

## **The Immigrant Experience**

Texts by and about Norwegian Americans  
Scandinavian R5B, Section 1  
MTWTh 9-11am, 174 Barrows

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### **Course Description**

Throughout the 19<sup>th</sup> century, waves of immigrants from many European nations arrived in the United States, drawn by the promise of increased economic possibility and, in some cases, seeking haven from political conflicts. Although only a small percentage of these European immigrants came from Norway, this politically insignificant nation was second only to Ireland in the percentage of its population that immigrated. From 1825-1930, over 800,000 Norwegians immigrated to the United States, a number roughly equal to the country's entire population in 1800. Throughout this period, literature was important, both in the homeland and in the US, as authors documented, processed, and positioned themselves in relation to these dramatic changes. They wrote diaries and novels, their departure was depicted at home in paintings, plays, and poems, and they appeared in American literature as one among the many new ethnic groups populating the Great Plains. Immigration is far from a stale topic in American discourse; rather, its accompanying social, cultural and political issues are still sites of great interest and anxiety. Through this small sample of texts by one immigrant group in particular, we will examine issues of identity, language, intergenerational conflict, and belonging. At the same time, this course will meet the requirements of R5B by continuing to develop critical reading, thinking, and writing skills. Students will also practice the skills necessary to begin conducting research projects by gathering and evaluating sources, understanding and responding to the arguments of others, and finding their own voice within an area of academic debate.

### **Required Texts** (please buy the edition listed)

Booth, Wayne C, Gregory G. Colomb, Joseph M. Williams. *The Craft of Research*. 3<sup>rd</sup> Edition, 2008.

Janson, Drude Krog. *The Saloonkeeper's Daughter*. John Hopkins University Press, 2002.

Rølvaag, Ole Edvard. *Giants in the Earth*. Harper Perennial, 1999.

Semmingsen, Ingrid. *Norway to America: A History of the Migration*. University of Minnesota Press, 1980. ISBN 0816610002

Course Reader, Available at Copy Central (2560 Bancroft Way)

## **Policies and Procedures**

### **Attendance**

Reading and Composition is not a lecture course; rather, interaction and discussion are important components in meeting the course objectives. The active participation of every student is crucial, not only for that student's personal growth but also for the creation of a positive learning environment throughout the course. Because this is a summer session, it is crucial that we make maximal use of every session. As such, only one absence will be excused if the instructor is notified 24 hours in advance. (Advanced notice must also be provided for absences excused due to extracurricular activities, religious holidays, or other non-emergencies as laid out in the official Berkeley scheduling conflicts policy.<sup>1</sup>) Persistent tardiness (i.e., arriving more than five minutes late to class) will be considered equivalent to one or more absences. One additional absence may be made up with a 1-2 page reflection paper. Further unexcused absences will result in a 1/3 letter grade deduction to the student's final course grade per absence.

### **Participation**

This course will operate on an interactive, student-driven model, and you will have the opportunity to demonstrate your engagement with the course materials in a wide variety of ways. Therefore, you are expected to arrive alert, prepared, and with all necessary materials (especially the text for that day). Class discussion and activities will be conducted in pairs, small groups, and as an entire class.

### **Guiding Questions (Writing Exploration Assignments)**

Guiding questions will be provided daily in order to focus your reading for the next day and provide a starting point for in-class discussion. As you are reading, you should be keeping this framing question in mind, as well as noting any additional observations, questions, or points of interest the text raises for you. After reading, you are expected to attempt a short response (approx. 250 words) to this question that you would feel comfortable talking about in class. A few students will be called on daily to answer these questions; they may also serve as a foundation for group work or other assignments, and they will always be collected, so it is very important that you come to each class prepared to discuss this question. A sample response is available on bspace.

### **In-Class Conduct**

Because active participation is so crucial, it is important that we minimize all distractions to ourselves and others. All phones and other electronic communication devices should be turned off during class discussions. Laptops or tablets should be used for academic purposes only. Their use may be prohibited if necessary.

### **Office Hours Conferences**

In addition to the instructor's regular office hours, which you may take advantage of as necessary, an introductory office hours conference will be required during the first week of the session. (Students will sign up for a time.) This allows the instructor to become better acquainted with your needs, address concerns, and check progress toward your goals. A second office hours conference will be required during the final research project.

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<sup>1</sup> See [http://academic-senate.berkeley.edu/sites/default/files/committees/cep/guidelines\\_acadschedconflicts\\_july2006.pdf](http://academic-senate.berkeley.edu/sites/default/files/committees/cep/guidelines_acadschedconflicts_july2006.pdf)

### **Assignments & Grading Policies**

Reading and Composition R5B is designed to scaffold the paper-writing process so that students receive feedback at many points along the way. All essays will be submitted in both a draft and a final version, so that students will have the opportunity to revise and improve their work before receiving a final grade. In addition, students will receive instructor and peer feedback on all assignments. Outlines and drafts comprise 20% of the final paper grade; it is up to the student to consider, respond to, and incorporate the feedback they have received from both the instructor and peer reviewers. The review and grading process will make use of clear guidelines and standards which will be shared with all students at a later date.

Essay #1 (3-4 pages): 15% (Literary Analysis)

Essay #2 (5-6 pages): 20% ("Position" Paper, involving Research and Literary Analysis)

Annotated Bibliography: 20% (group project)

Essay #3 (8-10 pages): 30% (Final Research Paper)

Participation: 15% (includes research presentation and daily reflection assignments)

### **Late Work**

Assignments are due by the BEGINNING of class on the due date. Papers turned in after class has started will be counted as one day late. Late papers will be marked down by a third of a letter grade per day, counting weekends (e.g., from B+ to B). The course cannot be passed unless all assignments are completed. Should extenuating circumstances arise, extensions should be requested at least 48 hours in advance of the due date. *If you have any reason to believe you may have difficulty meeting any of the assignment deadlines, I encourage you to contact me as far in advance as possible.*

### **Academic Integrity**

Please note that academic dishonesty and plagiarism will not be tolerated in this course. Plagiarized assignments will receive a zero and you will not be allowed to redo the assignment. If you are unclear about plagiarism, please visit <http://students.berkeley.edu/osl/sja.asp>. We will be discussing the proper use and citation of sources as well as what constitutes plagiarism in class. If you have specific questions or concerns about plagiarism, please contact me before turning in your assignment.

### **Course Resources**

A variety of informational resources will be made available to students on the course bspace page. In addition, the Student Learning Center offers support and tutoring services at no charge to registered students. You may request an individual tutor for help with your writing in this course. (See <http://slc.berkeley.edu/>)

### **Disability-Related Accommodations**

If you need disability-related accommodations in this class, if you have emergency medical information you wish to share with me, or if you need special arrangements in case the building must be evacuated, please inform me as soon as possible. See me privately after class or in my office. Please note that accommodations for learning disabilities cannot be made unless a Letter of Accommodation is provided by the Disabled Students Program (DSP). (See <http://dsp.berkeley.edu/>)

Date	Reading <b>Due</b>	Assignment <b>Due</b>
Week 1 (May 28th)		
Weds	Poems (distributed in class) Semingsen, "Preface," "Migration," "The Sloop <i>Restoration</i> "	
Thurs	Semingsen, "Pioneers," "Exodus," "Land of Freedom and Opportunity"	Essay 1, first draft Peer Review
Week 2 (June 3 <sup>rd</sup> )	Semingsen: "A Pioneer Society," "Encountering Americans," "The Big Families"	
Mon	Rolvaag, Book I, ch. 1-2	Essay 1, final draft
Tues	Rolvaag, Book I, ch. 3	
Weds	Rolvaag, Book I, ch 4-5	Research Group Sign-up
Thurs	Rolvaag, Book I, ch 6	Article Summary
Week 3 (June 10 <sup>th</sup> )	Semingsen: "Change and Unrest," "Norway in America," "Politics and Organizations"	
Mon	Rolvaag, Book II, ch 1-2	Article Evaluation Peer Review of Essay 2 (combining Mon & Tue assignments)
Tues	Rolvaag, Book II, ch 3-4	
Weds	Janson, pages TBA	Research Statement
Thurs	Janson, pages TBA	
Week 4 (June 17 <sup>th</sup> )	Semingsen: "The Fabulous Land," "The Immigrants Become Americans," "The Emigrants and the Homeland"	
Mon	Janson, pages TBA	Essay 2, final draft
Tues	Janson, pages TBA	
Weds	Boyesen, "The Man who Lost his Name"	
Thurs	Boyesen, "My Lost Self"	Annotated Bibliography Presentations
Week 5 (June 24 <sup>th</sup> )		
Mon	Hamsun, "The American Character," "A Woman's Victory"	Thesis
Tues	Hamsun, "Vagabond Days"	Introduction
Weds	No reading due	Storyboard
Thurs	No reading due	Conclusion
Week 6 (July 1 <sup>st</sup> )		
Mon	No reading due	Essay 3, first draft Peer Review
Tues	No Class/Office Hours by Appointment	
Weds	No Class/Office Hours by Appointment	Essay 3, final draft (due by 11:59pm)