

## American Immigration History

**Professor Madeline Hsu**

**Fall 2023**

### Course Description

Widely considered a wellspring for US greatness, immigration has also been an abiding site of our deepest conflicts. The republican foundations of the United States with its promises of democracy and equality for all seem to strain against high numbers of immigrants from parts of the world barely conceived of by the Founding Fathers, much less as sources of new citizens. What is the breaking point for the assimilating powers of US democracy, and how much does national vitality rely upon continued influxes of a diversity of immigrants with their strenuous ambitions and resourcefulness? Today we remain embattled by competing beliefs about how immigration shapes our nation's well-being and to what ends we should constrain whom we admit, whom we exclude, and who can become citizens and in what numbers. This course guides students to better understand the terms by which immigration functions as a core aspect of US national identity and its contested history into our present quandaries.

### Course Readings

1. Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life*. New York: Harper Perennial, 2002.
2. Hsu, Madeline. *Asian American History: A Very Short Introduction*. New York: Oxford University Press, 2014. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Course Requirements

- Contribute to nine discussion boards
- Complete five short papers (1–2 pages)
- Participate in at least three Q&As
- Complete a 15-page paper or project of appropriate rigor

### Learning Objectives

1. Students will explore the changing population of the United States from colonial times, including persons who arrived as migrants, through coercion, conquest, and treaty arrangements. We will emphasize how shifts in international migration have remade the demography of the United States.
2. Students will consider ideologies regarding citizenship as the United States

established its democratic government and society.

3. Students will examine how criteria such as race, ethnicity, gender, employment, and national origin have shaped restrictions on citizenship and how immigration regulation categorizes persons according to these attributes for differential rights of legal entry, residence, employment, and citizenship.
4. Students will explore the many connections between immigration regulation and US labor markets and economic priorities.
5. Students will consider the legal and institutional history of how immigration regulation has developed as an area of legislative and executive authority and powers.
6. Students will examine immigration regulations as aspects of international history and foreign relations.
7. Students will explore how different manifestations and acceptance of ethnic communities, networks, cultures, and identity formations have shaped US multiculturalism over time.
8. Students will consider the national metaphors "melting pot" and "Nation of Immigrants" and their symbolism and relevance to US history.

## **Class Schedule**

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**Week One:** September 21: Natives and Migrants in Colonial America: Major Themes in Immigration and Ethnic History

### Readings

- Daniels, *Coming to America*, Chapters 1–4.
- Donna R. Gabaccia, "Is Everywhere Nowhere? Nomads, Nations, and the Immigrant Paradigm of United States History," *Journal of American History* 86, no. 3 (1999): 1115–1134. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Mae M. Ngai, "Immigration and Ethnic History," in *American History Now*, eds. Eric Foner and Lisa McGirr (Philadelphia: Temple University Press, 2011), 358–375. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Assignments

- Discussion Board One
  - o First post due: Sunday, September 24

- o Second post due: Wednesday, September 27
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**Week Two:** September 28: Establishing the Republic: "Old Stock" Immigration and Citizenship

### Readings

- Daniels, Chapters 5–7.
- Kevin Kenny, "Diaspora and Comparison: The Global Irish as a Case Study," *Journal of American History* 90, no. 1 (2003): 134–162. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- "Naturalization Act of 1790," March 1, 1790. ([A link to this reading can be found in the Week Two module.](#))
- "Alien and Sedition Acts" and "Germans in America" in Virginia General Assembly, 1798–1799. House of Delegates. *Alien and Sedition Laws: Debates in the House of Delegates of Virginia in December 1798* (Washington DC: Government Printing Office, 1912). ([A link to this reading can be found in the Week Two module.](#))
- "Cartoon of the Day for the Topic: Irish Americans," *Harper's Weekly*. ([A link to this reading can be found in the Week Two module.](#))

### Assignments

- Discussion Board Three
    - o First post due: Sunday, October 8
    - o Second post due: Wednesday, October 11
  - Final Project/Paper Question due Wednesday, October 11
    - o In roughly 1–2 pages, outline the question your final project or paper will attempt to answer. This should include a description of the paper or project you are proposing, some background information and historical context on your topic, a brief description of your research plan, and a justification for why your particular project or paper is worth pursuing.
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**Week Three:** October 5: Manifest Destiny and Its Others

### Readings

- Vicki Ruiz, "Nuestra America: Latino History as United States History," *Journal of American History* 93, no. 3 (December 2006): 655–672. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Maria Cristina Garcia, "Latino Immigration" in *The Oxford Handbook of American*

*Immigration and Ethnicity*, ed. Ronald H. Baylor (Oxford: Oxford University Press, 2016), 67–85.

- Andrés Reséndez, "National Identity on a Shifting Border: Texas and New Mexico in the Age of Transition, 1821–1848," *Journal of American History* 86, no. 2 (September 1999): 668–688. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Assignments

- Discussion Board Three
  - First post due: Sunday, October 8
  - Second post due: Wednesday, October 11
- Final Project/Paper Question due: Wednesday, October 11
  - In roughly 1–2 pages, outline the question your final paper or project will attempt to answer. This should include a description of the paper or project you are proposing, some background information and historical context on your topic, a brief description of your research plan, and a justification for why your particular paper or project is worth pursuing.

### **Q&A Session One: Wednesday, October 11 - 8:00–9:30 p.m. ET**

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### **Week Four:** October 12: Pacific Migrations

#### Readings

- Political Cartoons about the "Chinese Question," *Harper's Weekly*. ([A link to this reading can be found in the Week Four module.](#))
- "Chinese Exclusion Act," May 6, 1882, Library of Congress. ([A link to this reading can be found in the Week Four module.](#))
- Frederick Douglass, "Composite Nation" (Lecture in the Parker Fraternity Course, Boston 1867), Library of Congress. ([A link to this reading can be found in the Week Four module.](#))
- "*United States v. Wong Kim Ark*," 1897. ([A link to this reading can be found in the Week Four module.](#))

#### Assignments

- Discussion Board Four
  - First post due: Sunday, October 15
  - Second post due: Wednesday, October 18

- Short Paper Two due: Wednesday, October 18
    - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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**Week Five:** October 19: Legal and Institutional Foundations of Immigration Regulation

Readings

- David Reimers, "The Impact of Immigration Legislation: 1875 to the Present" in *The Oxford Handbook of American Immigration and Ethnicity*, ed. Ronald H. Baylor (Oxford: Oxford University Press, 2016).
- Torrie Hester, "'Protection, not Punishment': Legislative and Judicial Formation of U.S. Deportation Policy, 1882–1904," *Journal of American Ethnic History* 30, no. 1 (Fall 2010): 11–36. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Hidetaka Hirota, "The Moment of Transition: State Officials, the Federal Government, and the Formation of American Immigration Policy," *Journal of American History* 99, no. 4 (March 2013): 1092–1108. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Nicole Phelps, "State Sovereignty in a Transnational World: U.S. Consular Expansion and the Problem of Naturalized Migrants in the Habsburg Empire, 1880–1914," *German Historical Institute Bulletin Supplement* 5 (2008): 41–59. ([A link to this reading can be found in the Week Five module.](#))
- New York Public Library, Ellis Island Photographs from the Collection of William Williams, Commissioner of Immigration, 1902–1913. ([A link to this reading can be found in the Week Five module.](#))
- Fourteenth Amendment, 1868, Immigration History. ([A link to this reading can be found in the Week Five module.](#))
- US Supreme Court, *Fong Yue Ting v. United States*, 149 U.S. 698 (1893). ([A link to this reading can be found in the Week Five module.](#))

Assignments

- Discussion Board Five
  - First post due: Sunday, October 22
  - Second post due: Wednesday, October 25
- Revised Question and Proposed Bibliography due: Wednesday, October 25
  1. Revise your initial proposal to incorporate your section professor's feedback AND

2. Create an annotated bibliography containing at least five sources. Each of these sources should be followed by a short paragraph describing the source and what it will contribute to your final project/paper.
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**Week Six:** October 26: "New Stock" Immigration and the Immigration Restriction League

### Readings

- Daniels, Chapters 8 and 10.
- June Granatir Alexander, *Daily Life in Immigrant America, 1870–1920* (Westport: Greenwood Press, 2007), 1–43.
- Noel Hartman, "'The Passing of the Great Race' @100," *Public Books*, July 2016. ([A link to this reading can be found in the Week Six module.](#))
- Randolph Bourne, "Trans-National America," *The Atlantic*, July 1916. ([A link to this reading can be found in the Week Six module.](#))
- 1917 Immigration Act ([A link to this reading can be found in the Week Six module.](#))

### Assignments

- Discussion Board Six
  - First post due: Sunday, October 29
  - Second post due: Wednesday, November 1
- Short Paper Three due Wednesday, November 1
  - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

**Q&A Session Two: Thursday, October 26 - 8:00–9:30 p.m. ET**

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**Week Seven:** November 2: National Origins Quotas and the Rise of Nations

### Readings

- Daniels, Chapter 11.
- Mae M. Ngai, "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924," *Journal of American History* 86, no. 1 (June 1999): 67–92. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- S. Deborah Kang, "Crossing the Line: The INS and the Federal Regulation of the Mexican Border" in *Bridging National Borders in North America*, eds. Andrew

Graybill and Benjamin Heber (Durham, NC: Duke University Press, 2010). ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

- "An 'Un-American Bill': A Congressman Denounces Immigration Quotas," History Matters. ([A link to this reading can be found in the Week Seven module.](#))
- "Who Was Shut Out?: Immigration Quotas, 1925–1927," History Matters. ([A link to this reading can be found in the Week Seven module.](#))
- "'Shut the Door': A Senator Speaks for Immigration Restriction," History Matters. ([A link to this reading can be found in the Week Seven module.](#))
- "'The Senate's Declaration of War': Japan Responds to Japanese Exclusion," History Matters. ([A link to this reading can be found in the Week Seven module.](#))
- "Not All Caucasians Are White: The Supreme Court Rejects Citizenship for Asian Indians," History Matters. ([A link to this reading can be found in the Week Seven module.](#))
- *Ozawa v. United States* (1922) ([A link to this reading can be found in the Week Seven module.](#))

### Assignments

- Discussion Board Seven
  - First post due: Sunday, November 5
  - Second post due: Wednesday, November 8
- Short Paper Four due Wednesday, November 8
  - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

### **Q&A Session Three: Wednesday, November 8 - 8:00–9:30 p.m. ET**

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**Week Eight:** November 9: International Conflicts and Immigration: World War II and the Cold War

### Readings

- Daniels, Chapter 12.
- Hsu, Chapter 4.
- Lilia Fernández, "Of Immigrants and Migrants: Mexican and Puerto Rican Labor Migration in Comparative Perspective, 1942–1964," *Journal of American Ethnic History* 29, no. 3 (Spring 2010): 6–39. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Kelly Lytle Hernández, "The Crimes and Consequences of Illegal Immigration: A Cross-Border Examination of Operation Wetback, 1943–1954," *Western Historical*

*Quarterly* 37, no. 4 (Winter 2006): 421–444. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Assignments

- Project/Paper Preview due: Wednesday, November 15
    - Project: Submissions of the project preview will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
    - Paper: Turn in a rough draft of the first five pages of your final paper
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**Week Nine:** November 16: 1965 Immigration Act

### Readings

- Daniels, Chapter 14.
- Hsu, Chapter 5.
- Maddalena Marinari, “Americans Must Show Justice in Immigration Policies Too’: The Passage of the 1965 Immigration Act,” *Journal of Policy History* 26 no. 2 (2014): 219–245. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Douglas S. Massey and Karen A. Pren, “Unintended Consequences of US Immigration Policy: Explaining the Post-1965 Surge from Latin America,” *Population and Development Review* 38, no. 1 (March 2012): 1–29. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

### Assignments

- Discussion Board Eight
  - First post due: Sunday, November 19
  - Second post due: Wednesday, November 22
- Short Paper Five due Wednesday, November 22
  - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

**Q&A Session Four: Monday, November 20 - 8:00–9:30 p.m. ET**

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**Week Ten:** November 23: Refugees and Asylum



## Readings

- Daniels, Chapter 15.
- Maria Cristina Garcia, "What's New about the New Refugees?" in *What's New about the "New" Immigration: Traditions and Transformations in the United States since 1965*, eds. Halter et al. (New York: Palgrave Macmillan, 2014), 247–264. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Donald M. Kerwin, "The Faltering US Refugee Protection System: Legal and Policy Responses to Refugees, Asylum Seekers, and Others in Need of Protection," Migration Policy Institute Report, March 2011. ([A link to this reading can be found in the Week Ten module.](#))
- The United Nations, "Universal Declaration of Human Rights," December 10, 1948. ([A link to this reading can be found in the Week Ten module.](#))
- UC Irvine, "Documenting the Southeast Asian American Experience," SEAAdoc. ([A link to this reading can be found in the Week Ten module.](#))

## Assignments

- Rough Draft due Wednesday, November 29
    - Project: Submissions of the project rough draft will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
    - Paper: Turn in a rough draft of the first ten pages (at minimum) of your final paper.
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## **Week Eleven:** November 30: Enforcement/Employment

### Readings

- Daniels, Chapter 16.
- Patricia Fernández-Kelly and Douglas S. Massey, "'Borders for Whom?': The Role of NAFTA in Mexico-U.S. Migration," *The Annals of the American Academy of Political and Social Science* 610, no. 1 (March 2007) 98–118. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Violet Showers Johnson, "'What, Then, Is the African American?': African and Afro-Caribbean Identities in Black America," *Journal of American Ethnic History* 28, no. 1 (Fall 2008): 77–103. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Pew Research Global Attitudes Project, "Origins and Destinations of the World's Migrants, 1990–2017," February 28, 2018. ([A link to this reading can be found in the Week Eleven module.](#))
- Jim Hightower, "Immigrants Come Here Because Globalization Took Their Jobs Back There," Alternet, February 6, 2008. ([A link to this reading can be found in](#)

[the Week Eleven module.](#))

- Jean Batalova, "H-1B Temporary Skilled Worker Program," Migration Policy Institute, October 7, 2010. ([A link to this reading can be found in the Week Eleven module.](#))
- Immigration Reform and Control Act (IRCA), 1986, Immigration History. ([A link to this reading can be found in the Week Eleven module.](#))
- Immigration Act of 1990, October 26, 1990. ([A link to this reading can be found in the Week Eleven module.](#))
- Thomas Friedman, "Invent, Invent, Invent," *New York Times*, June 27, 2009. ([A link to this reading can be found in the Week Eleven module.](#))
- US Citizenship and Immigration Services, "Characteristics of H-1B Specialty Skilled Workers, Fiscal Year 2014 Annual Report to Congress." ([A link to this reading can be found in the Week Eleven module.](#))
- Jefferey S. Passek and D'Vera Cohn, "Industries of Unauthorized Immigrant Workers," Pew Research Center, November 3, 2016. ([A link to this reading can be found in the Week Eleven module.](#))

### Assignments

- Discussion Board Nine
  - First post due: Sunday, December 3
  - Second post due: Wednesday, December 6

**Q&A Session Five: Wednesday, December 6 - 8:00–9:30 p.m. ET**

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**Week Twelve:** December 7: Post-9/11 and the Department of Homeland Security

### Readings

- Daniels, Chapter 17.
- Moustafa Bayoumi, "Between Acceptance and Rejection: Muslim Americans and the Legacies of September 11," *OAH Magazine of History* 25, no. 3 (2011): 15–19. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Doris Meissner, et al., "Immigration Enforcement in the US," Migration Policy Institute, January 2013. ([A link to this reading can be found in the Week Twelve module.](#))
- Marc R. Rosenblum and Ariel G. Ruiz Soto, "An Analysis of Unauthorized Immigrants in the United States by Country and Region of Birth," Migration Policy Institute, August 2015. ([A link to this reading can be found in the Week Twelve module.](#))
- Jose Antonio Vargas, "My Life as an Undocumented Immigrant," *New York Times*, June 26, 2011. ([A link to this reading can be found in the Week Twelve module.](#))
- Edward H. Alden, "Immigration and Border Control," *Cato Journal* 32, no. 1 (Winter 2012): 107–124. ([This reading can be accessed through Musselman Library with](#)

[your Gettysburg College credentials.](#))

- Muzaffar Chishti and Claire Bergeron, "Post/9-11 Policies Dramatically Alter the U.S. Immigration Landscape," Migration Policy Institute, September 8, 2011. ([A link to this reading can be found in the Week Twelve module.](#))
- Ted Hesson, "Five Ways Immigration Changed after 9/11," ABC News, September 13, 2021. ([A link to this reading can be found in the Week Twelve module.](#))
- Stories from the "Define American Project." ([A link to this reading can be found in the Week Twelve module.](#))
- Mike Flynn and Shikha Dalmia, "What Part of Legal Immigration Don't You Understand?" *Reason* (October 2008). ([A link to this reading can be found in the Week Twelve module.](#))

### Assignments

- Final Project/Paper due: Wednesday, December 13
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### **Course and Program Policies**

It is the responsibility of students to know, understand, and abide by course and program policies.

For a full overview of program policies, review the Gettysburg College–Gilder Lehrman Institute Student Handbook.

### Course correspondence

Correspondence with faculty and administrators should be formal. Include a subject line, addressee, and closing. Put the name and number of your course in the subject line.

### Plagiarism and AI

This program uses Turnitin to check for instances of plagiarism and AI. Plagiarism and papers composed fully or in part by AI will not be tolerated. This includes self-plagiarism. A student caught plagiarizing or composing papers with AI for the first time may receive a zero on the assignment. A student caught plagiarizing or composing with AI for a second time may be permanently removed from the program.

Your section professor will set the policies for use of AI for research or purposes other than composing your papers.

### Late work

Assignments should be submitted no later than 11:59 p.m. Pacific Time on the due date unless otherwise specified by your section professor. If you think you will be unable to submit an assignment on time, it is your responsibility to contact your section professor to

ask for an extension before the assignment's due date. Late assignments will be docked 5% if less than a week late, 10% if one week late, and an additional 10% for each subsequent week.

### Grading scale

Letter Grade	Number Grade	Grade Points
A	95%–100%	4
A-	90%–94%	3.67
B+	87%–89%	3.33
B	84%–86%	3
B-	80%–83%	2.67
C+	77%–79%	2.33
C	74%–76%	2
C-	70%–73%	1.67
D+	67%–69%	1.33
D	64%–66%	1
D-	60%–63%	.67
F	0%–59%	0

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### **Assignment Descriptions**

#### Short Papers (25% of grade – 5% per short paper)

Students will complete five short papers. Each should be approximately 500 words long. The purpose of these papers is not to merely summarize weekly readings but to demonstrate that you have read them analytically and contextually. Students have the option of responding to a prompt created by their section professor or to one of their own design. Prompts should reflect the themes discussed in course readings. If you need help getting started, you can complete one of the options listed below.

Complete a thesis identification - Select one of your assigned readings and focus on identifying the thesis as well as the evidence the authors use to support that thesis.

Complete a primary source evaluation - Evaluate a primary source from the Gilder Lehrman Collection or elsewhere. Primary sources must be relevant to that week's readings. Keep the following questions in mind:

- Who is the author of this document?
- Who was their intended audience?
- How might both author and audience impact the content of the document?
- For what reason was this document created?

Complete a book review - Focus on one of the secondary sources assigned in this course and critique it. Keep the following questions in mind:

- What is the author's argument?
- Does the author adequately support their argument?
- Are you convinced of their argument? If not, why not?
- How does this source fit into the larger discussion of its topic?

Discussion Board Posts (18% of grade – 2% per discussion board)

Students will interact in nine discussion boards in this course. Discussion boards are led by section professors, who will provide specific instructions for participation in their section. You are required to make at least one post to each discussion board and respond to **at least two other students**.

Question-and-Answer Sessions (15% of grade – 5% per reaction)

Throughout the semester the lead professor of each course will conduct five Q&As. Students **MUST** attend at least three of these sessions for each course they are taking. **In order to receive credit for attending each Q&A, you must complete a 1–2-paragraph Q&A Reaction within 24 hours of participation.** Note: If you cannot attend three of the five Q&As, you may receive credit by viewing archived Q&As and completing a 500-word review of topics covered for each missed Q&A. **Makeup assignments must be completed within two weeks of the missed Q&A.**

Final Project/Paper (42% of grade)

For the final assignment of each course, you will choose to complete either a research project or 15-page research paper. Research projects are a public-education tool designed for the general population, teachers, and/or students of varying ages. Sample projects include (but are not limited to) vodcasts and podcasts, documentary editing and transcription, websites, annotated readers, walking tours, or museum exhibits. Lesson plans *will not* be accepted. A 5-page paper narrative must accompany the project. Your section professor must approve research projects.

The research paper can be a traditional position paper that uses original research to prove a thesis statement or a historiography paper that critically examines how American historians

have interpreted the same event differently and why shifts in historical debates may have occurred.

Both final assignment options require you to ask an open-ended historical question (something that does not have an easy yes or no answer) that you do not yet know the answer to. You will then use the research process (pulling from a variety of resources, mostly primary source documents) to explore that question and create a thesis-driven answer. Regardless of whether you choose to pursue a project or paper, finals are scaffolded throughout the semester. This method breaks up a large grade into smaller constituent grades and allows time to incorporate instructor feedback into assignments.

### Scaffolded Assignments

- Final Project/Paper Proposal (2%)

In roughly 1–2 pages, you should outline the main question, topic, or purpose of your final project or paper. This should include a description of the project or paper you are proposing, some background information and historical context on your topic (answer the questions who, what, where, and when), a brief description of your research plan (this does not need to be super specific, but should outline how many weeks you plan to research, if you need to schedule research trips or if your sources are published or available digitally, and when you plan to begin writing) and a justification for why your particular project or paper is worth pursuing (what is the significance of this topic? What does it add to our historical knowledge? Are you filling a gap that other historians have overlooked such as considering race, ethnicity, or gender?)

- Revised Proposal and Annotated Bibliography (3.5%)

This assignment will give you the opportunity to incorporate the feedback you received on the first draft of your proposal. In addition to incorporating your section professor's comments, you will also submit a proposed bibliography listing five sources you plan on utilizing in your research for your final product. Each of these sources should be followed by a brief summary (3–5 sentences) of the source and what it will contribute to your research process.

- Project or Paper Preview (5%)

This will give you the opportunity to show the progress you have made on your final project or paper and get some early-stage feedback from your section professor. For a final project, determine with your section professor an appropriate portion of your final submission to turn in. For a final paper, this should be roughly the first five pages of what will ultimately be your final submission.

- Rough Draft (10.5%):

For a final project, determine with your section professor an appropriate portion of your final submission to turn in. For a final paper, this should be, at minimum, the first ten pages of what will ultimately be your final submission.

- Final Product (21%):

Final Project: Much like the final paper option, a final project is meant to prove that you have mastered the content covered by this course. We encourage you to be creative in your approach to this project, though it should be equivalent in rigor and workload to a final paper.

Final Paper: Final papers should be at least fifteen pages in length. These can take the form of research papers or historiography papers.