

## **History 20: United States Immigration History**

This course will explore the history of migration to the United States, from the colonial era to the present. Lectures and texts will explore the experiences of diverse groups of migrants and examine the interactions between migrants and the nation. The course will consider cultural, political, and economic aspects of migration. This syllabus represents the general plan for the course but is subject to change.

The class will combine lecture and discussion formats. Attendance and participation are mandatory. Also, as an Honors Enrichment course, there will be special assignments open to honors students for honors credit, and, in consultation with me, to others for extra credit.

### **Objectives**

In this moment of national debate about immigration, it is crucial to consider the long-term aspects of the issue. Students in this course will grapple together with questions central to United States immigration history, and which historians continue to debate: What does it mean to say that the United States is a "nation of immigrants?" What has it meant in different times and places to be American or foreign, citizen or alien? What has shaped encounters between natives and newcomers? What has defined who is, or how one can become, "American"? How were people's experiences of migration to this country shaped by race, class, gender, language, nationality, and geography? Together, the class will also explore the processes by which we come to know, understand, or believe certain things about the past. How do different kinds of sources yield different understandings of the past? What assumptions and interpretive strategies shape our understanding of what the most important aspects of U.S. immigration history have been? How does our telling of this history shape our understanding of current political and cultural debates?

Through writing and discussion, students will synthesize ideas and evidence drawn from readings, films, lectures, and primary sources to express their own informed viewpoints about such matters. Students will hone their expertise in reading and interpreting texts, as well as in posing thoughtful questions about history and in making persuasive arguments based on historical evidence.

### **Required readings**

Weekly readings will be posted on our website, at <http://immigrationhistory20.pbworks.com/>. Go to this site and request permission to join, and I will add you. In addition, I will hand out other texts in class. Keep all these materials in a folder; you will need them.

### **Assessment**

Assessment of student learning will be based on in-class discussion and writing assignments, informal weekly writing assignments, and formal writing and presentation assignments.

Grades will be calculated on the following basis (those for honors credit will be slightly different):

Participation (attendance; class discussion; quizzes; in-class writing assignments) — 25%

Weekly writing assignments — 25%

"Extra text" reading/writing assignment - 10%

Formal writing assignment - 40%

## **History 20: COURSE REQUIREMENTS**

### **Participation - 25% of grade**

**Attendance:** Attendance is mandatory. More than four absences will significantly lower your participation grade. Come on time, and stay through the whole class. It is disruptive to have people walking in and out.

**Lectures, class discussions and in-class reading/writing assignments:** The class will combine several formats, including lectures, focused discussions and in-class reading/writing assignments.

- Lectures will supplement readings, not repeat them. Students are responsible for material presented in lectures as well as in readings. Participation includes active listening and note-taking during lectures.
- Active, thoughtful discussions are at the heart of this class. This means the success of the class depends on you. I expect everyone to participate. Come prepared. Do the reading and think about what you want to say or ask about it before you come to class. To create an environment in which we can have productive discussions, it is important that everyone feels comfortable speaking. I expect and hope that there will often be a range of opinions in the class, and I expect that everyone will be respectful of everyone else. Don't interrupt. Be thoughtful and sensitive in what you say and ask.
- We will devote some of our class time to reading and/or writing assignments, all of which should help you prepare for your contributions to class discussions and for your final, polished writing assignments.

**Reading:** All reading is required. Reading assignments should be completed before each Monday's class. Always come to class with the material in hard copy. We will also be discussing texts I hand out in class, in addition, everyone will complete at least one "extra text," listed on the weekly schedule, below.

**Quizzes:** From time to time I may give a short quiz at the beginning of the hour. Quizzes will be on the material for that week. There are no make-ups for quizzes.

### **Weekly writing assignments - 25% of grade:**

There will be a short weekly writing assignment, due at the beginning of each Monday's class. These may be, for example, short summaries of the reading, or opinion pieces. We will discuss them each week as I assign them. Whatever the format, this assignment has a few purposes. It should help you read more actively and thoroughly, as well as help you generate some questions and ideas you want to bring up in class. It should also help you out in starting to do the kind of thinking you will need to do for the formal assignments, and to work on expressing those thoughts in writing. Finally, it gives me a chance to read and respond to some ideas or questions we may not get to during class.

### **"Extra text" reading/writing assignments (10%)**

The syllabus lists several "extra texts," reading in addition to the ones all students will be doing for each class. Each student will, at the start of the semester, choose one "extra text" (those taking the course for honors credit will choose two) to write a short assignment about and to report briefly on to the class. These texts may also be used in your formal writing assignment.

### **Formal writing assignment:**

Students will have several options for a formal writing assignment designed to let you synthesize your ideas about immigration history, drawing on texts and questions from class. Revision will be a key part of this assignment. We will talk more about this a bit later in the semester, as we begin the assignments.

## History 20: United States Immigration History - Topics & reading assignments

Please note: each week lists the reading(s) we will discuss that week. This means you need to have *completed* the reading by the week's beginning. Be prepared with the right materials in class.

**The first reading listed is the reading everyone will do and which we will focus on in discussion. Readings marked with "\*\*\*" are "extra texts." You will each choose at least one of these to read and present in class over the course of the semester (we will discuss this in more detail in class), though of course all students are welcome to read any of them any time.**

### **Week 1 (9/8): Introduction**

Syllabus **Week 2 (9/12, 9/13, 9/15)**

*Raising big questions*

*Drawn to the Promised Land* - writing of Fall 2009 students

*Containing Multitudes* - website of Spring 2010, Fall 2010 and Spring 2011 students

From *Underground Undergrads*

### **Week 3 (9/19,9/20, 9/22): Free and unfree migrants to Colonial North America**

From Kenneth Morgan, *Slavery and Servitude in Colonial North America*

Film (in class): PBS documentary *Africans in America*

### **Week 4 (9/26, 9/28): Newcomers to the new nation**

Graham Hodges, " 'Desirable Companions and Lovers': Irish and African Americans in the Sixth Ward, 1830-1870" \*\*Alan Kraut, "Illness and Medical Care Among Irish Immigrants in Antebellum New York"

### **Week 5 (10/3,10/4,10/6): From across the Pacific: Chinese immigration to the West**

From Ronald Takaki, *A Different Mirror*

\*\*From Judy Yung, *Unbound Feet: A Social History of Chinese Women in San Francisco*

### **Week 6 (10/11,10/13): Asians as aliens: Borders and citizenship in the era of exclusion**

Erika Lee, "Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico, 1882-1924"

Film (in class): *Race: The Power of an Illusion* \*\*Adam McKeown, "Ritualization of Regulation: The Enforcement of Chinese Exclusion in the United States and China" \*\*From

Julie Otsuka, *Buddha in the Attic*

### **Week 7 (10/17,10/18,10/20): Race and the law**

From Ian Haney-Lopez, *White By Law*

\*\* Peggy Pascoe, "Miscegenation Law, Court Cases, and Ideologies of 'Race' in Twentieth Century America" \*\*From Edwin

Black, *War Against the Weak*

**Week 8 (10/24, 10/27):** *Migration in the age of industrialization and urbanization*

From Elizabeth Ewen, *Immigrant Women in the Land of Dollars* \*\* From Timothy Gilfoyle, *City of Eros: New York City, Prostitution, and the Commercialization of Sex, 1790-1920*

**Week 9 (10/31,11/1,11/3):** *Schools as melting pot in the early 20<sup>th</sup> century?*

Mark Wild, " 'So Many Children at Once and so Many Kinds': Schools and Ethno-racial Boundaries in Early Twentieth-Century Los Angeles \*\*From Philip Kasinitz et al., *Inheriting the City: The Children of Immigrants Come of Age*

**Week 10 (11/7, 11/8,11/10):** *Mexicans in the United States: Cultural intersections, cultural clashes*

George Sanchez, "'Go After the Women': Americanization and the Mexican Immigrant Woman, 1915-1929" Matthew Garcia, "Intraethnic Conflict and the *Bracero* Program during World War II"

**Week 11 (11/14,11/15,11/17):** *Mexicans and the United States Border*

From George Sanchez, *Becoming Mexican American*  
Alec Wilkinson, "Immigration Blues: On the Road With Los Tigres del Norte"  
Firm (in class): *DeNadie*  
\*\*From Douglas Massey et al., *Beyond Smoke and Mirrors: Mexican Immigration in an Age of Economic Integration* \*\*From Kelly Lyttle Hernandez, *Migrant A History of the U.S. Border Patrol*

**Week 12 (11/21,11/22):** *From the Caribbean*

Reuel Rogers, " 'Black Like Who?' Afro-Caribbean Immigrants, African Americans, and the Politics of Group Identity" \*\*Candelario, " 'Black Behind the Ears' -and Up Front Too? Dominicans in *The Black Mosaic*"

**Week 13 (11/28, 11/29, 12/1):** *Asian migration in the post-1965 era*

From Catherine Ceniza Choy, *Empire of Care: Nursing and Migration in Filipino American History* \*\*From Madhulika S. Khandelwal, *Becoming American, Being Indian: An Immigrant Community in New York City*

**Week 14 (12/5,12/6):** *Immigrants and labor in a globalized economy*

Arlie Russell Hoschschild, "Love and Gold"  
Susan Cheever, "The Nanny Dilemma"  
From *Voices From the Front Lines: Organizing Immigrant Workers in Los Angeles*  
\*\*From Rinku Sen, *The Accidental American*