**UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL**

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Krystyn R. Moon</td>
<td>Date Prepared: 9/15/2014</td>
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<tr>
<td>Course Title:</td>
<td>American Immigrant Experience</td>
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<tr>
<td>Department/discipline and course number*:</td>
<td>HIST 449</td>
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*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
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<tr>
<td>Prerequisites:</td>
<td>HIST 298 or 299 and junior or senior status or permission of instructor.</td>
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<tr>
<td>Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO X YES</td>
</tr>
<tr>
<td>Date of first offering of this new course:</td>
<td>FALL SEMESTER, year 2015</td>
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<td>Proposed frequency of offering of the course:</td>
<td>Yearly</td>
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<td>List the faculty who will likely teach the course:</td>
<td>Moon</td>
</tr>
<tr>
<td>Are ANY new resources required?</td>
<td>NO X YES</td>
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This new course will be (check all that apply):

- Required in the major
- General Elective
- Elective in the major
- General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

**Catalog Description:** This research seminar allows students to explore the movement of peoples in and out of the U.S. from the colonial period to the present.

<table>
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<tr>
<th>COURSE HISTORY</th>
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<tbody>
<tr>
<td>Was this course taught previously as a topics or experimental course?</td>
</tr>
<tr>
<td>Course Number and Title of Previous Course</td>
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<tr>
<td>HIST 471D4: American Immigrant Experience</td>
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**CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. **Sample Syllabus**

Department Chair Approval ______________________________ Date 9-19-14

CCC Chair Approval: ______________________________ Date: __________________

UCC Chair Approval: ______________________________ Date: __________________

New Course Proposal Cover Sheet (July 2013)
Course Rationale

The course, **American Immigrant Experience**, gives students an opportunity to read and research on a subject that is central to U.S. history. We will grapple with various themes related to immigration history, such as overseas developments and events that drive people to leave their homelands, American immigration and naturalization policies, popular and scientific nativism, and cultural synchronization.

As part of this course, students will read many secondary sources relevant to the field, which we discuss in a seminar fashion. Additionally, students will work on developing independent research projects related to the theme of the course. The course, though an elective, fulfills the 400-elective requirement for History majors and prepares them for completion of their senior thesis (HIST 485).
**HIST471D4: American Immigrant Experience Seminar**

Instructor: Professor Krystyn Moon  
Class Meetings: T/TH 11AM-12:15PM  
Classroom: Monroe 233  
Office Hours: T/TH 9-11AM and TH 2-3PM, or by appointment  
Office: Monroe 220  
E-mail: kmoon@umw.edu  
Office Phone: (540) 654-1479

**Course Goals:**  
This seminar allows students to explore the varied history of immigrants from the colonial period to the present and develop many of the skills that are central to historical inquiry. These skills include the following:

- Understanding of the discipline’s methods and processes  
- Using materials from other disciplines that can be relevant to history  
- Analyzing primary and secondary sources  
- Writing with clarity about the past  
- Conducting research in multiple sites  
- Recognizing the historical nature of global processes  
- Conducting a self-directed study  
- Communicating informally in a group setting  
- Making formal, oral presentations

This course is speaking intensive, which means it will address additional learning outcomes. They are the following:

- Understand and be able to explain the conventions and expectations of oral communication as practiced within the discipline of the course taken.  
- Apply theories and strategies for crafting messages (verbal, nonverbal, and visual) for particular audiences and purposes.  
- Craft oral messages after a conscious process in which various options are reviewed and will be able to explain and support their choices.  
- Plan, research, organize, support, and deliver ideas and arguments in a public speaking setting.

**Assignments:**  
**Class Participation**—Because this course is a seminar, students are expected to contribute to class discussions daily to receive a passing grade (which is a “D”). Grades will be based on whether a student participated and the substance of his/her comments.  
**Classroom Discussion Facilitation**—Each student along with a partner or partners will lead class discussion of two books during the semester. Students can lecture, do role-playing, have students analyze primary documents, or stage a debate about the reading assignments. At least one day must be reserved for a general discussion of the text.  
**American Immigration Research Project**—Students will be required to write a 10-page research paper on any subject related to American immigration history. There will be a series of smaller
assignments—project description, literature review, and presentation—that will lead to the completion of the final project. Students must have their project proposal approved by the instructor before proceeding with their research. Students have the option to re-write any aspect of this assignment, but you must meet with the instructor in order to discuss the changes that need to be made. The original paper also must be resubmitted. All re-writes are due two weeks after the writing assignment is returned (no exceptions). NOTE: all assignments will be marked down a partial letter grade for each day they are late, including weekends. No electronic copies will be accepted.

**Project Breakdown:**

- **Project Description (1-to-2-pages)**—A project description is a short document that addresses the following: 1) the subject that you plan to research and a working argument, 2) the types of primary and secondary sources that you plan to use, and 3) the significance of your proposed project. The instructor must approve the topic before beginning one’s research. The project description is due in class on Thursday, January 31.

- **Literature Review (3-to-4 pages)**—A literature review briefly discusses an issue (person, event, idea, etc.) and the ways in which several scholars have addressed it. This assignment must engage 3 books (NOTE: 3-to-4 articles=1 book) related to your project, and the books must be used in your research paper. The literature review is due in class on Thursday, March 14. For more information, see “Historiography” under “History Department Resources” on UMW’s history department’s website.

- **Presentation**—Students will give a 5-minute formal presentation to the class on your research during the last week of classes. It is highly recommended that students include a multimedia component or handouts. For more information, see “Presentations” under “History Department Resources” on UMW’s history department’s website.

- **Research Paper (10 pages)**—Students will hand in a 10-page research paper during the class’s scheduled exam period on Thursday, May 2 by 2:30PM. For questions on how to format your final paper, see “History Department Resources” on the history department’s website.

**Speaking Center**—Because this is a speaking intensive course, students are required to visit the Speaking Center before the end of the semester for any of our speaking-related assignments—research presentation, classroom facilitation, proposal presentations, or informal class discussion. Be sure to schedule appointments early!!! The Speaking Center schedule fills up fast, especially at the end of the semester. NOTE: Failure to attend to the Speaking Center reduces your participation grade by a full letter grade.

**Grading:**
The instructor will give an unsatisfactory mid-semester report for anyone with a grade of D or below on work completed at that time. Students must complete ALL assignments in order to pass this course. Below is the grade breakdown:

- Class Participation—40%
- Classroom Discussion Leadership—20%
- American Immigration Research Project—40%
  - Project Description—10%
  - Literature Review—30%
  - Presentation—10%
  - Research Paper—50%

**Grading Rationale:**
Academic performance is rated according to the following system:
A        4.00 quality points—Excellent
A-       3.70 quality points
B+       3.30 quality points
B         3.00 quality points—Commendable
B-       2.70 quality points
C+       2.30 quality points
C         2.00 quality points—Acceptable
C-       1.70 quality points
D+       1.30 quality points
D         1.00 quality points—Marginal
F         0.00 quality points—Failure

**Honor Code:**
The instructor believes that the Honor Code is an essential, positive component of the Mary Washington experience. You should know that if you cheat or plagiarize in this class, you will be taken to the Honor Council. So, do not do it. On the other hand, I also believe that having friends or family read and comment on your writing can be extremely helpful and falls within the bounds of the Honor Code (assuming the writing itself remains yours). If you have questions about these issues, then you should talk to me as soon as possible.

**Accommodations:**
If a student receives services through the Office of Disability Services and requires accommodations for this class, please make an appointment with the instructor as soon as possible to discuss his/her approved accommodation needs. Bring the accommodation letter with you to the appointment. The instructor will hold any information the student shares in the strictest confidence unless the student gives the instructor permission to do otherwise. If a student needs accommodations (note taking assistance or extended time for tests), please consult with the Office of Disability Services (x1266) about the appropriate documentation of a disability.

**Book List:**
Patrick Griffin, *The People with No Name: Ireland’s Ulster Scots, America’s Scots Irish, and the Creation of a British Atlantic World, 1689-1764.*
Aaron Spencer Fogleman, *Hopeful Journeys: German Immigration, Settlement, and Political Culture in America, 1717-1775.*
Judy Yung and Erika Lee, *Angel Island: Immigrant Gateway to America*
Mark Wyman, *Round-Trip to America: The Immigrants Return to Europe, 1880-1930*
Craig Robertson, *The Passport in America: The History of a Document*
Cherstin M. Lyon, *Prisons and Patriots: Japanese American Wartime Citizenship Civil Disobedience, and Historical Memory*

**Schedule:**
Week 1: Introduction
- **January 15:** Introduction

New Course Proposal Cover Sheet (July 2013)
- **January 17**: Meet with Jack Bales (Simpson 225)

**Week 2: Who are the Scotch-Irish?**
- **January 22 & 24**: Read and Discuss *The People with No Name*

**Week 3 (January 29 & 31): German Immigration and Colonial America**
- **January 29 & 31**: Read and Discuss *Hopeful Journeys*
- **January 31**: Project Proposals are due in class on Thursday, January 31

**Week 4: Hawaii and Asian Labor**
- **February 5 & 7**: Read and Discuss *Pau Hana*

**Week 5: Irish Immigrant Women**
- **February 12 & 14**: Read and Discuss *Erin’s Daughters to America*

**Week 6: Who is White?**
- **February 19 & 21**: Read and Discuss *Between Arabs and White*

**Week 7: Not Ellis Island**
- **February 26 & 28**: Read and Discuss *Angel Island*

**Week 8: Spring Break (March 2-10)**

**Week 9: Europeans Coming and Going**
- **March 12 & 14**: Read and Discuss *Round-Trip to America*
- **March 14**: Literature Reviews are due in class on Thursday, March 14

**Week 10: Documentation**
- **March 19 & 21**: Read and discuss *The Passport in America*

**Week 11: Ethnicity, Citizenship, and Memory**
- **March 26 & 28**: Read and Discuss *Prisons and Patriots*

**Week 12: Southeast Asian Refugees**
- **April 2 & 4**: Read and Discuss *Hmong Means Free: Life in Laos and America*

**Week 13: Central Americans, Labor, and Illegality**
- **April 9 & 11**: Read and Discuss *Maya of Morganton*

**Week 14: Is there a kilt in your attic?**
- **April 16 & 18**: Read and Discuss *Highland Heritage*

**Week 15: Presentations**
- **April 23 & 25**: Final Presentations (5-minutes each)
- Please attend the History & American Studies Symposium on Friday, April 26

**Week 16: Final Exam**
- **May 2**: Copies of final papers are due in my mailbox on Thursday, May 2 by 2:30PM