

Statue of Liberty, Liberty Island (formerly Bedloe Island), c. 1925. Library of Congress.

HIST 7023 – SEMINAR IN TEACHING AMERICAN HISTORY
IMMIGRATION AND THE AMERICAN IDENTITY, 1880-1950
Summer 2009 – FSC

Course Description & Goals

This course, like all courses in the Teaching American History program, has a dual objective. As a graduate history course, it will examine immigration history and identity. We will focus in particular on the impact of immigration history on the lives of people—including our lives. Students will learn the basics of genealogical research and research in-depth the history of a particular immigrant group. Of equal importance is the TAH mission to help teachers adapt the course content to their classrooms. You will develop specific strategies for teaching students about the past, as well as about what it means to “do history”—to research, think, and write like a historian.

The course will be conducted primarily as an oversized research seminar. Much of our time will be spent in using a combination of assigned readings, audiovisual presentations, Internet explorations, and independent research as the basis for small- and large-group discussions. This course will also feature guest speakers and a fieldtrip to Lowell National Historical Park.

Those without previous experience with the program should note that this is *not* a professional development course or an education course. It is a graduate-level history course and will reflect the high demands, expectations, and standards of scholarship associated with such a course. However, it is a graduate-level history course tailored to teachers. Its goal is to help you develop as an *educator historian*. That is, as a teacher and scholar knowledgeable about history, skilled in the craft of historical inquiry and writing, and proficient at teaching this knowledge and skills to others.

Course Objectives

Students will...

- Acquire a basic knowledge of American immigration history and preparation to continue independent study of specific subjects.
- Expand their ability to locate, examine, explain, and utilize information from and about the past using library, archival, and web-based research skills.
- Improve their skills in proposing and evaluating interpretations of texts, artifacts, images, and other sources of historical inquiry.
- Strengthen their skills in the various genres of historical writing.
- Enhance their ability to teach history as a subject and method of inquiry.

Course Texts

Paul Spickard, *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity* (Routledge, 2007).

Gary Reichard and Ted Dickson, eds., *America On the World Stage: A Global Approach to U.S. History* (OAH/University of Illinois Press, 2008).

Wesley Brown and Amy Ling, eds., *Imagining America: Stories from the Promised Land*, Revised Edition (Persea, 2003; 1991).

Louis Mendoza and Subramanian Shankar, eds., *Crossing Into America: The New Literature of Immigration* (New Press, 2005).

Ilan Stavans, *Latino U.S.A., A Cartoon History* (Basic Books, 2000).

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 5nd ed. (Bedford/St. Martins, 2007).

Course Requirements

Reading assignments, projects, and in-class audiovisual material and Internet explorations serve as the basis of for whole-class and small-group discussions. Hence, your timely completion of coursework and active participation are not only required but essential to the success of the class and to your success as a learner.

Attendance: You are required to attend all class meetings and expected to arrive on time. Any student who is tardy, absent more than four hours of class time, or who stops attending may fail the course.

Assignments: The main written requirement of the course will be the construction of a teaching module, an integrated, in-depth unit of study focusing on one particular topic. For this course, it will be modified in the following manner: in place of the historiographical essay and narrative overview/primary source analysis, you will instead research your family history and, working in groups, create a resource guide for a particular immigrant group. Everyone is still required to produce a week's worth of lesson plans or to develop and complete a project-based assignment. See the assignment handout for specific details.

Academic Honesty: You are responsible for academic honesty. You should familiarize yourself with the college's policy on academic honesty, as well as with proper standards of conduct regarding acknowledging the work of others (see Rampolla's discussion of "Plagiarism: What It Is and How to Avoid It," pp. 88-94). You must resolve questions or confusion about appropriate documenting and referencing techniques before submitting assignments. If you are found guilty of academic dishonesty, even if committed out of ignorance, you may earn an F on the assignment and possibly an F in the course.

Special Needs: Students who need accommodations because of a documented disability, who have emergency medical information they need to share with me, or who need special arrangements in case the building must be evacuated should discuss this with me *before the second class meeting*.

Evaluation Criteria

Those students taking the class for Professional Development Points rather than graduate credit are required to attend and participate at all classes, complete all reading assignments and learning activities, and complete one of the major assignments. For those seeking graduate credit for this course, the following criteria will be used for grading purposes. To earn a 4.0, a student must perform at the highest level on all coursework, demonstrating historical imagination and insight, creativity, a deep understanding of the subject matter, and excellent research and writing skills. To earn a 3.5, a student must perform at a high level on all coursework. To earn a 3.0, a student must perform at an acceptable level on all coursework. A grade below 3.0 is considered probationary for graduate work at Fitchburg State College. A grade of 0.0 results in dismissal from the college.

In general, I will evaluate work based on the following criteria (see rubrics for criteria and standards details relating to specific assignments):

1. Work that is well organized, eloquent, and clear in its arguments.
2. Work that supports claims with evidence and conforms with the proper standards of conduct regarding acknowledging the work of others.
3. Work that completes all components of the assignment.
4. Work that reflects creative, insightful, thought provoking scholarly endeavor.
5. Apparent effort involved as reflected in the overall quality of performance.

Final course grades will be based on the following calculation:

Teaching Module		
• <i>Genealogy/Family History</i>		25%
• <i>Resource Guide</i>		25%
• <i>Unit Plan/Project</i>		25%
Attendance, Participation & Learning Activities		25%

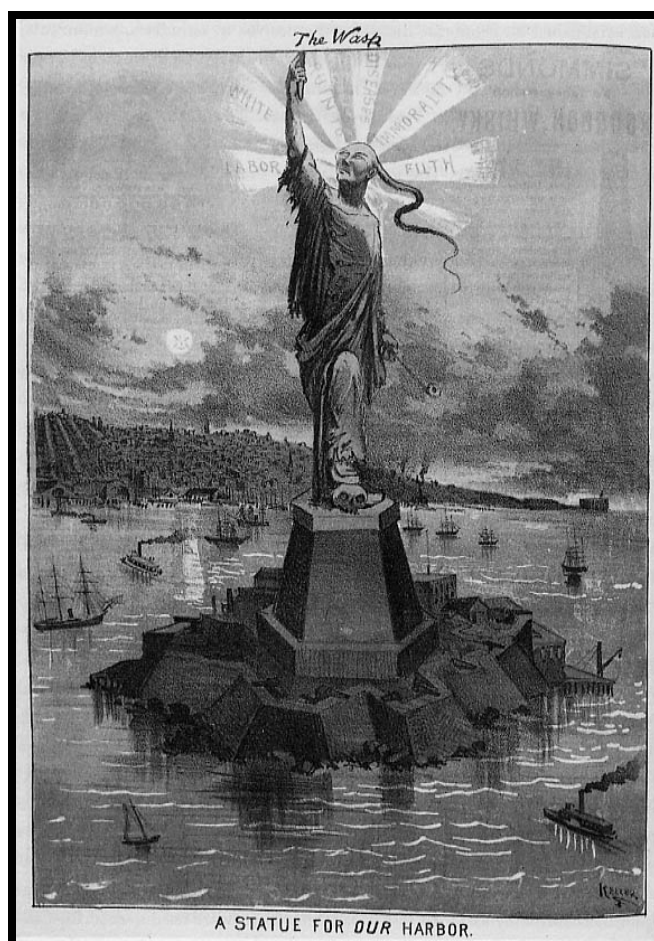
Course grades will be calculated using the FSC graduate grading system:

4.0	A	2.5	B-/C+
3.7	A-	2.3	C+
3.5	A-/B+	2.0	C
3.3	B+	0.0	F
3.0	B	IN	Incomplete
2.7	B-	IP	In-Progres

READING & ASSIGNMENT SCHEDULE

	8:00 – 10:00	10:00 – 12:00	1:00 – 3:30
7/1 7/10	Discussion: <i>Almost All Aliens</i> (read pp. 1-28 and 115-128)	Screening & Discussion: <i>Fear and Learning</i>	Presentation: TAH Scholars Groupwork: Resource Guide
7/2 7/13	Discussion: Immigrant Literature (see handout)	Presentation: NARA Presentation: Dr. Thomas	Screening & Discussion: <i>African American Lives</i>
7/6 7/14	Class/Group Check-In Research: <i>Ancestry.com</i> , library and/or archival research		
7/7 7/15	Lowell Fieldtrip (meet @ Visitors Center)		
7/8	Groupwork: Resource Guide	Learning Activity: <i>Chinese in California</i>	Presentation: Dr. Scott Wong
7/9 7/16	Group Presentations DUE: Resource Guide		[Advising]

July 23/30: Genealogy/Family History and Lesson Plan/Project assignments due in by 9 a.m. in Brenda Coleman's office (McKay C196).



"A Statue for Our Harbor," *The Wasp*, November 11, 1881. Library of Congress.