

**U.S. Immigration and Migration History**  
**HIST 382**  
**Spring 2023**  
**CCC 224**  
**W, 2:00-3:15 and online**

**Contact:**

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459 CCC

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Office hours: M, 2:00-3:00 PM, W, 11:00-12:00 and by appointment

**Text Rental:**

*Immigrant Voices: New Lives in America, 1773-1986*. Edited by Thomas Dublin. (Urbana: University of Illinois Press, 1993).

**For Purchase:**

Ira Berlin, *The Making of African America: The Four Great Migrations* (New York: Penguin Press, 2010).

Erica Lee, *America for Americans: A History of Xenophobia in the United States* (New York: Basic Books, 2019).

Mark Wyman, *Round Trip to America* (Ithaca, NY: Cornell University Press, 1993).

(Additional readings on library databases, e-reserve, and Canvas)

**Course description:**

In searching for larger themes in U.S. history, scholars have frequently turned to immigration and migration as a common thread in the nation's identity. In some iterations, historians have characterized the United States as a nation of immigrants that have blended in melting pot to create a distinct national character. Others disagree and argue that race and ethnicity remain powerful factors preventing such assimilation and cultural unity. Instead, they argue that the nation has remained a plural collection (the metaphor they prefer is a salad bowl) of many cultures. Given that immigration policy remains a contentious issue today, analyzing the history of immigration and migration is especially relevant.

In this colloquium-style class, you will become familiar with U.S. im/migration history as well as the new scholarly directions in the field. As an upper-division course, we will examine this scholarship and develop our ability to organize and analyze complex historical arguments in both written and oral communication. You are expected to complete a healthy volume of reading each week and come prepared to discuss the scholarship with the class.

**Requirements:**

Attendance: Our class time will be devoted to discussion and analysis of weekly reading. Because class participation is a significant part of the final grade and we only meet once a week, attendance is critical. If you have an illness or other extenuating circumstances, please contact me before class and inform me of your situation. You are allowed one unexcused absence without consequence. Every unexcused absence after that will result in a 10% reduction from your attendance grade.

Discussion posts: Also part of your discussion grade and part of our online component, you are required to post three discussion questions based on assigned reading each week. These questions should be posted by 5 PM the day before class (Tuesday afternoon).

Reading analyses: In addition to the discussion posts, you are required to write seven summary analyses of weekly reading. These short papers should be between 300 and 500 words and should focus on a thematic or topical common thread that tie the reading together and offer some compare/contrast analysis. They are not designed to be comprehensive, but rather designed to help you think about larger connections.

Book précis: You are also required to write two book précis in which you will identify the thesis, scope, distinct sources and methods, and significance of a scholarly monography. A template for writing a book précis is available on the course Canvas site.

Biography of immigration: The original research assignment for the course is a biography of immigration. You are required to select an individual who immigrated to central Wisconsin and write a short biography of their life using university archives documents. In the last two weeks of the semester we will have short presentations of your research to the class in which you will discuss the process of research and the challenges that you had to navigate and overcome. A separate handout on this assignment is available on Canvas. We will visit the university archives on February 8 to orient you to the resources and primary sources available for this kind of research.

Exams: The midterm and final exam of the course are in take-home essay format. These assignments will require you to synthesize the course readings thematically. The summary analyses and book précis are designed to prepare you for these assignments.

**Canvas:**

Additional readings, an online grade book, and important details about class assignments (prompts, rubrics, etc.) are posted on the class Canvas site. You should check the site regularly for updates and announcements.

**Grading/evaluation:**

Your grade will be based on seven reading analyses, two book précis, attendance/class participation, midterm and final exams, and a biography of immigration paper.

Reading analyses (seven total): 25%

Book précis (2): 15%

Biography of immigration paper: 15%

Presentation of paper: 5%  
Attendance/ online participation: 10%  
Midterm exam: 15%  
Final exam: 15%

Grading scale: (percentages)

A = 93-100	C+ = 77-79	D- = 60-62
A- = 90-92	C = 73-76	F = 0-59
B+ = 87-89	C- = 70-72	
B = 83-86	D+ = 67-69	
B- = 80-82	D = 63-66	

### **Personal Responsibility:**

On occasion, students in this course have used the work of others rather than doing it themselves. Cheating also includes giving your work to others. I take disciplinary action through Student Affairs against such students.

**Cheating is a serious offense against honest students.**

I direct you to <http://www.uwsp.edu/centers/rights>. See Chapter 14, *Student Academic Standards and Disciplinary Procedures*, pages 5 -10, for the disciplinary possibilities if you are caught cheating.

### **Equity of Educational Access:**

If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course.

Disability Services Office, 103 Student Services Center, Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

### **Course outline and weekly reading:**

January 25: Approaches to immigration and migration. In class reading and discussion of Oscar Handlin, "Immigration Portrayed As an Experience of Uprootedness," John Higham, *The Problem of Assimilation in the Nineteenth Century*, John Bodnar, "Immigration Portrayed As an Experience of Transplantation," and Kathleen Neils Conzen et al, "The Invention of Ethnicity," in *Major Problems in American Immigration & Ethnic History* (hard copies will be distributed in class; also on e-reserve).

February 1: Approaches to immigration and migration, continued. Read Dublin, introduction; Anna Pegler-Gordon, "Debating the Racial Turn in U.S. Ethnic and Immigration History," *Journal of American Ethnic History* (pdf available on CANVAS), and James P. Shenton and Kevin Kenny, "Ethnicity and Immigration" in *The New American History*. Summary analysis paper #1 due.

February 8: Archives Day. Bring your laptop (if you have one). Meet in 110 TNR (temporary home of Archives). Read Dublin, chapters 1-2 and begin reading Berlin.

February 15: Trans-Atlantic Migrations. Read Dublin, chapters 3-5 and continue reading Berlin. Summary analysis paper #2 due. Focus your analysis on the Dublin chapters.

February 22: Trans-Atlantic and Forced Migrations. Finish Berlin. **Précis on Berlin due.**

March 1: Trans-continental migrations. Read Richard White, "The Transformation of Western Society: Migration," in *"It's Your Misfortune and None of My Own": A History of the American West*; John Mason Hart, "Boomers, Sooners, and Settlers: Americans in Mexico," in *American Dreaming, Global Realities: Rethinking U.S. Immigration History*; and Priscilla Merriman Evans, "Pulling a Handcart to the Mormon Zion," in *America Firsthand* (all in Canvas). Summary analysis paper #3 due.

March 8: Return Migrations. Read Wyman. **Précis on Wyman due.**

March 15: No class meeting. Midterm exam due by midnight on Canvas.

March 22: NO CLASS, SPRING BREAK

March 29: Trans-Pacific Migrations. Read Dublin, chapters 6-8. Summary analysis #4 due.

April 5: Trans-Pacific Migrations, continued. Read Ronald Takaki, *Strangers from a Distant Shore* (excerpt in Canvas). Summary analysis #5 due.

April 12: Immigration policy and nativism, 19<sup>th</sup>-20<sup>th</sup> century. Read Lee, chapters 1-4. Summary analysis #6 due.

April 19: Immigration policy and nativism, 20<sup>th</sup>-21<sup>st</sup> century. Read Lee, chapters 5-9. Summary analysis #7 due.

April 26: Immigrant voices in the late 20<sup>th</sup> century. Read Dublin, chapters 9-10. **Biography of Immigration due. Upload to Canvas and bring hard copy to class.**

May 3: Biographies of immigration. In-class presentations of papers.

May 10: Biographies of immigration. In-class presentations of papers. Rewrite of biography due (optional).

Tuesday, May 16: Final exam. Take home exam due by 11:59 PM on Canvas.