

Course Syllabus-The History of Immigration and Ethnicity in America/ History 4304: 001

Spring 2017/Dr. Mark Saad Saka/ Sul Ross State University

Office: Lawrence Hall 208/ 432-837-8304

Office Hours: M, W, 10:00-12:00/T, Th; 11:00-11:5. Office Hours can also be arranged by appointment.

Course Objectives:

This course seeks to examine immigration and the evolving construction of race and ethnicity in the history of the United States. Beginning in the colonial era through the founding of the Republic, we will examine the impact of continuing patterns of immigration from Europe, Asia, and Latin America through the present. At the end of this course you should have a deeper understanding of the formation of America's ethnic diversity and multi-cultural character.

Course Requirements:

There are a number of requirements for this course.

1. Regular and punctual attendance.
2. Classroom Courtesy-no cellphones or texting in class.
3. Four exams. Each exam will count as 100 points.
4. Two required book review over "How the Irish Became White" and "Borderless Economics. (50 points each)"
5. I will then add the four exams and the two book reviews and divide by five.

90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F

Required Reading.

Coming to America: A History of Immigration and Ethnicity in American Life; Second Edition by Roger Daniels, Harper Collins Press, ISBN # 0-06-050577-x.

How the Irish Became White by Noel Ignatiev, Routledge Press, ISBN # 978-0415963091

Borderless Economics: Chinese Sea Turtles, Indian Fridges and the New Fruits of Global Capitalism, by Robert Guest, Palgrave Press, ISBN # 978-0-230-11382-4. 2011.

Primary Learning Objectives:

The graduating student in history will be able to:

1. The student will be able to develop an informed, critical, and articulate approach to the study of history.

2. The student will be able to demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
3. The student will be able to demonstrate an ability to identify and relate the role that historical interpretation plays in the assessments of the past.
4. The student will be able to write effectively, logically, and persuasively about topics in history.

The Primary Learning Objectives (PLO) shall be measured by the administration of four exams and book reviews over the books *"How the Irish Became White"* and *"Borderless Economics."* Each exam will consist of essays and short answers which shall measure your command of the knowledge and information contained in the lectures and the readings.

The Americans with Disabilities Act:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine Texas 79832, Telephone Number 432-837-8203.

Course Outline

Block One: Immigration and the New American Republic: 1607-1815

The first block of instruction will cover major themes and characteristics for understanding immigration in American history. We will examine basic theories and terms for understanding why immigrants leave their homes of origin and why they choose to move somewhere else (push and pull factors), etc.

We will also examine to colonial origins of the American Republic and the role of various immigrant patterns and peoples played in the settling of America? We will conclude this section with the founding the American Republic and the origins of our national citizenship criteria?

Block Two: Immigration and the Early Republic to the Civil War: 1815-1865/1882

This second block of instruction will cover the first major phase of immigration in what historians refer to as the "Long Century of Immigration; 1815-1924". We will examine the "pull" factors that attracted people to America and then we will examine the "push" factors as to why people left Ireland and Germany and why American nativists were so fearful of Irish, German and particularly Catholic immigrants. We will also examine the expansion of the United States into the Mexican Southwest and the racialization of the Mexican population in the Southwest. Finally, this section will cover the first wave of Asian migration to the United States, the Chinese and the subsequent nativist backlash which led to the Chinese Exclusion Act of 1882.

Block Three: Immigration and the Industrialization of America: 1865-1924

This third block of instruction covers the second major phase of immigration in “The Long Century of Immigration” during the industrialization of the Republic. We will examine “pull” factors that attracted people to America and then we will examine the “push” factors as to why people left Asia (Japan, the Philippines, Korea, and India), Mexico, and Eastern and Southern Europe (Italy, Russia, Poland, Greece, the Levant, the Balkans, and the Austro-Hungarian Empire). We will also examine the rise of nativism, “scientific racism”, the eugenics movement, and the triumph of nativism with the Immigration Restriction Act of 1924.

Block Four: Immigration in the New America: 1965-2016

This block of instruction covers the mass immigration to the United States following the immigration reform of 1965 and immigration in the age of globalization. This section will examine the new Asian immigrants from China, India and Southeast Asia, the immigration of Muslims from the Middle East, and Mexico and Central America since the 1970s.

Course Outline

January 23--- Introduction to course/syllabus review/Major themes and concepts in immigration history/The Anglo Protestant formation of America

January 30-- Colonial America/the Revolution and the new Republic

February 6- Exam # 1 (covers pages 3-120 in Daniels “Coming to America”)

February 13-- The growth of the American Republic 1790-1850/The Irish/The Germans/Nativism

February 20- Texas, Mexicans and the new Southwest/The Chinese/Nativism

February 27- Exam # 2 (pages 121-18 in Daniels “Coming to America”. Also Book reviews over *How the Irish Became White*” due

March 06-- The Rise of Industrial America, 1865-1920/The Italians

March 13—Spring break no class

March 20-- the East European Jews/The Poles, Greeks, and Slavs.

March 27 The Mexicans

April 03- The rise of nativism and eugenics/ the 1924 Immigration Restriction Act

April 10- Exam # 3 (covers pages 185-286 in Daniels *Coming to America*).

April 17- The New Asians

April 24- Harvest of Empire/Mexicans and Latinos

May 01-Muslims in America/Immigration in the Age of the New Nationalism

May 05-final exam (Exam # 5—covers pages 286 through 450 in Daniels *Coming to America*. Also, book reviews over *Borderless Economics* due)

Things to Think About for “How the Irish Became White

When the Irish first came to America, fleeing a brutal and oppressive caste like reality in their native Ireland they found themselves in a similar situation in their new American home. How did the Irish move from being the oppressed in America’s racial and class hierarchy to being accepted? How did the oppressed become the oppressors by climbing on the backs of African Americans?

Things to Think about for “Borderless Economics.”

How is immigration creating a new and dynamic element in the process of globalization for the 21st century?

How does immigration in an increasingly globalized world make us richer? Provide some examples from the book.

What does the author mean by the “curse of isolation”? Why is South Korea wealthier and healthier than North Korea?

Why can migrants seem to find economic opportunity where native born citizens sometimes overlook economic opportunity? Who is Cheung Yan?

How have immigrant scientists helped transform a new technology sector? What does the author mean by “networks of trust”?

Why do migrants choose to come to America?

How does immigration in an era of globalization help America than other countries?

Why will America remain number one? Why are we the hub of the world?

What are some potential policy changes in our immigration policies that will ensure America’s future?

Terms and Concepts to Identify for Exam # 1

Terms

Emigration

Immigration

Migrant

Chain migration

Race

Ethnicity

Assimilation

Acculturation

Push Factors

Pull Factor

Nativism

Racism

Structural Racism

Discrimination

Prejudice

Bigotry

“Savagery and the Wilderness”

Nationalism

Trans-nationalism

Multiculturalism

England

The Protestant Reformation

Ireland

The Spanish Armada 1588

France

French Huguenots

New Sweden

New England

Nueva Espana

Nouvelle France

Nieuw Nederland

The Pilgrims

The Puritans

The Puritan Mission

A City of a Hill

The Quakers

The Menonites

Sephardim Jews

Haym Solomon

The Great Awakening

The French and Indian War

The American Revolution

diaspora

Concepts to identify for Exam # 1

1. How did the British establish the core “American” national identity as rooted and defined by being “English”? What role did England’s national island identity play in the formation of an English sense of racial and cultural “separateness”? What role did the Protestant Reformation play in this process? How did the English colonization of Ireland lay the groundwork for the colonization of the American Indian and establishment of a racially based plantation-slavery system in the southern colonies? Why were/are British immigrants to America not considered as being “ethnic”?
2. Both the French and the Spanish created a large European imperial presence in North America (and to a lesser degree-the Dutch and the Swedes). Why are these European societies not considered part of the founding of the American national identity? (Please use the material from our lectures as well as the documents and the article “Religions and Contested Spaces in Colonial North America” by Tracy Neal Leavelle)
3. Why (push and pull factors) did various people voluntarily migrate to colonial America (the English, French Huguenots, Dutch, Swedes, Germans, Sephardim Jews, Scots-Irish)? Which regions of colonial America did they migrate too? Why? How did they contribute to an early American identity? What was their experience like in terms of economic development, cultural, and religious experiences, etc? What accounts for their ability to reproduce their distinctive

societies and cultures (please us the article by “Adaptation and Survival in the New World” by Alison Games in chapter two in the text)? What role did the Great Awakening, the French and Indian War, and the American Revolution play in the formation of a new American identity?

Terms and Concepts for Exam # 2

Terms

The Naturalization Act of 1790

The Naturalization Act of 1795

The Alien and Sedition Acts 1798

The Naturalization Act of 1802

White Male Suffrage

The Republican Party

The Democratic Party

The Whig Party

Ireland

White Anglo Saxon Protestant (WASP)

Mick, paddy, Irish Need not Apply,

Rum, Rome, and Rebellion

The American Party-The Know Nothings

Askenazim (German) Jews

Reform Judaism

Anti-Semitism

B'nai Brith

The National Reform Association

French Canadians

Scandanavians

Denmark, Sweden, Norway

Manifest Destiny

The Texas Revolution

The Alamo/Goliad

The Treaty of Guadalupe Hidalgo 1848

Greasers

The foreign Miners Tax

United States vs. Sandoval 1850

Perez vs. Sharp 1850

Civil Practice of 1850

Federal land Act

People vs. Hall 1854

United States vs. Lucero 1869

The California Gold Rush

Gold Mountain

The Chinese Exclusion Act of 1882

Concepts to identify for Exam # 2

Between 1820 and 1880, millions of people migrated to America, most from Northern and Western Europe and China. Why? What were the push and pull factors in conceptualizing patterns of migration?

1. Basing your essay in part on the documents in the text and the article by Kevin Kenny "The Global Irish," explain did the Irish move to America? What were the conditions that they found themselves in when they arrived on America's shores? What were the major economic sectors that the Irish labored in? Where did they live? Why did American nativists react so negatively to the Irish? What were the sources of this anti-Irish nativism and how did this shape the Know Nothing Party? How did the Irish distinguish themselves from African American slaves as well as free Blacks and how did the Irish "become white"?
2. Basing your essay in part on the documents in the text and the article by Kathleen Neils Conzen "German Catholic Immigrants Who Make Their Own America," explain why the Germans move to America? What were the conditions that they found themselves in when they arrived on America's shores? Where did they live? What were the major economic sectors that the Germans labored in? Why were the Germans more likely to move to the rural Midwest than say the Irish who moved to

the northeastern urban centers? What cultural and intellectual contributions have Germans made to America?

3. Why did Askenazim or German Jews migrate to America? How did American pluralism offer Jews a chance in America that they could not get in Europe at the time? How did Jews face the challenge of maintaining religious traditions in a land that was basically Christian? How did Reform Judaism come to characterize the German Jewish experience? What economic sectors did Jews labor and work in? How did anti-Semitism emerge during the American Civil War and during the Populist movement? What cultural and intellectual contributions have German Jews made to America?
4. Basing your essay on the lectures and the material in chapter five, explain and interpret how Manifest Destiny developed as an ideology of western expansion? What were its racial components and characteristics? How were Mexicans viewed during this phase of American westward expansion? How did Mexico's cultural and historical interactions with Native Americans create a hybrid culture we refer to as "mestizaje" and how did this contribute to Anglo-Americans regarding Mexicans as a "mongrel" race? Following the incorporation of Texas and the American Southwest, 1836-1848, how were Mexicans "racialized" in the American political, cultural, and economic structures?
5. Why did the Chinese migrate to America? What conditions did Chinese immigrants find themselves in and why were White Americans so opposed to Chinese working and living in California and the West Coast? What economic and geographic sectors did the Chinese labor and live in? How did the Chinese Exclusion Act of 1882 lay the basis for the racialization of future Asian immigrants to the United States?

Terms and Concepts for Exam # 3

Terms

Tongs

Hatchet Man

Birds of Passage

Dagoes, Guineas, and Wops

Hunkys, Honkys, and Polacks

Chinks, Gooks, Slopes, Japs, Nips,

Kikes and Yids

The Spanish American War 1898

The Gentleman's Agreement 1906

The National labor Union

Haymarket Square

The Industrial Workers of the World (IWW)

The Mine Workers of America

The United Anthracite Miners (UAM)

The American Federation of Labor (AFL)

United Hebrew Trades

Yiddish

Jacob Schiff

Isiah Berlin'

Meyer Guggenheim, Marcus Goldman

Levi Strauss

Frankfurter

Brandeis

The Hebrew Immigrant Aid Society

The Triangle Shirtwaist Fire

The International Ladies Garment Union (ILGWU)

The Immigration Restriction League

Scientific Racism

Josiah Strong

The Eugenics Movement

Francis Galton

Caucasian, Nordic

Charles Davenport

The Melting Pot

Re Ah Yup 1878

Bhagat Singh Thind 1923

100% Americanism

The Creel Commission

World War One

“Liberty Puppies, Liberty Cabbage, Liberty Measles”

The Races of Europe William Ripley 1899

Franz Boas The Mind of the Primitive Man 1911

The Passing of the Great race Madison Grant

The Rising Tide of Color

The Ku Klux Klan

Henry Ford

The Protocols of the Elders of Zion

The War Plans White Initiative of 1919

The Johnson-Reed Act of 1924

Concepts to Identify for Exam # 3

Between 1865 and 1924, nearly 27 million people moved to the United States; most from Southern and Eastern Europe, but many from Asia and Mexico. When formulating your essays, please include both push and pull factors in explaining migration patterns. For the pull factors you must discuss the industrialization of the American economy and urbanization of American society?

1. Why did various people leave Eastern and Southern Europe (specifically include the Italians, the Greeks, the Poles, and the Russians, and the Slavs)? Why did they move to the United States? What economic conditions did they find In America? What economic and geographic sectors did they labor in and migrate to? How did the experiences of the Italians, Greeks, Poles, Russians, and other Eastern European immigrants vary-both in similarity and differences?
2. Why did various people leave Asia (specifically include the Japanese, the Koreans, the Filipinos, and the Asian Indians)? Why did they move to the United States? What economic conditions did they find in America? What economic and geographic sectors did they labor and live in? How did the experiences of the Japanese, Chinese, Korean, Filipinos, and Asian Indian immigrants vary-both in similarity and differences?
3. Why did Eastern European Jews leave Russia and Poland? Why did they move to the United States? What economic and geographic sectors did they labor and live in? How did the previous

generation of German Jews react to their mass migration? How did East European Jewry transform the character of American Judaism? What is Anti-Semitism and why did anti-Semitism become virulent in America? What role did Henry Ford play in this rising anti-Semitism?

4. How did “scientific racism” and anti-immigrant sentiment grow in the United States? What was the eugenics movement and what did the eugenicists advocate and believe? Who were the intellectual architects of eugenics and immigration restriction? How did elite American nativism differ from working class nativism? What role did World War one and the Bolshevik Revolution play in rising American nativism? Why were Eastern and Southern European immigrants viewed differently than Asian immigrants? What immigrant restriction acts were passed and how did these legislative acts culminate in the 1924 Immigration Restriction Act?

Terms and Concepts for Exam # 4

The War Brides Act of 1946

The Displaced Persons Act 1948

Refugee

The McCarran Internal Security Act of 1950

The McCarran-Walter Immigration and nationality Act of 1952

The Refugees Escape Act of 1957

Cuba

The Platt Amendment of 1901

Fugencio Batista

Fidel Castro

The Hart-Cellar Immigration and Nationality Act of 1965

The “White Ethnic Revival”

The Cuban Revolution of 1959-Fidel Castro

The Mariel Boatlift

Balseros

Miami-Little Havana

The Vietnam War 1965-1975

The Boat People

The Hmong

Pol Pot and the Cambodian “Killing Fields”

The New Asian Immigration

The Border Industrialization Project of 1965

The Termination of the Bracero Program 1965

“Stoop Labor”

The Maquiladores

The Mexican Peso Crises of 1976, 1982, 1986, 1994

The Immigration and Reform and Control Act of 1986

The 1990 Immigration Act

The North American Free Trade Agreement 1994

The Model Minority

The H-1b visa

The L-1 visa

“Brain Drain”

“Reciprocal Drain”

Concepts to Identify for Exam # 4

Since 1965, as a result of the Hart-Cellar Immigration and Nationality Act, millions of immigrants have come to the United States. These immigrants have come from three primary areas, East and South Asia, Latin America (primarily Mexico and Cuba), and the Middle East. In the following essays, be sure to include the push and pull factors that account for this recent immigration pattern.

1. What have been the primary causes (push and pull factors) that account for Asian immigration since 1965 (primarily Taiwan, China, Korea, the Philippines, India, and Vietnam)? What economic and geographic areas have these various immigrants labored and lived in? What are some of the similarities and differences between these various Asian peoples? What accounts for these differences and similarities?
2. What have been the primary causes (push and pull factors) that account for Latin American immigration to the United States (primarily Mexico and Cuba)? What economic and

geographic sectors have they labored and lived in? What are some of the similarities and differences between these various Latin peoples? What accounts for these similarities and differences? How has a nativist backlash against Latin American immigrants fit the overall nativist pattern that has characterized American history over time?

3. What have been the primary causes (push and pull factors) that account for Middle Eastern (Christian and Muslim) peoples to the United States? What economic and geographic sectors have they labored and lived in? What are some of the similarities and differences between these various Middle Eastern peoples? What accounts for these similarities and differences? How has a nativist backlash against Middle Eastern, and particularly Muslim immigrants fit into the overall nativist pattern that has characterized American history over time?