

**Statement on how course meets the general principles of the GEC Model Curriculum and the specific goals of categories for which it is being proposed**

**Statement—History/Women’s Studies 3xx: Natives and Newcomers: Immigration and Migration in American History**

Natives and Newcomers is intended *both* for the Category 5—Arts & Humanities, Section A—Historical Survey, *and* for the Category 6—Diversity Experiences, Section A—Social Diversity in the United States GEC requirement. As a History course it is concerned primarily with the human activity of immigration and migration in the past. As a Women’s Studies course, it underscores gender and women’s experiences as immigrants/migrants. By using a range of theories and historical sources History/Women’s Studies 3xx provides students the opportunity gain a deeper understanding of how and why women and men have migrated in the past and the contexts in which this occurred.

**Adherence to the Arts and Humanities General Learning Objectives of the ASC Model Curriculum:**

1. *To have direct contact with major forms of human thought and expression as distinctive and as interrelated cultural phenomena, and to nurture informed responsiveness to them and heightened participation in them.*
2. *To acquire a perspective on human history and an understanding of the force of the past in shaping human activity. Such a perspective should enable a student to examine the present cross-culturally and cross-temporally; to view cultural phenomena in context; and to be aware of human interaction with the material world.*
3. *To develop a capacity to comprehend and evaluate critically the personal and social values of one’s own world as compared with those of other communities in time and space.*
4. *To contribute to a student’s sense of social and cultural diversity and sensitivity to problems of inequity and of individual similarity and difference (e.g., race, color, gender, ethnicity, religion, and class).*
5. *To examine the cultures of major regions of the world and through such study to develop international and global perspectives.*
6. *To contribute to a student’s understanding of the foundations of human beliefs, the nature of reality, and the norms which guide human behavior.*
7. *To learn to appreciate and interpret significant writings (e.g., literary, philosophical, or religious).*
8. *To develop abilities to be an enlightened observer or an active participant in a discipline within the visual, spatial, musical, theatrical, rhetorical, or written arts.*

**Natives and Newcomers** takes a broad view of immigration and migration exploring people in motion—beginning with indigenous societies in precolonial America to trade routes of Native and European peoples during the colonization of the United States, to the 19<sup>th</sup> century and present day migration of men and women from Latin America, Africa, Europe, the Caribbean and other regions of the world. It also analyzes domestic forms of migration within the boundaries of the U.S. It challenges students to consider how people have moved throughout the history of human habitation in the present-day United States and the causes and effects of such movements. The course enables students to consider differences and similarities between immigration and migration in the past and continuing dynamics today. It asks students to reflect on how our perceptions of which kind of people are welcome in the United States have changed over the centuries.

This course also challenges students to understand immigration not only from the perspective of natives or “the nation” but from the view of newcomers and their sending nations as well. They will explore, for example, how Native tribes interpreted the arrival of European colonizers and explorers; why 19<sup>th</sup> century Europeans chose to cross the Atlantic Ocean in search of means to save their family farms; what barriers Asian immigrant women faced in entering the U.S.; why agribusiness lobbies sought to recruit male workers from Mexico during World War II; and why labor union leaders opposed such immigration. The course also will explore domestic forms of migration, for example, Shawnee forced removal to Indian territory; Mormon settlement in Utah; and Southern black migration to the urban North. Students will thus be able to understand the decisions of both migrants and policy makers in their historical context and appreciate how their responses and social views seemed appropriate or not in their social environment.

It asks students as well to deconstruct their notions of nationality/ethnicity, gender, and other social categories to think about how im/migrants were “constructed” as a legal category, welcomed, or denied entry into the national body based on social differences. Students will consider how some migrants were considered “free,” “enslaved” or “indentured” labor. Students will understand how women and men experienced im/migration differently and were positioned differentially in relation to both the “host” and the “home” culture. They will interrogate, for example, the gendered nature of immigration policies and how these were meant to regulate reproduction, sexuality, and wage labor. The course aims to critically examine these dynamics and challenge some of our most fundamental ideas on this topic.

The critical analytical framework of this course will help students will gain greater insight into the complexity of im/migration dynamics. By exploring how people defined such fundamental concepts as “nation” and “citizenship” students will understand how these beliefs shaped natives’ and newcomers’ interpretations of

who they considered part of their community and who they deemed “outsiders,” how they formed families, and how they were integrated into new environments.

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## **Adherence to Goals of General Education Curriculum (GEC):**

### **5. Arts & Humanities, Section A— Historical Study**

**Goals/Rationale:** *History courses develop students’ knowledge of how past events influence today’s society and help them understand how humans view themselves.*

This course helps students gain insight into the diverse origins of our nation’s population. Students will gain insight as well on how both natives and migrants viewed one another during moments of encounter and contact. Students will understand the economic, social, and political factors that prompted people to leave their native lands and move across oceans or continents. They will learn as well how immigration and migration has shaped the nation and how it explains contemporary patterns and dynamics in society today.

#### **Learning Objectives:**

1. *Students acquire a perspective on history and an understanding of the factors that shape human activity.*

By examining various periods of immigration and migration students will gain a broader view of American history at key moments. They will learn how social, political, economic, environmental, and technological changes in the colonial era and since the nation’s founding have influenced the movement of people. Through analysis of primary and secondary sources students will gain insight into what motivated historical actors in the past in making decisions to migrate. They will understand as well how immigrants shaped their new communities and contributed to American culture and society as well as how natives perceived and integrated newcomers. Finally, they will understand how gender and other social categories shaped why people immigrated, who those immigrants were, and what experiences they had when they arrived.

2. *Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.*

Students will understand how past immigration and migration have shaped the social and cultural fabric of American society today. For example, they will analyze how gendered policies in the past have continued to shape

women's labor migration today. By learning how natives responded to immigrants and migrants in the past, students can reflect upon contemporary immigration dilemmas and developed informed opinions. They will be able to synthesize responses to immigration and migration in the past and compare them to contemporary dynamics.

3. *Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.*

Students will read primary and secondary sources in class and as take-home assignments, analyze them, write papers, and make oral presentations in class. This will help them develop critical and analytical thinking and communication skills. They will compare distinct interpretations of key moments or issues and be able to identify the merits or weaknesses of each.

## **6. Diversity Experiences, Section A—Social Diversity in the United States**

**Goals/Rationale:** *Courses in social diversity foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.*

This course will encourage students to develop an understanding of the vast diversity of immigrants in the nation's past and how they have shaped contemporary society in the United States. The course also will examine domestic forms of geographical mobility and analyze how these migrants diversified the societies to which they relocated. They will gain an understanding as well of the ways in which culture and social difference shaped encounters between diverse groups of people.

### **Learning Objectives:**

1. *Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.*

Students will be able to identify how natives and newcomers negotiated perceived differences based on race, gender, class, ethnicity, and religion and how these differences were socially constructed. They will be able to explain how stereotypes based on these categories shaped social interactions and public policy toward certain groups. They will understand as well how these categories shaped immigrants' and migrants' experiences and the ways in which they were perceived by natives. They will be able to identify how these categories shaped colonization, economic encounters, family relations, politics and citizenship.

- 2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.*

Students will gain an appreciation for how social diversity based on the above named categories have contributed to American society in the arts, politics, economics, education, and other arenas. By completing assignments such as interviewing an immigrant or migrant, for example, they will gain firsthand exposure to the experience of such groups. They will gain an understanding of the pluralistic origins of American society and be able to appreciate continuing social diversity in the United States today.