ACADEMIC AFFAIRS

Course Number:	HIST-_160_	Department:	HISTORY		
Course Title:	American Pluralism in Microcosm: The Connecticut River Valley as Classroom	Semester:	Spring	Year:	2009

A component of the Ford Foundation grant, this course will better prepare students to understand and appreciate the cultural pluralism of their community. Coupled with existing STCC courses in American History and African American History, the American Pluralism course will permit students to explore the rich contributions of all cultural groups to the community's past and present.

This multidisciplinary course will incorporate pedagogical strategies that integrate elements of information and communications technology with social science and humanities research methodologies. Multimedia and multi-modal teaching strategies, based upon the principles of Universal Design for Learning, will ensure that the diverse learning styles of students are addressed and that individual research assignments capitalize on individual student strengths. PRE-REQUISITE: ENGL-100.

Course Objectives	Competencies
Historical Knowledge 1. To develop an awareness of immigration patterns in the Connecticut River Valley, comparing them to the patterns throughout the United States. 2. To improve the understanding of the experiences of the ethnic communities in the Valley. 3. To introduce students to the thematic elements in immigration history. 4. To improve interpretive reading and writing skills.	**Historical Knowledge** 1. Students will discuss and write about their understanding of the historical involvements and contributions of respective ethnic groups within American culture; students will be able to analyze critically the multiple narratives/chronologies of specific time frames; students will be able to use historical comparison as an analytical tool 2. Students will recognize the historical, political, and cultural movements in the United States which have influenced perceptions on immigration. 3. Students will incorporate such thematic elements as

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Research Methodology (Based on the information literacy standards developed by the American Historical Association and the Association of College and Research Library standards):	acculturation, assimilation, colonialism, class, cultural identity, ethnic identity, gender, immigration/migration, pluralism, post-colonialism, and race into their classroom discussion and into their written work.
1. To learn how to define a research need. 2. To access information efficiently. 3. To evaluate critically information. 4. To generate and effectively communicate information and knowledge. 5. To employ ethical and legal principles in the use of information.	4. Students will produce coherent, cogent, and grammatically correct college-level essays and read selected works from various disciplines. **Research Methodology** (Based directly on the information literacy standards developed by the American Historical Association and the Association of College and Research Library standards):
Web Site Development:	1. Students will demonstrate ability to choose a specific, focused topic. Student will be able to state the purpose of the information needed, relate the information needed to what is already known, and determine information requirements.
1. To support the continued development of the course-related website.	2. Students will identify and use major archives in the area with documents relevant to local ethnic and immigration history; students will demonstrate familiarity with appropriate methods of research, using library and other research sources.
	3. Students will distinguish between popular and scholarly resources, understand distinction between primary and

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	secondary sources, differentiate between fact and opinion including, point of view, objectivity, motive and bias; understand the nature of the internet and its difference from print information sources; understand the difference between fee-based internet material and materials freely available on the internet. 4. Students will demonstrate ability to paraphrase, summarize, and integrate research material into finished paper. 5. Students will document research materials according to one of the standard forms of documentation (Chicago Style, MLA, or APA). **Web Site Development:** 1. Student will contribute in researching, writing, or collecting information that may be included as part of the website.

--08/19/07 Arlene Rodríguez, Ph.D.