



<b>Course Title:</b>	<b>Becoming Visible: The Philadelphia Immigrant Experience from Past to Present</b>												
<b>Course Code:</b>	<b>PHLY SOCI 365</b>												
<b>Subject:</b>	<b>History, Sociology</b>												
<b>Credits:</b>	<b>4</b>												
<b>Contact Hours:</b>	<b>50</b>												
<b>Semester/Term:</b>	<input checked="" type="checkbox"/> <b>Semester</b> <input type="checkbox"/> <b>J-Term</b> <input type="checkbox"/> <b>Summer</b>												
<b>Course Description:</b>	<p>This course will examine immigration patterns in Philadelphia and the surrounding areas through historical analysis. With a focus on race, ethnicity, gender and socioeconomic status we will view first hand documents at the Germantown Historical Society, the Historical Society of Pennsylvania, collect and synthesize data and explore historic districts to view the changing landscape of Philadelphia. Some specific issues to be explored: Current debates over the 2020 U.S. Census questions; what it means that Philadelphia is a sanctuary city; how the immigrant experience has changed over time and how have immigrants add to the civic, economic and cultural life of Philadelphia and surrounding regions.</p>												
<b>Course Requirements:</b>	<p><b>Required Text</b></p> <p>Global Philadelphia: Immigrant Communities Old and New. Takenaka, Ayumi and Osirim, Mary Johnson., eds. (Temple University Press. 2010). ISBN: 9781439900147; Cost: To Be Determined.</p> <p>The Peoples of Philadelphia: A History of Ethnic Groups and Lower-Class Life, 1790-1940. Davis, Allen and Haller, Mark, eds. (University of Pennsylvania Press, 1998). ISBN-13: 978-0812216707; Cost: To Be Determined.</p> <p><b>Additional Readings and Resources</b></p> <p>Articles and powerpoint lecture slides are available from the instructor on the course Canvas site through Arcadia University.</p> <p><b>Assignments</b></p> <table border="1" data-bbox="472 1499 1459 1791"> <thead> <tr> <th>Course Requirements</th> <th>Percentages</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and Participation</td> <td>20%</td> </tr> <tr> <td>2. Research Project</td> <td>25%</td> </tr> <tr> <td>3. Reaction Papers</td> <td>30%</td> </tr> <tr> <td>4. Final Exam</td> <td>25%</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> </tr> </tbody> </table>	Course Requirements	Percentages	1. Attendance and Participation	20%	2. Research Project	25%	3. Reaction Papers	30%	4. Final Exam	25%	<b>Total</b>	<b>100%</b>
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<p><b>Learning Outcomes and/or Expected Student Competencies and Assessment Measures:</b></p>	<p>On completion of the course, students should be able to:</p> <table border="1" data-bbox="467 302 1463 562"> <thead> <tr> <th colspan="2" data-bbox="467 302 1463 344">Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 344 695 415"></td> <td data-bbox="695 344 1463 415">Critically analyze first hand primary historical documents.</td> </tr> <tr> <td data-bbox="467 415 695 487"></td> <td data-bbox="695 415 1463 487">Develop research and public speaking skills.</td> </tr> <tr> <td data-bbox="467 487 695 562"></td> <td data-bbox="695 487 1463 562">Gain an understanding of the abolition movement in Philadelphia.</td> </tr> </tbody> </table>	Learning Outcomes			Critically analyze first hand primary historical documents.		Develop research and public speaking skills.		Gain an understanding of the abolition movement in Philadelphia.																		
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<p><b>Course Outline:</b></p>	<table border="1" data-bbox="467 642 1463 1556"> <thead> <tr> <th data-bbox="467 642 695 701">Session</th> <th data-bbox="695 642 1463 701">Topic</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 701 695 793"><i>Session 1</i></td> <td data-bbox="695 701 1463 793">Philadelphia's Immigrant Community in Historical Perspective</td> </tr> <tr> <td data-bbox="467 793 695 886"><i>Session 2</i></td> <td data-bbox="695 793 1463 886">German Immigration to Philadelphia from the Colonial Period through the Twentieth Century</td> </tr> <tr> <td data-bbox="467 886 695 947"><i>Session 3</i></td> <td data-bbox="695 886 1463 947">Italian Immigrants Build the Philadelphia Landscape</td> </tr> <tr> <td data-bbox="467 947 695 1008"><i>Session 4</i></td> <td data-bbox="695 947 1463 1008">Jewish Immigration to Philadelphia</td> </tr> <tr> <td data-bbox="467 1008 695 1068"><i>Session 5</i></td> <td data-bbox="695 1008 1463 1068">Irish Immigration to Philadelphia</td> </tr> <tr> <td data-bbox="467 1068 695 1129"><i>Session 6</i></td> <td data-bbox="695 1068 1463 1129">Mexican Immigration and the South Philly Landscape</td> </tr> <tr> <td data-bbox="467 1129 695 1222"><i>Session 7</i></td> <td data-bbox="695 1129 1463 1222">The New African Diaspora: Transnationalism and Transition in Philadelphia</td> </tr> <tr> <td data-bbox="467 1222 695 1314"><i>Session 8</i></td> <td data-bbox="695 1222 1463 1314">Opportunity and Conflict in Transition: Asian Immigration and Community in Philadelphia</td> </tr> <tr> <td data-bbox="467 1314 695 1375"><i>Session 9</i></td> <td data-bbox="695 1314 1463 1375">Pan-Latino Immigration to Philadelphia</td> </tr> <tr> <td data-bbox="467 1375 695 1436"><i>Session 10</i></td> <td data-bbox="695 1375 1463 1436">Immigration Law and Policy</td> </tr> <tr> <td data-bbox="467 1436 695 1497"><i>Session 11</i></td> <td data-bbox="695 1436 1463 1497">The Formation of Identity and Community</td> </tr> <tr> <td data-bbox="467 1497 695 1556"><i>Session 12</i></td> <td data-bbox="695 1497 1463 1556">Crossing Cultural Lines: Philadelphia Present Day</td> </tr> </tbody> </table>	Session	Topic	<i>Session 1</i>	Philadelphia's Immigrant Community in Historical Perspective	<i>Session 2</i>	German Immigration to Philadelphia from the Colonial Period through the Twentieth Century	<i>Session 3</i>	Italian Immigrants Build the Philadelphia Landscape	<i>Session 4</i>	Jewish Immigration to Philadelphia	<i>Session 5</i>	Irish Immigration to Philadelphia	<i>Session 6</i>	Mexican Immigration and the South Philly Landscape	<i>Session 7</i>	The New African Diaspora: Transnationalism and Transition in Philadelphia	<i>Session 8</i>	Opportunity and Conflict in Transition: Asian Immigration and Community in Philadelphia	<i>Session 9</i>	Pan-Latino Immigration to Philadelphia	<i>Session 10</i>	Immigration Law and Policy	<i>Session 11</i>	The Formation of Identity and Community	<i>Session 12</i>	Crossing Cultural Lines: Philadelphia Present Day
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<p><b>Other Policies:</b></p>	<p><b>Expectations</b> Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email.</p> <p><b>Attendance/Participation</b></p>																										



	<p>Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p> <p><b>Course Policies</b> For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p><b>Plagiarism</b> Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p><b>Late or Missed Assignments</b> Will not be accepted for grading.</p> <p><b>Students with Disabilities</b> Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p> <p><b>Title IX Statement</b> Arcadia University is committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions a faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.</p> <p>Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at <a href="https://www.arcadia.edu/university/policies-guidelines/title-ix">https://www.arcadia.edu/university/policies-guidelines/title-ix</a>.</p>
<b>Prerequisites:</b>	None.