**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: United States’ Immigration History HS 339**

**Home Department: History**

**Department Chair Name and Contact Information** (phone, email): Alan Willis, x 1228, awillis@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): (Every third semester excluding summer)

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content: U.S. immigration history examines the immigrant experience from first contact through the present. It will explore why people immigrate, modes of transportation, settlement patterns, development of ethnic institutions, and question how immigrants assimilate and simultaneously amalgamate the host society.

B. Explain why this course satisfies the component specified and significantly addresses both learning outcomes

 Immigration history satisfies the critical thinking components of evidence, integrate, and evaluate by depending on the tools of the discipline or the “historic method.” Specifically, Humans have some sense of history; hence, all college-level history courses address prior understandings of the past. This is done by analyzing the evidence, most often: readings, documents, and digital artifacts. Students then integrate and articulate their analysis via in-class assignments, formal papers, and digital compilations that specifically synthesize or evaluate the evidence.

 Likewise this course satisfies social responsibility by accentuating the four components: Knowledge and culture of world-wide frameworks, intellectual awareness, intellectual engagement, and ethical issue recognition. The U.S. is a nation of immigrants beginning with the trans-migrations of the first people and continuing through modernity. When people immigrate they also transport their culture such as language, customs, institutions and heritage. This culture framework then becomes a component of the host society. To comprehend the immigration experience and assimilation process, students develop an intellectual awareness and intellectual engagement of the process. They realize how the immigration waves and patterns contribute to our cultural mosaic. This is examined through in-class activities, assignments, and formal papers. Immigration history raises and addresses ethical questions and a moral continuum that the class explores. These include addressing how has the nation dealt with past immigrant groups and the consequences of these actions. How does the nation’s racial, economic, and political winds influence immigration policies? The course highlights the reciprocal relationship of immigration and society and shows how both influence each other. Immigration history allows the class to focus and contextualize singular moments that significantly impact social responsibility in a diverse world.

C. Describe the target audience (level, student groups, etc.) This is a 300 level course. It will appeal to sophomore, juniors, and seniors who can apply the content to their major/minor. The prerequisite requires students to have successfully completed a 100 level or above history course with a C or better.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.) The course counts toward the History major and minor and the Citizenship Studies minor. It could readily apply to other social science and humanity content.

E. Provide any other information that may be relevant to the review of the course by GEC U.S. Immigration History has proved a consistent and popular draw for the History Department. Over the years, students from other majors such as Political Science, Sociology, Literature, and Economics have either completed the course or expressed interest in taking the class. In both cases students are frustrated that HS 339 does not count toward the graduation requirements. By accepting this as an HS 300 elective, GEC ensures its intellectual contribution to these and other discipline requirements.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Type: two formal papers and an oral history interview project predicated on the immigration experience. Frequency: early semester, midterm, and final. Importance: These assignments are fundamental to the course. Each requires students to demonstrate immigration and society’s reciprocal relationship. Each emphasizes the construction of lucid and logic based arguments predicated on documented evidence, articulated in a formal submission that adheres to academic expectations and intellectual rigor. These three submissions constitute 40% of the final grade. Projected success: These assignments aims for and 80% success rate based on past offerings |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Type: Document Leader Frequency: Twice a semester variable times Importance: Fundamental to course. This assignment requires students to present an overview of a primary source document. This is then augmented with an outside historical artifact (poem, image, song, newspaper article, etc.) that lends further insight to the historical issue. The student will explain how this primary source document and artifact deepens our understanding of immigration history. Finally, the student will pose three open-ended questions about the document/artifact to the class. These require insight and elaboration rather than yes/no questions. For this assignment I will expect 1) a brief summary of the document, 2) how the artifact deepens our understanding of the discipline, 3) a copy of your artifact, 4) your list of questions. The grade will come from these requirements ~~and the generated discussion~~. The project will constitute 10% of the total grade. Projected success: this project aims for an 80% success rate based on past course offering.  |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Type: In-class projects Frequency: every class Importance: fundamental to the course. Each class has a reading response quiz that measures that day’s reading comprehension. These are completed prior to class. ~~Each class builds on this information by having the class complete an in-class project. These require small-group collaborations, research, and applying the historic instance to the contemporary. The in-class projects and~~ reading responses constitute 40 30% of the overall grade. Projected success: this project aims for an 80% success rate based on past course offering. |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | Type: two formal papers and an oral interview history project. Frequency: early semester, midterm, and final. Importance: These assignments are fundamental to the course. Each requires students to demonstrate immigration and society’s reciprocal relationship. Each emphasizes the construction of lucid and logic based arguments predicated on documented evidence, articulated in a formal submission that adheres to academic expectations and intellectual rigor. These three submissions constitute 40% of the final grade. The papers consider an immigrant group during the Century of Immigration (1820-1920). Reverse immigration from lake Superior to Soviet Karelia. And an oral history project that compares the recent immigrant experience to the past. Projected success: These assignments aims for and 80% success rate based on past offerings |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | Type: In-class projects Frequency: every class Importance: fundamental to the course. Each class has a reading response quiz that measures that day’s reading comprehension. These are completed prior to class~~. Each class builds on this information by having the class complete an in-class project. These require small-group collaborations, research, and applying the historic instance to the contemporary. These assignments create an intellectual awareness of multiple cultures. The in-class projects and~~ reading responses constitute ~~40~~ 30 % of the overall grade. Projected success: this project aims for an 80% success rate based on past course offering. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | Type: Document Leader Frequency: Twice a semester variable times Importance: Fundamental to course. This assignment requires students to present an overview of a primary source document. This is then augmented with an outside historical artifact (poem, image, song, newspaper article, etc.) that lends further insight to the historical issue. The student will explain how this primary source document and artifact deepens our understanding of cultural exchanges between the immigrant community and host society.  The student will pose three open-ended questions about the document/artifact to the class. These require insight and elaboration rather than yes/no questions. This allows for an ethical examination of the historic instance.  For this assignment the student will submit 1) a brief summary of the document, 2) how the artifact deepens our understanding of the discipline, 3) a copy of the artifact, 4) a list of questions. The grade will come from these requirements ~~and the generated discussion.~~ The project will constitute 10% of the total grade. Projected success: this project aims for an 80% success rate based on past course offering.  |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | Type: In-class projects Frequency: every class Importance: fundamental to the course. Each class has a reading response quiz that measures that day’s reading comprehension. These are completed prior to class~~. Each class builds on this information by having the class complete an in-class project. These require small-group collaborations, research, and applying the historic instance to the contemporary. These assignments contribute to ethical understanding of the social, economic, or political machinations the immigrant encounters. And how society included or excluded certain groups and the ethical ramification of these action. The in-class projects and~~ reading responses constitute ~~40~~ 30% of the overall grade. Projected success: this project aims for an 80% success rate based on past course offering. |

**HISTORY 339 U.S. IMMIGRATION HISTORY**

**Fall 2016**

Gabe Logan

Cohodas 203C 227-1744

Office Hours: MW 12:30-1:30

glogan@nmu.edu T 2:30-5:30

**I. Course Materials:**

Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life,* 2nd Ed.

New York: Harper Perennial. 2002.

Hokkanen, Lawrence and Sylvia, with Anita Middleton. *Karealia: A Finnish-American Couple in Stalin’s*

 *Russia, 1934-1941.* North Star Press of St. Cloud Inc. 1991.

Ngai, Mae and Jon Gjerde, *Major Problems in American Immigration History, 2nd Ed.* Major Problems in

 American History Series. Boston: Wadsworth Cengage Learning. 2013.

 Rampolla, Mary Lynn. *A Pocket Guide to Writing in History,* 7th Ed*.*  New York: Bedford/St.

 Martins, 2012. (Recommended).

**II. Course Objectives:**

1. Students will refine and use historical research methodology. This will be demonstrated through the construction of analytical arguments and the interpretation of historical evidence applied in formal research papers and projects.
2. Students will become acquainted with contemporary themes and issues in United States’ Immigration history. This will be demonstrated through reading quizzes and in-class assignments.
3. Students will consider first hand documents and oral interviews as historic resources. Students will validate the significance of these artifacts through in-class presentations and oral history research projects.

**III. Course Requirements**

1. Reading and Discussion: This course is primarily based on discussion of the assigned reading. You should complete the reading (from the calendar below) BEFORE coming to class on the day it is assigned. For the majority of the meetings there will be a short EDUCAT reading quiz and/or an in class project. Participation, reading responses and in-class assignments will constitute 50% of your grade.
2. Document Leaders: Each student will lead the class twice as a “**document leader**.” For this assignment you will present the class an overview of a document. Next, you will augment the document with an outside historical artifact (poem, image, song, newspaper article, etc.) that lends further insight to the historical issue. You will also explain how this document enhances our understanding of immigration history. Last you will pose questions about the document to the class. Look to ask open ended questions that require insight and elaboration rather than yes/no questions. The presentation should remain within a ten minute time frame. For this assignment I will expect:

1) a brief (100-200 words) summary of the document.

2) a summary (100-200 words) that explains the supplemented artifact and how it

 deepens our understanding of the issue and immigration history.

3) a copy of your artifact.

4) your list of open ended questions.

The grade will come from your submitted work and the generated discussion. It will constitute 10% of your overall grade.

1. Papers: Each student will complete three papers during the semester. The first will compare and analyze Upper Peninsula immigrant communities to other immigrant experiences during the Century of Immigration. The second will explore the phenomenon of reverse immigration during the Great Depression. This will again consider the Upper Peninsula’s Finnish-American populations to Soviet Karelia. The final project will examine and contextualize contemporary immigration to the United States via an oral interview. Each paper is limited to 1,500- 1,750 words. These three papers will constitute 40% of your overall grade. Each of these will be formal papers and must adhere to the rules laid out from Rampolla’s *Writing in History,* or the *Chicago Style.*

**V. General Information and Policies**

1. Grades: Your final grade is an evaluation of your overall performance. Discussion and active participation will weigh in your favor if you are border-line. Conversely, missing class, sleeping in class, reading other material, arriving late or leaving early can negatively affect your grade. Please be considerate that your colleagues make substantial time and financial sacrifices to further their education, therefore interruptions to the educational experience are not tolerated.
2. Disability Services: If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.
3. Plagiarism: The unacknowledged copying of others’ work is not tolerated in this classroom or the University. I will report any infractions to the Department Head and Dean and it will result in a failing grade for the class. For specific definition on plagiarism consult (<http://dso.nmu.edu/handbook/>) or see me.
4. Computer Usage: Classroom laptop usage is restricted to academic purposes. Emails, IMs, and other forms of outside communications infringe on mine and your colleagues’ education experience and should be turned off during class time. Additionally, you will be called upon to share researched images to the class, so keep your laptop updated and charged.

**Course Calendar**

**What is Immigration History?**

8-25 Course introduction and definitions

8-27 *Major Problems* Chapter 1, Handlin and Bodner, 5-9; Gabaccia, 16-19; Jacobson, 25-30.

**Colonial Immigrants**

9-1 **Labor Day** no class

9- 3 Daniels Chapters 2-4 pp. 30-100

**Colonial Immigrants first hand document.**

9-8 Major Problems Chapter 2: four document leaders.

9-10 Sonderegger Symposium no class.

**Century of Immigration: Northern Europe**

9-15 Daniels Chapter 6 pp. 121-184

9-17 *Major Problems* Chapter 4 documents only (four document leaders)

**Century of Immigration: Mediterranean**

9-22 Daniels Chapter 7 pp. 185-211

9-24 Working with the archives Italian Immigrant Oral Histories.

**Century of Immigration Eastern Europe and the least represented.**

9-29 Daniels Chapters 8 and 9 pp. 212-264

10-1 Working with the archives Oral Histories

**Ironic Prejudices**

10-6 *Major Problems* Chapter 9 Barrett and Roediger pp. 324-326 (three document leaders’ p. 190 and

 ch. 7options)

10-8 *Major Problems* Chapter 9 Higham pp. 346-355 (three document leaders’ ch. 7 and chapter 9

 options) **First paper due.**

**Roaring 20s- W.W. II**

10-13 Daniels Chapter 11 pp. 287-306 and *Major Problems* Chapter 11 Cohen essay

10-15 *Major Problems* Chapters 10 and 11 documents (five document leaders)

**Karelia and reverse immigration**

10-20 Karelia

10-22 Karelia **On line research**

**Re-conquest: Immigration from the Western Hemisphere**

10-27 Daniels Chapter 12 and 13 pp 307- 349

10-29 *Major Problems* Chapter 12 documents and Thomas essay (four document leaders)

**The “Model Immigrants” Modern Asian Immigration and Political Refugees**

11-3 Daniels Chapters 14 and 15 pp. 350-387

11-5 *Major Problems* Chapter 13 docs 2 and 3; Chapter 14 docs 2, 3, 4

**Conservative approaches to Immigration**

11-10 Daniels Chapter 16 pp. 388-408

11-12 *Major Problems* Chapter 13 docs 1, 4, 5, 6 and Chapter 14 doc 6.

**Immigration and Globalization**

11-17 Daniels Chapter 17 pp. 409-451

11-19 *Major Problems* Chapter 15 documents 1-10

**Thanksgiving Recess**

11-24 no class

11-26 no class

**Contemporary Immigration**

12-1 *Major Problems* Chapter 15 Volp essay

12-3 *Major Problems* Chapter 15 Hondagneu-Sotelo essay

**Final Exam week**

**Final paper due week of 12-8 noon in class room**