

HIST 3382: Immigration and Ethnicity in American History (3 hrs.)

Fall 2017, Department of History

Class Time: TTH 2-3:20 PM, AB-IV 305

Professor: Quraishi uquraishi@shsu.edu

Office Hours in AB-IV, #463: TTh 12:30-1:30; 3:30-4:15 (& by apt.), and by appointment

Course Description:

Whether due to slavery, indenture, the spread of capitalism, or domestic labor needs, the movement of peoples has been central to the formation of the modern world and especially to the United States. **Immigration and Ethnicity in American History** is arranged around themes such as citizenship, identity, inclusion and exclusion, and immigration policy. This undergraduate course is an opportunity for a group of intellectually curious and ultimately, well-read individuals to talk about, agree, and disagree with the implications of the history of immigration and ethnicity in the United States. Not only will students learn about the content of these histories but will interrogate the broader issues evoked by these events. Students will learn to grapple with larger questions raised in the history of immigration to the United States, such as: *is immigration a positive, negative, or some other kind of phenomenon? How does im/migration alter notions of identity, especially within the unstable categories of race and citizenship? How do we understand policies of immigration control? What has been the effect of immigration policy on public perception and vice versa?*

Learning Outcomes and Expectations:

HIST 3382 is a discussion-based class and can only work successfully if all students attend and participate fully in each class session. Class members will practice critical thinking skills as they analyze secondary source readings and interpret primary sources while generating questions for classroom dialogue. Students will: a) learn to analyze and critically evaluate ideas, arguments, and points of view, b) acquire an interest in learning more by asking questions and seeking answers, and c) develop skill in expressing themselves orally and in writing.

Students will write a daily reading reflection due at the beginning of class every Tuesday and Thursday unless otherwise noted. This is essentially, their ticket to enter the classroom. During class, all students will engage in thoughtful, respectful, inquisitive discussion with their peers. Collectively, the daily reading reflections and classroom participation will account for 40 percent of the final grade.

Grading Policy:

- 10 % Introductory essay & 1 three-page paper
- 40 % Daily reading reflections & classroom discussion
- 15 % 1 short essay exam (in class; open note; open book)
- 15 % 1 formal short essay
- 20 % Final presentation

Attendance Policy: I expect you to show up for class on time every day. This is part of your participation grade. Unexcused absence beyond the university-limit of 2 absences (3 hours of class time) will negatively impact your grade. All excused absences must be verified through appropriate documentation from a doctor or other official authority, not your mom or dad! Excused absences will be considered on a case-by-case basis. Multiple tardies (more than one) will be treated the same as unexcused absences.

Make-up Policy:

Late work due to a legitimate, documented, excused absence must be submitted no later than 3 days past the original due date with the loss of one letter grade per late day. There is no late submission of the final presentation.

Guidelines for Readings:

Your classmates and professor are depending on you to complete all readings on time. Indeed, classroom discussion will be painfully dull unless you each do your part and complete the reading. We are interested in grappling with the most poignant of reflections and inflections you can offer about the day's themes.

Read by marking up and/or flagging your texts—remember, when you read a text, you are engaged in conversation with the author. Feel free to passionately disagree, question, exclaim, and/or wholeheartedly agree. Whatever you do, get into the reading and think as you go. Take notes. Jot down your questions as they arise. ****Print out all readings** posted online and bring them to class. Bring your assigned text to class.

Guidelines for Questions:

- Ask questions that insist on our intellectually extending ourselves *beyond* the readings.
- Questions that can be looked up quickly in the texts or online are not acceptable, e.g. **not** “in what year was the Immigration and Exclusion Act passed?” **but** “how did Chinese exclusion ultimately affect labor opportunities for non-Chinese in the western U.S.?”
- If you're stuck, try beginning your question with higher order interrogatory words like *how, why, what are the reasons for*, or *explain how the process of ____ was possible*.

Daily Reading Reflections:

When you arrive in class, you should have a typed single-spaced (preferred) or legibly handwritten reflection on the day's readings. These can vary in length anywhere from ½ page to 1 page of prose at minimum and at least one serious question about the readings, though you can feel free to pose more questions. These thoughts should help you contribute more effectively in classroom discussion, elevating the quality of our discourse. Furthermore, writing is thinking and helps clarify ideas and build connections. Finally, writing is a skill that improves with regular practice, which this exercise provides.

Writing Assignments: All formal writing assignments are due at the beginning of class on the date listed. Essays should be typed in 12-point font, Calibri, double-spaced, and with a 1” margin. While I encourage you to discuss the readings with each other and proof each other's writing, all submitted work must be your OWN words. I will report suspected plagiarism—the unacknowledged use of someone else's words or ideas, including those found on the internet—to the department and university.

Classroom Computer Use: Classroom activities generally will not require the use of a computer unless noted by the instructor. If you must, you may use a computer for note-taking purposes only.

See www.shsu.edu/syllabus for information on the university's policies concerning:

Academic Dishonesty

Americans with Disabilities Act

Absences for Religious Holy Days

Visitors in the Classroom

Books Required for Purchase:

Ngai and Gjerde, *Major Problems in American History*, 2nd edition (Wadsworth Cengage, 2011)

Paul Spickard, *Almost All Aliens* (Routledge, 2007)

Elliott Young, *Alien Nation* (UNC, 2014)

Ilan Stavans, Lalo Alcaraz, *Latino USA: A Cartoon History* (Basic Books, 2012)

****Reading Assignments:** Readings are subject to be modified at the instructor's discretion. Readings posted on Blackboard are marked as BB.

WEEK 1 (8/24)**TH: First day of class**

Syllabus and Overview. No assigned readings.

WEEK 2 (8/29 & 8/31) Colonizing the Americas: The Colonial Era**T**

- **DUE: Introductory Essay:** Write a 1½ page essay based entirely on your own understanding, explaining: 1) the significance of immigration history—in other words, why do we study it? 2) what does the study of immigration reveal about American history?
- Spickard, Ch. 2: “Colliding Peoples in Eastern North America, 1600-1780” (pgs. 29-76)

TH

- **[BB]** Russell R. Menard, “Outcome of the Repeopling of British North America on Native Americans, Africans, and Europeans” (pgs. 55-67)
- Ngai and Gjerde, Ch. 2 primary sources (pgs. 36-54)

WEEK 3 (9/5 & 9/7) Delineating Categories: Revolutionary America & the Making of Citizenship**T**

- Spickard, Ch. 3: “Colliding Peoples in Eastern North America, 1600-1780” (pgs. 29-76)

TH

- Ngai and Gjerde: Gerald L. Neuman, “The Open Borders Myth” (pgs. 82-88)
- **[BB]** James H. Kettner, “The Creation of Citizenship in the British American Colonies and Early United States”

[BB] Primary Sources

- William Byrd II, a Land Speculator, Promotes Immigration, 1736 (43)
- Benjamin Franklin Opposes the Migration of Non-English into the Colonies, 1755 (70)
- Daniel Dulany, a Jurist, Defends the Rights of Aliens in Maryland, 1758 (73)
- Patrick M'Robert Defends Immigration, 1774 (74)

WEEK 4 (9/12 & 9/14) Conceptualizing Identity and Migration**TU: Identity**

- Spickard, Preface and Ch. 1: "Immigration, Race, Ethnicity, and Colonialism" (pgs. xvii to 28)
- [NGL] Gary Gerstle, "Liberty, Coercion, and the Making of Americans" *Journal of American History*, Vol. 84, No. 2 (September 1997): 524-558
- Ngai and Gjerde: Kathleen Neils Conzen, et al, "The Invention of Ethnicity in the United States" (pgs. 10-16)

TH: Migration

- Ngai and Gjerde: Oscar Handlin, "Immigration Portrayed as an Experience of Uprootedness" (pg. 5)
- Ngai and Gjerde: John Bodnar, "Immigration Portrayed as an Experience of Transplantation" (pg. 7)
- [NGL] Donna Gabaccia, "'Is Everywhere No Where?' Nomads, Nations, and the Immigrant Paradigm of American History," *Journal of American History*, Vol. 86, No. 3 (December 1999): 1115-34
- Ngai and Gjerde: Alison Games, "Adaptation and Survival in the New World" (pgs. 65-70)
- No primary sources

WEEK 5 (9/19 & 9/21) Through the Mid-Nineteenth Century**TU: Dominating the Continent through Westward Expansion**

- Ngai and Gjerde, Ch. 5: Both essays (pgs. 159-179)
- Spickard, Ch. 4: "The Border Crossed Us" (pgs. 129-170)

TH: German and Irish Immigration

- Ngai and Gjerde, Ch. 4: Both essays (pgs. 122-146)
- Ngai and Gjerde, Ch. 4: All primary sources (pgs. 105-122)

WEEK 6 (9/26 & 9/28) Through the Late Nineteenth Century**TU: The Apogee of American Immigration: Southern and Eastern Europe**

- Spickard, Ch. 5: "The Great Wave, 1870-1930" (pgs. 171-226)
- Ngai and Gjerde, Ch. 5: Both essays (pgs. 159-179)

TH: Film: "Hester Street" by Joan Micklin Silver (1975). 1 hr 30 min.

- No readings for today. No reading reflections due today.

WEEK 7 (10/3 & 10/5) Cementing Foreign-ness: Chinese Exclusion**TU**

- Elliot Young, Introduction and Part I

TH

- Elliot Young, Part II (Chapters 3 & 4)

WEEK 8 (10/10 & 10/12) Chinese Exclusion, Continued

TU
<ul style="list-style-type: none"> • Elliot Young, Chapters 5 ○ Ngai and Gjerde, Ch. 6: All primary sources
TH
***EXAM #1

WEEK 9 (10/17 & 10/19) Race, Immigration, and the Law

TU:
<ul style="list-style-type: none"> • Ngai and Gjerde, Ch. 9: Both essays (pgs. 324-355) ○ Ngai and Gjerde, Ch. 9: All primary sources (pgs. 314-323)
TH:
<ul style="list-style-type: none"> • Spickard, Ch. 6: “Cementing Hierarchy, 1870-1930” (pgs. 227-290)

WEEK 10 (10/24 & 10/26) Immigration Restriction and Racial Exclusion: 1924-1965

TU: The Turn to Restriction
<ul style="list-style-type: none"> • Ngai and Gjerde: Mae M. Ngai, “The Invention of National Origins” (pgs. 387-393) • Spickard, part of Ch. 7: “White People’s America, 1924-1965” (pgs. 291-326)
TH: Japanese Americans in World War II
<ul style="list-style-type: none"> • [BB] Roger Daniels, World War II and the Forced Relocation of Japanese Americans (395) • Ngai and Gjerde: Alice Yang Murray, “The History of ‘Military Necessity’ in the Japanese American Internment” (pgs. 431-444)
<ul style="list-style-type: none"> ○ Ngai and Gjerde, Ch. 11: All primary sources (pgs. 408-423) ○ [BB] California Atty. general earl warren questions the Japanese and Americans loyalty, 1941 (414) ○ [BB] Yoshiko Uchida, a Japanese American Woman, Remembers Her Family's Relocation During World War II, 1942

WEEK 11 (10/31 & 11/2) Toward Immigration Reform

TU:
<ul style="list-style-type: none"> • [NGL] Thomas Guglielmo and Cybelle Fox, “Defining America’s Racial Boundaries: Blacks, Mexicans, and European Immigrants, 1890-1945,” <i>American Journal of Sociology</i>, Vol. 118, No. 2 (September 2012): 327-379 • Stavans and Alcaraz, Part 1 of <i>Latino USA: A Cartoon History</i> (pgs. 12-42)
TH: Immigration Reform
<ul style="list-style-type: none"> • Spickard, part of Ch. 7: “White People’s America, 1924-1965” (pgs. 327-340) • Ngai and Gjerde: Mae M. Ngai, “The Liberal Brief for Immigration Reform” (pgs. 464-482) • Stavans and Alcaraz, Part 2 of <i>Latino USA: A Cartoon History</i> (pgs. 43-95)

WEEK 12 (11/7 & 11/9) A Law of Unintended Consequences

TU
<ul style="list-style-type: none"> • Spickard, part of Ch. 8: “New Migrants from New Places Sn. 1965” (pgs. 341-390) • Stavans and Alcaraz, Stavans, Part 3 of <i>Latino USA: A Cartoon History</i> (pgs. 96-132)
TH: <i>NO CLASS TODAY (11/9)</i>
<ul style="list-style-type: none"> • Work on formal short essay, ***due Sunday (11/12) via Blackboard

WEEK 13 (11/14 & 11/16) The Post-'65 Era

TU: Refugee Migration
<ul style="list-style-type: none"> • Ngai and Gjerde, Ch. 14: Both essays (pgs. 546-564) ○ Ngai and Gjerde, Ch. 14: All primary sources (pgs. 525-546)
TH: Globalization And Migration: A Question of Legality
<ul style="list-style-type: none"> • [BB] David Bacon, Ch. 3 and 4: <i>Illegal People</i> (pgs. 51-82) • The H-1B Temporary Skilled Worker Program: http://www.migrationpolicy.org/article/h-1b-temporary-skilled-worker-program

WEEK 14 (11/21 only) Sept. 11 and the Meanings of Citizenship

TU
<ul style="list-style-type: none"> • [BB] Leti Volpp, “The Citizen and the Terrorist” <i>UCLA Law Review</i> (2002): 1575-1600 ○ Ngai and Gjerde, Ch. 15: Primary Sources #4, 5, and 6

WEEK 15 (11/28 & 11/30) Paired Student Presentations on Activism and Immigrant Agency

TU and TH
<p>Sample Resources:</p> <ul style="list-style-type: none"> • Deepa Iyer, <i>We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future</i> • Jonathan Fox, et al, Mexican Civil Participation https://www.wilsoncenter.org/sites/default/files/Invisible%20No%20More_0.pdf • ACLU Immigrants' Rights Project http://www.aclu.org • National Immigration Law Center • National Immigration Project of the National Lawyers Guild http://www.nationalimmigrationproject.org/communityres.html • Make the Road • Urban Justice Center