted my own tutorials on how to develop citations, for more details.

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**Plagiarism**, see below, **may result in a zero for an assignment or worse**, and I will file a report for the infringement of academic integrity.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>As noted above, for each week, students must post, at least, 4 times, and more details will be presented on the first day of classes.</td>
<td>28</td>
</tr>
<tr>
<td>Quizzes</td>
<td>There will be five quizzes (for Week 1, Week 2, weeks 3 and 4, Week 5, and Week 6)</td>
<td>25</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td>Instructions will be posted in Week 1’s Assignment folder</td>
<td>15</td>
</tr>
<tr>
<td>Final Exam</td>
<td>The examination has two parts, a written portion and a comprehensive portion similar to the quiz format.</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>Total points</td>
<td>100 points</td>
</tr>
</tbody>
</table>

*There is no midterm for this specific course.*
**Course Schedule:**

--> All quizzes will be at the end of the day on Sunday.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10/25-10/29</td>
<td><strong>Introduction</strong>: Why study history, immigration, and ethnicity as a way to understand the USA? What is it that historians do? What is the discipline of history? Why is it important to quote and paraphrase from sources? Why must students always provide citations? What are other good writing practices?</td>
<td>Daniels 3-29, [one could start reading 30-118] Takaki 3-28 Quiz 1, covering the professor's modules and online readings (syllabus, writing guidelines, etc.), <strong>due 10/29</strong> --Week 1's quiz does not cover material from Daniels or Takaki</td>
</tr>
<tr>
<td>2</td>
<td>10/30-11/5</td>
<td><strong>Colonial Period</strong>: the 17th and 18th centuries Immigration from the British and Irish islands, immigration from Continental Europe, immigration in the form of bound servitude from Europe, Africa, and the Caribbean. What is the significance of Bacon's Rebellion?</td>
<td>Daniels: 30-118 Takaki: 31-44 Quiz 2, <strong>due 11/5</strong></td>
</tr>
<tr>
<td>3 and 4</td>
<td>11/6-11/12 and 11/13-11/19</td>
<td><strong>“The Century of Immigration”?</strong> 1815 through 1924: the title is inside quotation marks because it is a quote from Daniels, page 121. Subtopics: Why do older historians speak of a “two-wave” phenomena of immigration and how is that model problematic and Eurocentric? Who arrived from Western Europe, Eastern Europe, and Southern Europe? How do immigrants from China, Japan, and other parts of Asia factor into understanding this period of US immigration history? What makes the Chinese immigrant experience “unique” (Daniels 245)?</td>
<td>Daniels: 121-264 Takaki: 47-68, 112-151, 161-187 Quizzes 3 and 4, both covering the Century of Immigration, <strong>due 11/19</strong> <strong>NOTE</strong>: The Writing Assignment will be due after Week 5 (after Thanksgiving Break); in the past, some students found working on the paper, over break, was a good idea, but I do not require that. However, over break, if you do reach out to me for help on the paper, I will respond.</td>
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<td></td>
<td><strong>Week of Thanksgiving Break and 5</strong> 11/20-11/21, then Thanksgiving Break <strong>from 11/22 to 11/26</strong>, then 11/27-12/1</td>
<td><strong>Nativism and racism, 1815 to 1924</strong> What is nativism? What kinds or phases of nativism unfolded during this period? How was it manifested in popular culture, including riots and attacks against immigrants? What kind of legislation reflected</td>
<td>Daniels: 265-284 Takaki: 79-111 <strong>Writing Assignment due T.B.D.</strong> Quiz 5—<strong>due 12/1</strong></td>
</tr>
</tbody>
</table>
6 12/2-12/8  Immigration and ethnicity after 1920 through WWII  What happened in 1924? Why did historian John Higham call the 1920s the “tribal twenties”? What are the experiences of ethnic Americans and immigrants during WWII?  Daniels: 287-350  Takaki: 188-221, 222-230, 239-247  Quiz 6, due 12/8

7 12/9-12/15  Immigration since World War II to the present  How did the Cold War impact immigration, prior to the mid-1960s? What caused a shift in immigration after 1965?  Daniels, 350 to end  Final Exam, two-part, due 12/15/17 by 11:59pm

*NOTE: the end of the semester’s “weekly schedule” dates shift because of the Thanksgiving Recess.

**Schedule of readings and assignments’ due-dates may change, so please check Course Materials and Announcements at the start of EACH week. Thanks!

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End-of-Course Evaluation Surveys
Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at https://neu.evaluationkit.com. Your survey responses are completely anonymous and confidential.

Academic Integrity:
A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

--In addition, as part of Week 1’s work, all students are required to complete the professor’s modules regarding plagiarism, where the professor covers this in detail and with care.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

Student Accommodations:
The College of Professional Studies is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). To ensure access to this class, and program, please contact The Disability Resource Center (http://www.northeastern.edu/drc/) to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical or lab settings. Accommodations are not provided retroactively so students are encouraged to register with the Disability Resource Center (DRC) as soon as they begin their program. The College of Professional Studies encourages students to access all resources available through the DRC for consistent support.

Library Services:
The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals. For more information, visit http://library.northeastern.edu/.

Tutoring Services:
Tutoring can benefit skilled professionals and beginning students alike. NU offers many opportunities for you to enhance your academic work and professional skills through free one-on-one academic support on and off campus. Tutoring is available in multiple subject areas. For more information, visit http://www.cps.neu.edu/student-resources/tutoring-services.php.

Northeastern University Online Technical Help:
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or visiting the online Support Center. Support via e-mail is also available within one business day at NUOnline@neu.edu.

Undergraduate Catalog:
The College of Professional Studies Undergraduate Catalog is a reference/resource with information about curricula, resources, and academic and student policies. For more information, visit http://www.cps.neu.edu/student-resources/.

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The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates.