

HISTORY/WOMEN'S STUDIES 322 HONORS

Natives and Newcomers: U.S. Immigration and Migration

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Days and Times: Tuesday/Thursday 1:30-3:18

CATALOG DESCRIPTION

General survey of im/migration history in the U.S. from precolonial times to the present, focusing on the gendered nature of mobility and cultural encounters.

RATIONALE

This honors course intends to provide students with a focused look at the themes of im/migration history in the United States and emphasizes the gendered nature of these experiences. The course aims to critically examine these dynamics and challenge some of our most fundamental ideas on this topic. Ultimately, we hope to have students understand im/migration not only from the perspective of natives or “the nation” but from the view of newcomers and their sending nations as well. We also will ask how women and men experienced im/migration differently and were positioned differentially in relation to both the “host” and the “home” culture. The course is aimed at students who are looking to be challenged in a 300-level Honors course that will fulfill either History or Women’s Studies major or minor requirements or the GEC Historical Study or Diversity requirements. Since there are no honors courses in the History and Women’s Studies curriculum at this level, this course will fulfill a need for a course beyond the introductory level yet not as specialized as an upper-division class. The course will challenge students intellectually and strengthen their critical thinking and analytical skills.

COURSE DESCRIPTION

Im/migration has been a permanent feature of American history. From the first indigenous peoples who migrated throughout the continent, to Spanish, French, and British explorers in search of wealth, Irish farmers fleeing famine, or Mexican peasants contracted as temporary agricultural workers, people have for centuries been in motion throughout what is today the United States. Whether they were in motion voluntarily, or relocated against their will, men and women confronted wrenching familial separations and adjustments to new lands, lifestyles, languages, and power dynamics. Some were able to convert these challenges into opportunities for themselves and their families, while others had more difficulty overcoming such transitions. At varying historical periods, immigrants and indigenous people have been disparaged and blamed for many of the nation’s economic and social woes. Ironically, however, as Americans we celebrate our nation’s immigrant heritage at the same time that we express anxiety and alarm over immigration today. The fact remains that millions of people in motion to--and within--the United States have contributed to American cultural, social, economic, and political

Course Proposal

3/09

creativity, and have had a major impact on the character of this nation throughout its history.

This course will critically examine the dynamics of im/migration throughout our history and challenge some of our most fundamental ideas on this topic. We also will explore the gendered nature of mobility by asking how women and men experienced im/migration differently and were positioned differentially in relation to both the “host” and the “home” culture. Ultimately, we hope to have students understand im/migration not only from the perspective of natives or “the nation” but from the view of newcomers as well. To that end we will be drawing on sources and materials that illuminate multiple voices beyond just the typical, mainstream or “official” view of im/migration.

We will take a broad overview of migration in United States history, beginning with precolonial societies through contemporary dynamics in the 20th century. We will examine four broad themes—cultural contact, economic relations, citizenship and politics, and family and sexuality. The course will be organized conceptually along three chronological periods—Precolonial and Colonial Era (100 BC - 1776), Creating a Nation (1776-1924), and the Twentieth Century (1924-2000).

COURSE OBJECTIVES

The course seeks to meet the following General Education Curriculum objectives:

1. Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Develop communications skills in exams, papers, and discussions.
5. Develop an understanding of how the categories of race, gender, class, ethnicity and religion shape the pluralistic institutions and cultures of the United States.

Specifically with regards to the subject matter, at the end of the course, students should be able to answer the following questions:

Why do men and women migrate? How do the categories of migrants and natives shift over time and how do they vary based on the local context? How do migrants and natives negotiate, perceive, and adapt to one another? How do gender differences shape these types of interactions? How do states and societies attempt to regulate migration and cultural contact? How have migrants and immigrants shaped America? How have original people been transformed? And, finally, how are im/migration and the social control of migrants inherently gendered processes?

Course Policies & Procedures

GEC Requirements

This course fulfills half of the GEC Category 3: Historical Study requirement

Goals:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
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.

and the GEC Category 4: Diversity: (1)Social Diversity in the United States requirement:

Goals:

Courses in social diversity will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

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

History and Women's Studies Requirements

In the History major, it is a Group B, Area 6 course, dealing with the post-1750 period. In Women's Studies, this course will fulfill either the "Difference and Diversity" or the "Political Context and Social Change" concentrations.

Course Website/Carmen

This course has a webpage on Carmen. Students should check the website regularly for readings, announcements, course resources, and other information. Go to <http://carmen.osu.edu>.

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Course Proposal

3/09

Reading: Students are expected to complete all readings before the corresponding class meeting and should bring readings to class each time we meet. The required books, listed below, will be placed on reserve and available for purchase. Additional readings will be placed on e-reserve and accessible via the course Carmen website.

Thomas Dublin, *Immigrant Voices: New Lives in America, 1773 - 1986* (University of Illinois Press, 1993)

Pierrette Hondagneu-Sotelo, ed., *Gender and U.S. Immigration: Contemporary Trends*, (California, 2003)

Ronald Takaki, *A Different Mirror: A History of Multicultural America* (Back Bay Books, 2008)

Discussion:

Class discussions are an essential part of this course and contribute to our understanding of the readings and lectures. Students are expected to come prepared for each class meeting with a set of questions or comments based on that day's readings. In courses that deal with issues of race, sexuality, gender, class, identity, and other social topics, people can often have very strong personal opinions regarding these matters. Students are expected to conduct themselves in a respectful and cordial manner towards one another and the professor at all times, listening to each other's comments and contributing constructively to the conversation. We ask students to think critically, engage and reflect upon the readings, and learn from one another. Ultimately, we are here to analyze the readings and historical events encompassed by this course and make connections to contemporary issues and dilemmas. As historians we know well that the past shapes our present moment. Our goal, therefore, is to understand how the past has influenced our society today, particularly as it relates to the dynamic of im/migration.

Attendance & Tardiness

Class sessions are an integral part of this course. You can not be successful in this course without attending class regularly. Students are expected to attend all class sessions and be on time and prepared. Excused absences must be cleared in advance. More than 2 unexcused absences will reduce a student's grade for attendance/participation by one letter grade. Repeated tardiness will also result in a lowered grade for attendance/participation. Attendance will be taken at every class meeting. All cell phones should be turned off during class and laptops/PDA's are not allowed.

Assignments

All assignments must be completed and submitted by the announced deadlines. Extensions will not be allowed unless they have been arranged ahead of time with the instructor and for extenuating circumstances only.

For students enrolled in Natives and Newcomers under Women's Studies H322, you are expected to utilize gender analysis in your papers and presentations. In other words, your assignment should demonstrate your understanding of how women experienced migration or how migration processes differed for men and women.

1. Co-leading discussion (20% total): Sign up to co-lead discussion twice in this course. You should meet with your co-facilitators to generate a list of questions. You also might experiment with more creative forms of discussion, such as debates, role-playing, etc.
2. The Indigenous Speaks Paper (3 pages)/Presentation (5 minutes): Take a conqueror's narrative (e.g., Cabeza de Vaca, De Soto) and rewrite it from a native perspective. What observations might a native person make? What things might the narrator choose to emphasize? How would an indigenous person interpret newcomers' cultural practices and customs? Half the class also will be responsible for giving a presentation based on their papers.
3. Primary Source Analysis Paper (3 pages)/Presentation (5 minutes): Find visual images that represent different ethnic, religious, and minority groups from the 19th or 20th centuries. Be ready to discuss how images of one's own group might differ from images of "the other." What are stereotypes, how are they used, and how do they evolve? These might be found in newspapers and magazines, posters, etc. The other half of the class will be responsible for giving a presentation based on their papers.
4. Final term paper (8-10 pages) or Visual/Multi-Media Exhibit/Presentation: Students may select to either write a paper or develop a visual/multi-media exhibit and give a presentation. The topic of the paper or exhibit/presentation could be one of the following:
 - a. Option 1: Interview a person who is either an immigrant, someone who migrated from one region and culture to another very different, or an American Indian who has a perspective on issues related to our class. Write a paper or create an exhibit and give a presentation that analyzes the interview and examines how this individual's experiences are relevant for the topics that we have discussed in our course.
 - b. Option 2: Select a topic related to contemporary immigration during the last four decades. Write a paper on this topic that addresses the bulleted points below. Or, develop an exhibit that uses newspaper or magazine articles, oral and/or video sources. Then, prepare and give a short presentation about your topic. Your paper or exhibit/presentation should address the following:
 - Give background information on your topic, including data on immigration or migration trends. If relevant, make a map.
 - How have events influenced experiences, policies, laws, and/or choices people have made?
 - How have media views of these topics changed or remained the same?
 - What new dilemmas have emerged?

Evaluation

Your grade for the course will be determined by the following:

Attendance/Participation	20%
Co-leading Discussion	20%
The Indigenous Speaks Paper	15%
Primary Source Analysis	15%
Presentation	5%
Final Paper or Exhibit and Presentation	25%

Note: You must receive a passing grade for each portion of the course in order to pass the class.

Grade Breakdown:

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62

Accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at http://studentaffairs.osu.edu/resource_csc.asp).

Email

The professors will communicate with students via your OSU email account. Please make sure you check this account regularly and that you keep your account under quota. Also, please make sure you check the course's website in Carmen for announcements, assignment instructions, or supplementary materials. Students may use email to contact their professors outside of class, but please do not overuse email for simple questions that may be answered in class or in Carmen.

Field Trip (to be scheduled):

Students will visit the Newark Earthworks, a 2000-year-old complex of geometric mounds aligned to the lunar calendar. During ancient times, this pilgrimage site was visited by people who came from hundreds of miles away. A lecture will connect this Hopewell Era people to the subsequent history of the Native peoples of the Midwest, who created sophisticated societies, migrated over time, and encountered Europeans during the seventeenth century. The Earthworks tour will serve to educate students about Native cultures, and to stimulate thinking about pilgrimage as well as migration.

On the Newark Earthworks, from the OSU Newark Earthworks web site:

- <http://www.octagonmoonrise.org/WhatAREne.html>
- <http://www.octagonmoonrise.org/traditionalVIEWPOINTS.HTML>
- <http://www.octagonmoonrise.org/Astronomy.html>

COURSE OUTLINE

January 5 Introduction

January 7 Theories of Im/Migration

Caroline B. Brettell and James F. Hollifield, "Introduction," *Migration Theory: Talking Across Disciplines*, 2nd edition (Routledge, 2008), pp. 1-30.

Patricia R. Pessar, "Engendering Migration Studies: The Case of New Immigrants in the United States," in *Gender and U.S. Immigration: Contemporary Trends*, ed. by Pierrette Hondagneu-Sotelo (California, 2003), pp. 20-42.

Kathleen Neils Conzen, et al., "The Invention of Ethnicity in the United States: A Perspective from the USA," excerpted in *Major Problems in American Immigration and Ethnic History*, ed. by Jon Gjerde Houghton Mifflin, 1998), pp. 22-28.

I. Precolonial and Colonial Period (100 B.C. – 1776)

January 12 Precolonial Society, Conquest and Colonization

Takaki, Ch. 1 and 2 , pp. 1-48.

Alfonso Ortiz, "Indian/White Relations: A View from the Other Side of the 'Frontier'," in Frederick E. Hoxie and Peter Iverson, *Indians in American History, An Introduction* (Wheeling, Illinois: Harland Davidson, 1998) pp.1-14.

Selections from: Colin G. Calloway, ed., *The World Turned Upside Down: Indian Voices from Early America* (Boston: Bedford/St. Martin's, 1994), pp. 43-52.

January 14 Slavery, Diaspora & Displacement: Voluntary vs. Involuntary Migration

Takaki, Ch. 3, pp. 49-74.

Jennifer L. Morgan, "Deluders and Seducers of Each Other': Resistance" in Vicki Ruiz, *Unequal Sisters: An Inclusive Reader in U.S. Women's History, 4th Edition* (Routledge, 2007), pp. 60-82.

Excerpt from Robert J. Allison, ed., *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself* (Boston: Bedford Books, St. Martin's Press, 1995), pp. 46-58.

Dublin, Ch. 1, "The John Harrower Diary, 1773-1776," pp. 27-68.

January 19 Colonial Societies: Gender, Family & Community Formation Frontiers of Inclusion or Exclusion

Lucy Eldersveld Murphy, "To Live among Us: Accommodation, Gender, and Conflict in the Western Great Lakes Region, 1760-1832," in Andrew R.L. Cayton and Fredrika J. Teute, *Contact Points: American Frontiers from the Mohawk Valley to the Mississippi, 1750-1830* (Chapel Hill, University of North Carolina Press, 1998), pp. 270 – 303.

James E. Seaver, *A Narrative of the Life of Mrs. Mary Jemison* [1824] Edited with and introduction by June Namias (Norman: University of Oklahoma Press, 1992), pp. 66-82, 101-108.

Film: *Black Indians*

January 21 Written Assignment 1 Due and Presentations

II. Creating a New Nation, 1776-1924

January 26 Nation Formation and Indian Removal: Exclusion and Segregation

Takaki, Ch. 4 pp. 75-97.

Stephen Warren, "The Ohio Shawnees' Struggle against Removal, 1814-1830" in R. David Edmunds, ed., *Enduring Nations: Native Americans in the Midwest* (Urbana: University of Illinois Press, 2008) pp. 72-93

Film possibilities: *The Trail of Tears* (from *How the West was Lost* Part I, Vo. 2) or *500 Nations* excerpt

**January 28 The “Old” Immigrants and Westward Migration:
Family, Religion, and Nativism**

Takaki, Ch. 6, 131-154.

Dublin, Chapter 3, “The Seyffardt letters, 1851-63, a German farm family in Michigan,” pp. 87-109.

Film excerpt: on *The Mormons*, from the film series, *The West*

February 2 Manifest Destiny and El Norte: Colonization as a Gendered Process

Takaki, Ch. 7 and 12, pp. 155-176, and 292-310.

Dublin, Chapter 7, “The Galarza Family in the Mexican Revolution, 1910,” pp. 203-233.

February 4 In Search of “Gold Mountain”

Takaki, Ch. 8 and 10, pp. 177-208 and 232-261.

"The Biography of a Chinaman: Lee Chew," [1903] in *Plain Folk: The Life Stories of Undistinguished Americans*, ed. by David M. Katzman and William M. Tuttle, Jr. (Urbana: University of Illinois Press, 1982), pp. 164-175

Dublin, Ch. 6, “The Childhood of Mary Paik, 1905-1917,” pp. 173-202.

February 9 The “New Immigrants:” Labor, Class, and Gender Formation

Takaki, Ch. 11, pp. 262-291.

Dublin, Ch. 4, “Rosa Cassettari: From Northern Italy to Chicago, 1884-1926,” pp. 110- 145.

Film: *Packingtown, U.S.A.*

February 11 Empire and Migration: Gender, Race, Class, and Nation

Takaki, Ch. 9, pp. 209-231.

Edwin Maldonado, "Contract Labor and the Origins of Puerto Rican Communities in the United States," *International Migration Review* 13, no. 1 (1979): 103-121.

James A. Tyner, "The Global Context of Gendered Labor Migration from the Philippines to the United States," in *Gender and U.S. Immigration*, pp. 63-80.

February 16 Written Assignment 2 Due and Presentations

III. The Twentieth Century.

February 18 Becoming a Gatekeeping Nation: Nativism, Law, and Sexuality

Potential Guest Speaker on Contemporary Migration

Mae M. Ngai, "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924," *The Journal of American History*, Vol. 86, No. 1 (Jun., 1999), pp. 67-92.

Eithne Luibheid, *Entry Denied: Controlling Sexuality at the Border* (Minnesota, 2002), ch. 1, pp. 1-30.

February 23 Moving Up North: Internal Migration, Race, and Gender

Takaki, Ch. 13, pp. 311-338.

Elizabeth Clark-Lewis, "'This Work Had a End': African-American Domestic Workers in Washington, D.C., 1910-1940," in *To Toil the Livelong Day: America's Women at Work, 1780-1980*, edited by Carol Groneman and Mary Beth Norton. (Cornell University Press, 1987), pp. 196-212

Film: "Sweet Home Chicago"

February 25 The Great Depression: Gender, Race, and Economics

Ruiz, "'Star Struck': Acculturation, Adolescence, and Mexican American Women, 1920-1950" (Ruiz), pp. 363-378.

Weber, "*Raiz Fuerte: Oral History and Mexicana Farmworkers.*" (Ruiz), pp. 417-426.

Brenda Child, "A New Seasonal Round: Government Boarding Schools, Federal Work Programs, and Ojibwe Family Life during the Great

Depression,” in R. David Edmunds, ed., *Enduring Nations: Native American in the Midwest* (Urbana: University of Illinois Press, 2008), pp. 182-194.

Film: *The Dust Bowl*

March 2 WWII: Racialization and Gendered Forms of Mobility/Mobilization

Takaki, ch. 14, pp. 339- 382

Dublin, Ch. 8, “Kazuko Itoi: A Nisei Daughter’s Story, 1925-1942,” pp. 234-259.

Ignatia Broker, *Night Flying Woman* (St. Paul: Minnesota Historical Society Press, 1983) pp. 3 - 7.

Film: *Faces of the Past, Voices of the Present*

March 4 1945 - 1965: Refugees and American Indian Relocation

Takaki, ch. 15, pp. 383-404

Rodolfo de León, "Leaving Cuba," in June Namias, *First Generation: In the Words of Twentieth-Century American Immigrants* Revised Edition (Urbana: University of Illinois Press, 1992), pp. 154 - 163.

James B. LaGrand, “Indian Work and Indian Neighborhoods: Adjusting to Life in Chicago during the 1950s,” in R. David Edmunds, ed., *Enduring Nations: Native Americans in the Midwest* (Urbana: University of Illinois Press, 2008), pp. 195-213.

Film: Native American Indian Center of Central Ohio

March 9 New Immigrants Post-1965: Family and Women

Dublin, Ch. 10 “The Nguyen Family: From Vietnam to Chicago, 1975-1986,” pp. 275-298.

Pierrette Hondagneu-Sotelo, *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (California, 2001), Ch. 1-2, pp. 1-60

March 11 Contemporary Patterns, Policies & Dilemmas

Takaki, Ch. 16 and 17, pp. 405-439

Course Proposal

3/09

Jorge Durand and Douglas Massey, "The Costs of Contradiction: US Border Policy, 1986-2000" *Latino Studies* 1:2, pp. 233-252.

Film: *A Day Without a Mexican*

Finals: Final Student Papers Due and Exhibitions Presented

Statement of Qualitative Difference between Honors and non-Honors Course

Natives and Newcomers: U.S. Immigration and Migration will be offered by three faculty members —Professors Lucy Murphy of History (Newark), Lilia Fernández of History and Judy Wu of History and Women’s Studies (Columbus). Professor Murphy will teach a non-honors/honors embedded version on the Newark campus and Professors Fernández and Wu will teach an honors version on the Columbus campus. Both versions of this course seek to fulfill five objectives, which are:

1. To acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. To develop critical thinking through the study of diverse interpretations of historical events.
3. To apply critical thinking through historical analysis of primary and secondary sources.
4. To develop communications skills in exams, papers, and discussions.
5. To develop an understanding of how the categories of race, gender, class, ethnicity and religion shape the pluralistic institutions and cultures of the United States.

These goals will be accomplished through the assigned readings, lectures, discussions, films, class assignments, a field trip, and a proposed guest lecture. The honors version will differ substantially from the non-honors version primarily in the amount of work required, the type of assignments and interaction with faculty.

First, students in the honors course will have an average of 60 to 80 pages of reading for each class meeting while the non-honors course will require only 25-30 pages for each class. The non-honors reading assignments tend more toward two types of materials: memoirs and other primary sources on the one hand, and chapters from a narrative textbook on the other. A few supplemental articles offering a more sophisticated analysis will be assigned to non-honors students in the latter half of the non-honors course, but the honors students will be expected to read more of this type of literature throughout the quarter. Honors students, thus, will be exposed to more scholarship, particularly scholarship that provides a gendered analysis of migration, and be challenged to interpret and understand this larger body of analysis. Honors students will also be asked to lead class discussions with a classmate, thus requiring them to reflect thoughtfully on the day’s readings, distill theories and arguments, and prepare questions and topics to stimulate discussion among their classmates.

Since this course has a limited enrollment of 25, students will have opportunity for interaction with the instructors during each class meeting. The course will be conducted primarily in a seminar format, rather than lecture, with discussions composing a significant part of each meeting. Students will thus be able to interact with their classmates as well and

engage in serious intellectual exchange with one another and the instructors.

Honors students will also be expected to produce more analytical writing than in the non-honors course. Rather than taking quizzes and a midterm, honors students will demonstrate their understanding of course materials through an assignment that will ask them to create a historical narrative from the perspective of an indigenous person; a primary source analysis paper that examines cultural representations of the “other”, and a final term paper or visual/multi-media presentation on a contemporary topic related to the immigration, migration, or indigeneity. Such assignments will require students to display comprehension of course concepts and to produce analytical and critical writing. The assignments are also designed to encourage students to think creatively, for example in constructing a (fictional) historical narrative and in doing multi-media and visual research for the final presentation/exhibit. In grading these assignments, the faculty will consider the students’ ability to produce well-written, organized, and well-supported arguments in written, oral, and visual/multi-media forms that draw upon and advance the historical and gendered scholarship on migration.

In addition to being cross-listed (History and Women’s Studies), the course will also be informed by an interdisciplinary approach to the topic of im/migration. Professors Wu and Fernández draw on readings in History, Sociology, Anthropology, Women’s Studies, and other fields of study to explore the course's themes. This broad view will expose students to disciplinary differences in theoretical frameworks, research questions, and methods of inquiry.

As an honors course, *Natives and Newcomers: U.S. Immigration and Migration* will be challenging and maintain high expectations of students. The writing assignments, reading selections and amount of readings will be rigorous and demand the highest intellectual engagement of students.

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 H322: Natives and Newcomers: U.S. Immigration and Migration

Natives and Newcomers is intended *both* for the Category 3.—Historical Study, *and* for the Category 4. Diversity (1) 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 322 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 19th 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 im/migration 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 19th 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.

Adherence to Goals of General Education Curriculum (GEC):

3. 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 im/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 im/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 im/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 im/migrants 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 im/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 im/migrants in the

past, students can reflect upon contemporary immigration dilemmas and developed informed opinions. They will be able to synthesize responses to im/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.

4. Diversity (1) 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 im/migrants 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 im/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.

Assessment of Diversity GEC Requirement

Written assignments and presentations will require students to demonstrate their understanding of the GEC Diversity principles in the following ways. First, students will complete one assignment in which they will take a European conqueror's narrative (e.g., Cabeza de Vaca, De Soto) and rewrite it from a native perspective. They will reflect on what observations a native person might make; what things might the narrator choose to emphasize; how would an indigenous person interpret newcomers' cultural practices and customs?

Another assignment will require students to find visual images from the 19th or early 20th centuries (newspapers and magazines, posters, etc.) that represent different ethnic, religious, and minority groups. They will be asked to discuss how images of one's own group differed from images of "the other," of people who were unfamiliar. They will identify the kinds of stereotypes that prevailed, how they were created and deployed, and how they evolved.

The last assignment will give students two options. They may either interview someone who immigrated or migrated from one region of the world/country to another or do a visual media exhibition of contemporary immigration dilemmas. The first will ask students to analyze how individual experiences relate to broader historical patterns of migration. The latter will ask students to historically contextualize present day debates and controversies surrounding im/migration.

GEC Assessment Survey, to be filled in and turned in on the final day of class

*Please help your instructor know how well the course met its GEC goals.
Mark each question according to the following key:*

Strongly disagree	1
Somewhat disagree	2
Neutral (neither agree or disagree)	3
Somewhat agree	4
Strongly agree	5

This course helped me to understand the origins of diversity in the United States through the domestic and global migrations of people.

1 2 3 4 5

This course explained how gender plays a significant in who immigrates and migrates and why and how it shapes their experiences in their new environments.

1 2 3 4 5

This course helped me to reconsider my views on contemporary dynamics of im/migration and place them in historical context.

1 2 3 4 5

This course helped me understand how natives and newcomers at various historical points understood one another and interacted with each other.

1 2 3 4 5

This course provided me with examples of how the nation's social, cultural, economic and political fabric has been shaped by the contributions of immigrants and indigenous people.

1 2 3 4 5