**New York City College of Technology**

**Interdisciplinary Committee**

**Course Review Form**

**DATE:** <March 17, 2021> Updated Review April 21, 2021

**REVIEWER:** <Denise H. Sutton>

**COURSE TITLE & NUMBER:** <History of U.S. Immigration. HIS-3208ID>

**PROPOSED BY:** <Peter Catapano>

**CREDIT HOURS:** <3>

**PREREQUISITES:** <ENG 1101 and a previous history CORE course (which includes HIS 1000 series or AFR 1460 or AFR 1461 or AFR 1465 or AFR 1466 or LATS 1462)>

**COURSE IS:** x Existing New In development

**PROPOSED COURSE DESIGNATION**: x College Option elective x Capstone other:

**DEPARTMENT HOUSED IN:** <Social Science>

**PROPOSED STRUCTURE (e.g., co-taught, guest lecture, LC, other):**  <Guest Lectures>

**CREDIT DISTRIBUTION** (if co-taught): <insert>

**CATALOG DESCRIPTION:** <An examination of American immigration from the colonial period to the present. Emphasis is placed on examining the way race, ethnicity, class, gender and religion have shaped the lives of immigrants and their communities. Immigration will be considered from the perspectives of Legal Studies, Sociology, Ethnic studies, African-American studies, as well as social and cultural history. (\*to be added to new catalog description – should the word “interdisciplinary” be included in this description?)>

**DESCRIBE & EVALUATE HOW COURSE MEETS INTERDISCIPLINARY CRITERIA?**

**<Consider:** Our interdisciplinary definition: focuses on questions, problems, and topics too complex or too broad for a single discipline or field to encompass adequately; such studies thrive on drawing connections between seemingly exclusive domains. Also, evaluate Learning Outcomes: Purposefully connect and integrate across discipline knowledge and skills to solve problems; Synthesize and transfer knowledge across disciplinary boundaries; Comprehend factors inherent in complex problems; Apply integrative thinking to problem-solving in ethically and socially responsible ways; Recognize varied perspectives; Gain comfort with complexity and uncertainty; Think critically, communicate effectively, and work collaboratively; become flexible thinkers. Lastly, How is this Section/Learning Community/Other different from other sections/Learning Communities/Other?>

It is easy to imagine a course on the history of US immigration as an interdisciplinary course. The focus on and pulling together of sociological, legal, policy, racial, and ethnic aspects make sense and has the potential to provide a rich learning experience for students. However, there is no mention of interdisciplinarity in the course description, and the section of the syllabus describing the interdisciplinary scope of the course needs more of a focus on how this particular course is interdisciplinary. It would be helpful to provide a more expansive definition and language that explains how this course is ID (*focuses on questions, problems, and topics too complex or too broad for a single discipline or field to encompass adequately; such studies thrive on drawing connections between seemingly exclusive domains*.). For instance, I do not see a mention of the readings that are associated with each of the guest lectures. How does the professor pull material across disciplines in assignments? This needs to be more *explicitly stated* throughout the syllabus (including the section on learning outcomes).

Professor Catapano’s revised application now reflects a clearer description of how this course is interdisciplinary. From adding language to the catalog description to explaining terminology (push, pulls, means) as it relates to this particular course on immigration, the application has details that help the reader understand how the subject is contextualized and how it is placed within an interdisciplinary framework. In addition, the revised application has information about readings, assignments, and guest lectures that further elucidate the interdisciplinary nature of the course.

**DESCRIBE & EVALUATE THE INTERDISCIPLINARY STRUCTURE?**

<**Consider:** an interdisciplinary course at City Tech the course must be team taught by more than one faculty member from two or more departments in the College. An interdisciplinary course, by definition, has an interdisciplinary theme as its nucleus. Lastly, is the proposer’s rational for chosen structure (e.g., guest lecture, co-taught, etc.) in the spirit of interdisciplinarity?>

The application describes the course organization as based in guest lectures from three City Tech professors: Prof. Jinwon Kim, Social Science/Sociology, (Transnational ethnic communities, Post WWII Asian Immigration); Prof. Javiela Evangelista, African American Studies, (Caribbean diaspora, immigrant rights); and Prof. Concetta Mennella, Law and Paralegal Studies, (Immigration and U.S. Law). These disciplines have much to offer in providing a more comprehensive understanding of immigration history – so I believe that the chosen structure is in the spirit of interdisciplinarity.

**DOES COURSE MEET REQUIREMENTS FOR GENERAL EDUCATION?** < see links for criteria CityTech: <http://www.300jaystreet.com/college-council/curriculum_proposals/past_proposals> NYS: <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm> >. yes

**STRENGTHS:** <Creating an interdisciplinary HIS3208 course is a great idea! Adding the three disciplines of African American Studies, Law, and Sociology to the history of immigration in the US would definitely provide a rich learning experience for our students. >

**WEAKNESSES:** <The application would be much stronger if it *explicitly* stated the connection (interdisciplinarity) between these four disciplines in the following areas: the course description, the readings assigned, the assignments, and the learning outcomes.

These weaknesses have been addressed in the revised applicaton.>