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HIST 205-02, Immigration: The Changing Face of America, Spring 2007

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Authors	Matsuda, Veronica Martinez
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IMMIGRATION: THE CHANGING FACE OF AMERICA

HIST 205-02 (CRN# 27121)

Spring 2007, T,Th 3:30-4:45 p.m.

Room: Palmer Hall 205

Instructor: Verónica Martínez Matsuda Office: Clough 303
E-mail: matsudav@rhodes.edu Office Hours: Mon. 1:00-3:00, Thurs. 10:00-
Phone Number: (901) 843-3584 12:00 & by appointment

Course Description:

As the topic of immigration takes center stage in the US public agenda, the opportunity to analyze the “immigrant problem” in a historical context presents itself to us in a unique manner. A central element of this course will incorporate aspects of the current immigration debate to examine the historical causes and consequences of migration to the United States. We will address questions regarding the perceived benefit and cost of immigration at both the national and local (community) levels. We will also explore the economic, social, cultural, and political impact immigrants have had on the United States over time. Close attention will be given to examining the ways in which immigrants have negotiated the pressures of their new surroundings and in the process shaped or redefined American conceptions of national identity and citizenship.

Learning Objectives:

Students enrolled in this course can expect to:

- Develop an understanding of the significant role immigration has played (and continues to play) in the history of the US
- Strengthen their appreciation for the diversity in America by learning about the varied origins and experiences of immigrants in the US
- Comprehend the historical impact anti-immigrant and nativist movements have had on immigrant communities and national politics/policy
- Strengthen key methodological and analytical tools for historical research and writing
- Engage in an intellectual community (particularly in group work and class discussions) that is mindful and respectful of varying opinions

Required Reading:

Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life* (Second Edition)

Jon Gjerde, *Major Problems in American Immigration and Ethnic History*

Donna Gabaccia, *From the Other Side: Women, Gender, and Immigrant Life in the U.S. 1820-1990*

Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America*

*On occasion, required readings will also include course handouts and selected articles available on the Internet.

Attendance and Class Participation: Since the class assignments will draw heavily from lectures and class discussion, regular attendance and thorough study of assigned readings are expected and necessary for a passing grade. Classes will typically include a period of both lecture and discussion. The lecture component of the course is intended to provide students with further historical context and explanation of topics that may or may not be presented in readings. All students are expected to come to class having done the assigned reading and prepared to participate in a discussion where they articulate their perspectives on the topics being presented. In order to facilitate discussion, two students will be assigned weekly to serve as “discussion leaders.” It is expected that discussion leaders will come to class having prepared a number of questions and ideas (submitted to me by 5 p.m. on Mon. of the assigned week) that will encourage a thoughtful discussion of weekly topics.

Course Requirements: In addition to regular **attendance**, careful study of assigned **readings**, and **leading discussion (including 1 page of notes of questions/ideas)**, students will be required to participate in **two in-class debates** for which a **position paper (3 pages)** must be submitted (each time). One week before each debate the topic will be announced and information will be provided explaining which position students have been assigned. Students will be expected to argue for or against a particular position regardless of their own personal beliefs on the topic. The position paper is intended to help students prepare for the debate by clearly outlining the main arguments for or against the assigned topic, anticipating opposing statements, and identifying central evidence that supports the claims being made. Students will also be expected to take a **midterm (blue book) exam** that will consist of an essay question and short-answer identifications drawn from the readings, lectures, and films. The final assignment for the course is a **research paper (10 pages)** in which students will be asked to select a topic and conduct research (including materials outside of the course) addressing a particular aspect of immigration and/or the immigrant experience in the United States. Topic ideas will be discussed early in the semester so that students have time to prepare. As an option students may choose to conduct an oral history research paper interviewing a family or community member on a particular topic (or series of topics) relating to immigration.

As the assignments approach, I will dedicate a portion of the class time to explain more clearly what will be required. I highly encourage you to visit me in office hours throughout the semester. It will be most useful to you if you are clear on the themes and topics being discussed as the semester carries out — not just before an assignment is due. If you feel you need additional writing guidance, please feel free to speak with me, and/or use the services of the College’s Writing Center. For more information, call (901) 843-3293 or visit: writingcenter@rhodes.edu.

Grading:

Attendance/Participation: 10%

Discussion Facilitation (one-page list of questions/topics to discuss): 15%

In-Class Debate #1 / Position Paper (3 pages): 15%

Midterm Exam: 20%

In-Class Debate #2 / Position Paper (3 pages): 15%

Final Research Paper (10 pages): 25%

Policies: It is the student's responsibility to initiate withdrawal procedures. The instructor will not withdraw students from the course. Please review the academic calendar for procedures on how to drop or withdraw if necessary.

All assignments are due on the day indicated in the syllabus. For obvious reasons, students cannot make-up any of the in-class assignments (such as discussion facilitation or participation in the in-class debates). Papers may *not* be submitted electronically without the instructor's consent. Late papers will be penalized 5 points per day late.

All paper assignments must be typed, double-spaced, with 1" margins, and in the Times New Roman 12 point font. All papers must have page numbers, endnotes and footnotes when appropriate, and a heading that includes the student's name, the course, title of the paper and date.

Absolutely no plagiarism or any other form of "cheating" will be tolerated. According to the policies and procedures outlined in the Rhodes College Student Handbook regarding the Honor Code System, students who violate the school's rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the College. Policies on dishonesty will be strictly enforced. You can familiarize yourself with plagiarism guidelines at:
<http://www.rhodes.edu/Honor/students/violations.cfm>

You may discuss a missed lecture or discussion with me, but neither copies of lectures nor lecture notes will be provided. I hold the copyright to my lectures and syllabus. No materials may be published in any form, posted to the Internet or intranet distribution channels, or rewritten for publication or distribution in any medium.

Accommodations: Students with disabilities who need special accommodations should notify the instructor by presenting a letter prepared by the Services for Students with Disabilities (SSD) office at the beginning of the semester. You can contact the SSD office at 901-843-3994 or www.rhodes.edu/disability.

Course Schedule and Readings: Below is an outline of the topics and readings to be covered in the course. I recommend that you complete the assigned reading by the beginning of the week in which it is assigned. I reserve the right to make changes to weekly topics or assigned reading if needed.

Week 1 (1/11): *Course Introduction*

Week 2 (1/16 & 1/18): *Grounding Immigration History: Terms, Theories, and Approaches*

READING: Chp. 1, "Overseas Migration from Europe," in *Coming to America*, pp. 3-29. Also, in Chp. 1, "Approaches to American Immigration and Ethnic History," from *Major Problems in American Immigration and Ethnic History*, read the introduction to the

chapter (in *italics*) and the essays by Oscar Handlin, John Bodnar, John Higham, and Kathleen Neils Consen *et al.*

DISCUSSION LEADER: Professor Martínez Matsuda

Week 3 (1/23 & 1/25): *Colonial North America: Native Americans, Africans, and Europeans (English & Non-English)*

READING: Chp. 2, “English Immigrants in America,” in Coming to America, pp. 30-52. Chp. 3, “Slavery and Immigrants from Africa,” in Coming to America, pp. 53-65. Chp. 4, “Other Europeans in Colonial America,” in Coming to America, pp. 66-100. (*ATTENTION:* Only read the introduction to Chp. 4 and select two sections/ immigrant ethnic groups). Also, in Chp. 2, “Strangers in the Realm,” from Major Problems, read the following primary documents: “Olaudah Equiano, an African, Recounts the Horror of Enslavement, 1757,” “Gottlieb Mittelberger, a German, Describes the Difficulties of Immigration, 1750,” and “Hugh Boulter Recounts the Discontent in Ireland That Resulted in Emigration, 1728.”

DISCUSSION LEADERS:

Week 4 (1/30 & 2/1): *Defining the Meaning of Nation and Citizenship in Early America*

READING: Chp. 5, “Ethnicity and Race in American Life,” in Coming to America, pp. 101-118. Also, in Chp. 3, “Nation and Citizenship in the Age of Revolution, 1750-1800,” from Major Problems, read the introduction to the chapter (in *italics*) and the essays by James H. Kettner and Arthur Mann. Also read the following primary documents: “J. Hector St. John de Crèvecoeur Celebrates the Possibilities of America for Its Immigrants, 1782,” “The German Press in Philadelphia Defends the War for Independence, 1776,” “African Americans Petition for Their Freedom, 1774-1777 (*ATTENTION:* Read only the second copy of the petition),” “Congress Establishes Its Initial Policy on Naturalization, 1790,” and “Congress Restricts the Rights of Aliens, 1798.”

DISCUSSION LEADERS:

Week 5 (2/6 & 2/8): *European Immigration (early to mid 1800s): Irish, German, and Scandinavian Experiences of Migration and Community Formation*

(2/8) Film: “The Real Gangs of New York” (2005)

READING: Chp. 6, “Pioneers of the Century of Immigration,” in Coming to America, pp. 121-184 (*ATTENTION:* Read only the introduction and the sections on Irish and

German immigrants). Also, in Chp. 4, "European Migration and the Radical Attempt to Conserve," from Major Problems, read the essays by Kerby A. Miller and Kathleen Neils Conzen. Also read the following primary documents: "Svein Nilsson Chronicles Norwegian American Immigration to Wisconsin, 1868-1870," "Swedish Women and Men Observe the 'Freedom' and Opportunity in America, 1841-1848," "A German American Family Changes Its Assessment of American Life, 1850-1857," and "A Graphic Portrayal of a Chain Migration from Sweden, 1866-1883."

DISCUSSION LEADERS:

Week 6 (2/13 & 2/15): *European and Asian Immigration (late 1880s): Shifting Migration Patterns and Conceptions of Immigrant Life in Early Industrial America*

READING: Chp. 7, "From the Mediterranean: Italians, Greeks, Arabs, and Armenians," in Coming to America, pp. 185-211 (*ATTENTION:* Read only the introduction and the sections on Italians and Greeks). Chp. 8, "Eastern Europeans: Poles, Jews, and Hungarians," in Coming to America, pp. 212-237 (*ATTENTION:* Read only the introduction and the sections on Poles and Eastern European Jews). Chp. 9, "Minorities from Other Regions: Chinese, Japanese, and French Canadians," in Coming to America, pp. 238-264 (*ATTENTION:* Read only the introduction and the sections on Chinese and Japanese). Also, in Chp. 6, "Emigration and Return: Migration Patterns in the Industrial Age, 1850-1920," from Major Problems, read the following primary documents: "Lee Chew, a Chinese Immigrant, Describes Life in the United States and Denounces Anti-Chinese Prejudice, 1882," and "Immigrants Recall Their Life in Eastern Europe and Their Emigration, 1915-1923." Finally, read Chp. 1, "Where is the Other Side?," and Chp. 2, "The Women of the Other Side," in From the Other Side pp. 3-26.

DISCUSSION LEADERS:

Week 7 (2/20 & 2/22): *The Rise of (and Response to) Anti-Immigrant and Nativist Sentiment in America (Early 1900s-1920s): Immigrant Racialization, Exclusion, Restriction, and Americanization*

(2/22) DEBATE #1

READING: Chp. 10, "The Triumph of Nativism," in Coming to America, pp. 265-284. Also, Chp. 1, "The Johnson-Reed Act of 1924 and the Reconstruction of Race in Immigration Law," in Impossible Subjects, pp. 21-55. Finally, read the section entitled "Female Majorities: The Impact of Immigration Law" in Chp. 3 of From the Other Side. *ATTENTION:* Additional readings will be assigned based on your debate topic.

DISCUSSION LEADERS:

Week 8 (2/27 & 3/1): *Midterm Evaluation and Review*

(2/27) Film: “*Separate Lives, Broken Dreams: Saga of Chinese Immigration*” (1994)

(3/1) MIDTERM EXAM

READING: No reading assigned. Take the time to prepare for your midterm exam or work on the your final research paper.

DISCUSSION LEADERS: No discussion leaders assigned.

Week 9 (3/6 & 3/8): *The Great Depression and World War II: “Illegal Aliens,” Immigrant Laborers, and the True Meaning of American Citizenship*

READING: Chp. 11, “Migration in Prosperity, Depression, and War, 1921-1945,” in Coming to America, pp. 287-306. Also, Chp. 2, “Deportation Policy and the Making and Unmaking of Illegal Aliens,” in Impossible Subjects, pp. 56-90 and Chp. 5, “The World War II Internment of Japanese Americans and the Citizenship Renunciation Cases,” in Impossible Subjects, pp. 175-201.

DISCUSSION LEADERS:

Spring Recess: March 9-March 19 ☺

Week 10 (3/20 & 3/22): *Immigration in the Cold War Era: Political Crisis, Suspicious Aliens, and Immigrant Exceptions*

(3/22) Film: “*Los Braceros: Strong Arms to Aid the U.S.A.*” (2006)

READING: Chp. 13, “Changing the Rules: Immigration Law, 1948-1980,” in Coming to America (**ATTENTION**: Only read pp. 328-344). Also, Chp. 4, “Braceros, ‘Wetbacks,’ and the National Boundaries of Class,” in Impossible Subjects, pp. 127-166 and Chp. 6, “The Cold War Chinese Immigration Crisis and the Confession Cases,” in Impossible Subjects, pp. 202-224.

DISCUSSION LEADERS:

Week 11 (3/27 & 3/29): *Immigration Legislative Reform: Toward a Comprehensive Immigration Policy and a Legal Position on the Status of “Refugees”*

READING: Chp. 7, “The Liberal Critique and Reform of Immigration Policy,” in Impossible Subjects, pp. 227-264. Also, Chp. 13, “Changing the Rules: Immigration

Law, 1948-1980,” in Coming to America (*ATTENTION*: Only read pp. 345-349). Chp. 14, “The New Asian Immigrants,” pp. 350-370 in Coming to America (*ATTENTION*: Only read the section on Vietnamese immigrants). Chp. 15, “Caribbeans, Central Americans, and Soviet Jews,” pp. 371-387 in Coming to America (*ATTENTION*: Only read the section on Cubans, Haitians, and Central Americans). Chp. 16 “The 1980s and Beyond,” in Coming to America pp. 388-408. Finally, in Chp. 14, “Immigration Transforms America, 1965 to the Present,” from Major Problems, read the following primary documents: “A Cuban Flees to the United States, 1979” and “A Hmong’s Story of Escape from Laos.”

DISCUSSION LEADERS:

Week 12 (4/3): *Social and Cultural Transformations: Exploring Gendered and Generational Aspects of the Immigration Experience in America*

(4/5) No Class due to Easter Recess

READING: Chp. 6, “Working Together,” in From the Other Side, pp. 77-92. Chp. 8, “Preservation and Innovation,” in From the Other Side, pp. 110-126. In Chp. 8, “Women and Children Immigrants Amid a Patriarchal World,” from Major Problems, read the essay by Vicki L. Ruiz. Also read the following primary documents: “Sociologists Describe the Disruption of Familial Solidarity Resulting from Immigration, 1918” and “The Italian Americans Analyze Changing Familial and Gender Patterns Among Immigrants, 1939.” Finally, read the article “Language and Other Lethal Weapons: Cultural Politics and the Rites of Children as Translators of Culture,” in *Chicano Latino Law Review* 19 (Spring 1998), pp. 229-241, written by Antonia Castaneda (to be handed out).

DISCUSSION LEADERS:

Week 13 (4/10 & 4/12): *Current Debates (Part I): The Battle Over Undocumented Immigration and the Increased Militarization of the US-Mexico Border*

(4/12) Film: “Farmingville” (2004)

* Please Note: I will be out of town on this day (for a conference). I will have someone responsible for screening the film.

READING: The reading for this week will be based on a series of web articles/ and Internet sites that are meant to provide you with a broad perspective on the current public opinion related to this issue. If you need to make special accommodations to access these readings online please prepare to do so in advance.

DISCUSSION LEADERS:

Week 14 (4/17 & 4/19): *Current Debates (Part II): Demographic Changes, Global Communities, and the (New ?) Meaning of “American” Identity and Citizenship*

(4/19) DEBATE #2

READING: Chp. 17, “Immigration in an Age of Globalization,” in *Coming to America*, pp. 409-451. Also, read the “Epilogue” in *Impossible Subjects*, pp. 265-270. Finally, read the article “Migration, Emergent Ethnicity, and the ‘Third Space:’ The Shifting Politics of Nationalism in Greater Mexico,” in *The Journal of American History*, Vol. 86, No. 2 (Sep. 1999), pp. 481-517, written by David G. Gutierrez (to be handed out).

DISCUSSION LEADERS:

Week 15 (4/24 & 4/26): *Final Thoughts—Immigration in the News Today Research Paper Topics Presented*

(4/24) Films: (PBS) NOW: “Latinos Now” (2006) and “Be Our Guest” (2006)

(4/26) Last Class

READING: There is no assigned reading for this week. Take the time to work on your final research paper. You will be asked to do a short (informal) presentation of your topic to the class—be prepared!

DISCUSSION LEADERS: No discussion leaders assigned

FINAL RESEARCH PAPER DUE: Monday, April 30, 2007

Important!!!

I will be out of town (at a conference) from May 2-6

Since grades are due May 7th, NO LATE RESEARCH PAPERS will be accepted!