

U.S. Immigration and Migration History

HIST 382 / 582
Spring 2017
CCC 224
5:00-7:30, T

Contact:

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Office hours: T, 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).

Roger Daniels, *Guarding the Golden Door: American Immigration Policy since 1882* (New York: Hill and Wang, 2004)

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

(Additional readings on library databases, e-reserve, and D2L)

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:

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. Otherwise be here every week or your class participation grade will suffer.

As a way to keep us engaged and prepared for class, you are required to write five summary analyses of weekly reading. Please note that on the course outline below, there are seven summary analyses assigned. While you are required to write the first analysis (due January 31) you are allowed to omit two of the later assignments of your choice. 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 offers some compare/contrast analysis. They are not designed to be comprehensive, but rather designed to help you think about larger connections.

In addition to the summary analysis papers, you will be required to write two book précis in which you will identify the thesis, scope, distinct sources and methods, and significance of the book. A template for writing a book précis is available on the course D2L site.

The term paper for this course is a 6-8 page historiographical essay on an im/migration topic of your choice. A historiographical essay is a review of the scholarship on a specific topic. Examples would include the scholarship on a specific national or ethnic group, forced migrations such as the Trail of Tears, or immigration policy. A separate handout on this assignment is available on D2L.

The final exam of the course is a take-home essay. This assignment will require you to synthesize the course readings thematically. The summary analyses and book précis are designed to prepare you for this assignment.

Desire2Learn:

E-reserve readings, an online grade book, and important handouts for your historiographical paper and book précis are posted on the class D2L site. You should check the site regularly for updates and announcements.

Grading/evaluation:

Your grade will be based on two book précis, class participation, a midterm blue book exam (with a take-home essay), a final blue book exam, and a historiographical essay.

Reading analyses (five total): 20%
Book précis (2): 15%
Prospectus and bibliography: 5%
Historiographical paper: 20%
Presentation of paper: 5%
Class discussion: 15%
Final exam: 20%

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:

Week of January 24: 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).

Week of January 31: Approaches to immigration and migration, continued. Read Dublin, pp. 1-23; Anna Pegler-Gordon, "Debating the Racial Turn in U.S. Ethnic and Immigration History," *Journal of American Ethnic History* (pdf available on D2L), and James P. Shenton and Kevin

Kenny, "Ethnicity and Immigration" in *The New American History*. **Summary analysis paper #1 due- required.**

Week of February 7: Trans-Atlantic Migrations. Read Dublin, pp. 25-157 and Berlin, pp. 1-98. **Summary analysis paper #2 due.**

Week of February 14: Trans-Atlantic and Forced Migrations. Finish Berlin. **Précis on Berlin due.**

Week of February 21: **Paper prospectus and bibliography due.** Bring hard copy to class and upload to D2L- in-class peer review.

Week of February 28: 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 on e-reserve). **Summary analysis paper #3 due.**

Week of March 7: Return Migrations. Read Wyman. **Précis on Wyman due.**

Week of March 14: No class meeting. Individual meetings to discuss progress of papers.

Week of March 21: NO CLASS, SPRING BREAK

Week of March 28: Trans-Pacific Migrations. Read Dublin, pp. 184-225. **Summary analysis #4 due.**

Week of April 4: Trans-Pacific Migrations, continued. Read Ronald Takaki, *Strangers from a Distant Shore* (excerpt on e-reserve). **Summary analysis #5 due.**

Week of April 11: Immigration policy, 19th-20th century. Read Daniels, part 1. **Summary analysis #6 due.**

Week of April 18: Immigration policy, 20th-21st century. Read Daniels, part two. **Summary analysis #7 due.**

Week of April 25: **Historiographic essay due- bring hard copy to class and upload to D2L.** In-class peer review.

Week of May 2: Approaches to immigration and migration. In-class presentations of papers.

Week of May 9: Approaches to immigration and migration. In-class presentations of papers. Rewrite of historiographic essay due (optional).

Final exam: Tuesday, May 16. Take home exam due by noon on D2L.