

HIST 18B: BECOMING AMERICA: IMMIGRANTS IN AMERICAN HISTORY, 1877-PRESENT

In Workflow

1. HIST Committee Chair (schneider@csus.edu)
2. HIST Chair (jkwilson@csus.edu)
3. ALS College Committee Chair (abuckman@csus.edu)
4. ALS Dean (rfisher@csus.edu)
5. Academic Services (torsetj@csus.edu; cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (torsetj@csus.edu)
10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Tue, 05 Oct 2021 20:48:03 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Tue, 05 Oct 2021 22:09:47 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Thu, 14 Oct 2021 18:26:47 GMT
Alyson Buckman (abuckman): Rollback to Initiator
4. Thu, 21 Oct 2021 09:18:12 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Thu, 21 Oct 2021 16:01:43 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. Thu, 21 Oct 2021 16:11:03 GMT
Alyson Buckman (abuckman): Approved for ALS College Committee Chair
7. Thu, 21 Oct 2021 16:32:44 GMT
Robin Fisher (rfisher): Approved for ALS Dean

New Course Proposal

Date Submitted: Wed, 20 Oct 2021 18:19:26 GMT

Viewing: HIST 18B : Becoming America: Immigrants in American History, 1877-Present

Last edit: Wed, 20 Oct 2021 18:19:25 GMT

Changes proposed by: Patrick Ettinger (101030003)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Patrick Ettinger	ettinger@csus.edu	916-278-6589

Catalog Title:

Becoming America: Immigrants in American History, 1877-Present

Class Schedule Title:

Becoming America

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

History

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE and Stateside

Catalog Year Effective:

Spring 2023 (2022/2023 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

18B

Course ID: (For administrative use only.)

137736

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This new lower-division survey course focuses on the theme of immigration and migrations in modern American history. I selected the theme of immigrants and migrations because of my awareness that a great many Sacramento State students come from families who have been shaped by relatively recent migration experiences. Immigration history is my area of historical expertise, and this course will allow students to understand the significance of migrations to the history of modern America. The course is tailored to our student population and reflective of the central importance of human migrations to the human past and present. "It will fulfill the university requirements for GE Area D, Race and Ethnicity, and American Institutions.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Survey of the growth of modern American society and its rise to world power, 1877-present, with emphases on the significant contributions and experiences of immigrants to American history.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Expected Learning Outcomes: Students enrolled in History 18B will be able to:

- 1) Identify contributions of immigrants to the economic, cultural, and political life of the United States
- 2) Describe historical patterns in the ethnic, racial, and geographical origins of immigrants to the U.S
- 3) Compare and contrast the experiences of immigrants to the United States with those of ethnic/racial minority groups in the U.S.
- 4) Explain the origins of nativist movements and their effects on immigrants and immigration policy.
- 5) Evaluate critically primary source documents that illuminate immigration from a variety of perspectives.

Attach a list of the required/recommended course readings and activities:

History 18b readings and assignments.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

- 1) Document analysis assignments (ELO # 1, 2, 3, 4, 5)
- 2) Quizzes (ELO # 3, 4, 5)
- 3) Oral History Essay (ELO # 1, 2, 5)
- 4) Examinations (ELO # 1, 2, 3, 4, 5)

For whom is this course being developed?

Majors in the Dept
 Minors in the Dept
 General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society
Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Becoming America-proposed syllabus.doc

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

We do not anticipate that multiple sections of this class will be offered. If multiple sections are offered at some point in time, the department chair, in conjunction with the Undergraduate Committee, is responsible for ensuring that the Area D objectives, cultural diversity requirements, and writing requirement are all met.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The department chair, in conjunction with the Undergraduate Committee, is responsible for monitoring course syllabi. Presumably instructors may vary the reading choices and the nature of the assignments in compliance with the category criteria.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

The course readings, lectures, online assignments, and examinations lead students through an analysis of historical developments in the US since 1877. Relevant topics reflecting ethical social values, as can be seen from the course syllabus, include Indian removal, eugenics as applied to new immigrant populations in the 1900s, Japanese internment, and the arrival of refugees to the U.S.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

The course readings, lectures, and assignments foreground the nature of historical inquiry as an academic discipline. Students are instructed in the critical analysis of primary source materials and historical narratives. In addition to two graphic memoirs, students will also analyze a host of other primary source documents. Students are also exposed to the shifting nature of historical interpretations.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

The course readings, lectures, online assignments, and examinations integrate all of these aspects of societal diversity. Relevant topics, as can be seen from the course syllabus, include class divisions created by industrialization, the creation of the Jim Crow system, the ethnic and religious cultures of the "new immigrants, Asian immigration to the U.S., "the "Lavender Scare" during the Cold War, as well as other topics.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

Social dynamics and social issues are at the heart of this course's analysis of the American past. The course readings, lectures, online assignments, and examinations offer students ample exposure to social dynamics revolving around access to power in society. Relevant topics, as can be seen from the course syllabus, include the labor movement, battles over immigration, Japanese internment, movements for women's rights, the racial, ethnic, & LGBT civil rights movements of the 1950s and 1960s, and conflicts over the Vietnam War, as well as other topics.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The course has the following formal, graded writing components:

- 1) Document analysis assignments that require short answers in grammatical complete sentences
- 2) Midterm and final exam essays that require five-to-six paragraph, well-organized analyses in response to examination prompts
- 3) A short essay reflecting on their oral history interview

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

See attachment regarding how the course fulfills Area D American Institutions: U.S. History

General Education Details - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

The readings and lectures for this course very much address the culture, contribution, and social experiences of underrepresented groups in U.S. history. The two non-textbook readings are memoirs written by Americans of color; the textbook provides exemplary coverage of the experiences of diverse Americans. The immigration focus ensures sustained attention to diverse ethnic groups; the focus on internal migrations also ensures attention to the experiences of Indians, African Americans and Mexican Americans as well.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

As noted above and on the syllabus, the course focuses on not simply immigrants but also on traditionally underrepresented groups in the American past.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

The course traces the intellectual, social, and political histories of European ethnocentrism and racism, from the rise of Anglo-Saxonism in the 19th century to the recent past, as well as the role of ethnic and racial identities in social movements and other forms of resistance.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

Focused on the experiences of immigrants and internal migration of various groups in this period of American history, the course lectures and reading pay very close attention to these intersectionalities.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

This is an important theme in the course. Among other topics, it looks at forms of Native American resistance, the development of ethnic enclaves among immigrants, the role of culture in the Japanese internment camps, the culture of the African American civil rights movement, and the rise of the Chicano movement.

Please attach any additional files not requested above:

HIST 18B Area DAI.pdf

Reviewer Comments:

Torsa Ghosal (torsa.ghosal) (Thu, 14 Oct 2021 05:18:36 GMT): Suggested changes: 1. In the course justification, revise "It will fulfill the university requirements of History 17B (GE Area D, Race and Ethnicity, and American Institutions)." to "It will fulfill the university requirements for GE Area D, Race and Ethnicity, and American Institutions." 2. Remove the word 'History' that currently exists as a standalone sentence in course description 3. Remove anything from 'Course Note.' That field is auto populated for GE courses. 4. Simplify learning outcomes--we suggest they contain a single verb, appropriate for the level of the course (consult Bloom's taxonomy), and a predicate that is broad rather than overly specific 5. Assessment strategies need not list every single assignment. Use broad, self-explanatory terms. E.g.: 'quiz' in place of 'book quiz'. 6. Please follow the syllabus guidelines: https://www.csus.edu/college/arts-letters/internal/_internal/al_syllabusguide.pdf

Alyson Buckman (abuckman) (Thu, 14 Oct 2021 18:26:47 GMT): Rollback: Dear Samuel, please see Torsa Ghosal's comments regarding your proposal for HIST 18B. Here is a link to useful documents developed by the committee, including Bloom's taxonomy: <https://www.csus.edu/college/arts-letters/internal/curriculum-resources.html>. The syllabus should be revised to meet College and University guidelines fully. Please let me know if you have any questions. Be aware all changes should be in by 10/20 at the latest if at all possible; these will go on to the university committee 10/22 after Robin Fisher and I sign off.

Key: 14199