

Course Syllabus: The History of Immigration and Ethnicity in American History

Fall 2024/Sul Ross State University

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Course Objectives:

The objective of this course is to examine immigration and the evolving construction of race and ethnicity in the history of the United States. Beginning with British antecedents and then working our way through the colonial era, the early national period, the nineteenth, twentieth and twenty first centuries, we will examine the impact of voluntary migration to the United States.

Course Requirements

There are several requirements for this course.

1. Punctual and regular attendance, even though this course will be offered through Blackboard, regular attendance and the viewing of lecture material is essential to mastering this course and subject matter.
2. Five exams worth 100 points each.
3. A final exam worth 100 points.
3. A book review worth 100 points.
4. At the end of this course, 630-700=A; 560-630=B; 490-560=C; 420-489=D; 0-419=F

Required Reading

Primary Learning Objective

1. The graduating 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 interpretations play in the assessment of the past.

4. The student will be able to write effectively, logically and persuasively about topics in history.

The American 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 the Counseling and Accessibility Service.

The Marketability of History Majors

SLO 1—The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content.

Marketable skills---Students can identify useful resources from a pool of data.

Students can select and organize data in a relevant manner.

Students can make written presentations to various audiences.

SLO 2—The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable skills---Students can utilize data to persuade various audiences.

Students can utilize data to generate and strengthen ideas.

Students can decipher stances adopted by various individuals.

SLO 3—The history student will demonstrate knowledge of American History, World History, and Non-American history.

Marketable Skills---Students can meet deadlines in a successful manner.

Students can discharge responsibilities in an adequate manner.

Students can manage the absorption of data.

Students can interpret writings, ideas, and themes from the past and present them in a coherent manner.

Course Outline:

Block One: Immigration from the earliest Colonization to a New American Republic 1607-1815

The first block of instruction will cover major themes and concepts for understanding immigration patterns and cycles in American history.

We will examine antecedents to British understanding of ethnicity and colonization through review of British history and the British colonization of Ireland and attitudes towards early Native Americans.

We then cover the history of immigration from 1607 through 1783 and the role of various European peoples in the colonial settling of America.

We conclude this section with the founding of the American Republic, the origins of the National Citizenship Criteria of 1790, and the Federalist and Early republic 1787-1815

Block Two: Immigration from the Early Republic to the Civil War: 1815-1868

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 Irish, German, Catholic migrations as well as the nativist resistance to these migrations. We will also examine the expansion of the United states in the Mexican Southwest and the racialization of the Mexican population of the Southwest as well as Asian migration to the United States and the subsequent nativist backlash which led to the Chinese Exclusionary Act of 1882. Finally, we will also place the 14th Amendment in the context of citizenship and equal protection of the law.

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

The third block of instruction covers the second half of the "Long Century of Immigration" during the industrialization and urbanization of America. The migration of peoples from Eastern and Southern Europe (Russia, Italy Poland, Hungary, Greece, Syria-Lebanon), Asia, (Japan, Korea, and India) Mexico and the beginnings of American Empire resulting from the Spanish American War (the Philippines, Cuba, and Puerto Rico). In this section 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 During Depression, War, and the Cold War, 1924-1965

In this block of instruction, we will examine the dramatic rise of Mexican immigration 1924-1930 and the subsequent repatriation drives during the 1930s and the Bracero program of the second World War and its aftermath as well as changing notions of citizenship and race associated with the Cold War (Eastern Europe, post-Nazi Germany and Operation Paperclip, China and Taiwan, and Cuba)

Block Five: Immigration and the New American Landscape 1965-2016

This block of instruction covers the aftermath of the Immigration reforms of 1965, and the rise in immigration from Mexico, Latin America, South Asia, East Asia, and the Middle East. We will also examine the issues relating to nativism and a post-industrial America.

Block Six: Immigration in Current America 2016-2024.

This concluding section will include current issues and topics relating to the trump and Biden years and where America will go into the future.

Course Outline:

Aug.27-Introduction to Course/Major themes and concepts/The Anglo-Protestant Antecedents/formation of American Identity

Sept.03-Colonial America 1607-1788 (Exam# 1 Given Out)

Sept.10-The Growth of the American Republic:1790-1850/Germans, Irish and Nativism (Exam# 1 due)

Sept.17-The Growth of the American Republic1836-1860/The Mexicans of Texas and the Southwest/Racialization of the Southwest/Asians in the West

Sept. 24-Citizenshipand Race defined 1815-1870-African Americans/Slavery/and the Civil War and the Reconstruction Amendments (Exam # 2 Given Out)

Oct. 01-The Rise of Industrial America 1865-1924(Eastern, Southern Europeans/The Levant/Jews/Asians. The Spanish American War and the New Empire (Puerto Ricans, Cubans, and Filipinos) (Exam # 2 Due)

Oct. 08-The Rise of Industrial America 1865-1924(Eastern, Southern Europeans/The Levant/Jews/Asians The Spanish American War and the New Empire (Puerto Ricans, Cubans, and Filipinos and Mexico1876-1924.

Oct.08-The Rise of IndustrialAmerica1865-1924-Nativism, Anti-Immigration, Darwinism and the Eugenicists, and "Scientific Racism, the Return of the Ku Klux Klan." 1830-1927, the 1924-Immigration Restriction Act (Exam # 3 Given Out)

Oct.15-Immigration in the Depression, War, and the Cold War (1930-1965) (Exam # 3 Due)

Oct.22-Immigration in the Aftermath of the Hart-Cellar Immigration Reform, 1965-1994-Mexicans and the End of the Bracero Program through the North American Free Trade Agreement

Oct.29-Harvest of Empire-Latinos in the New America (Exam # 4 Given Out)

Nov.05-The New Asians; 1965-2016-(Exam # 4 Due)

Nov.12-Middle Eastern Migration and the New Security State (1965-2016)

Nov.19-Immigration and the Return of Nativism 2016-2024 (Exam # 5 Given Out)

Nov.26-no class-Thanksgiving Holiday

Dec.03-Wrap Up Lecture-Recurring Themes and Cycles in American History and "a Post-Racial America"? (Exam # 5 Due)

Terms and Concepts to Identify for Block # 1

Terms

Emigration, Immigration, Migrant, Chain Migration, Refugee

Race, Ethnicity, Assimilation, Acculturation, Push Factors, Pull Factors,

Nativism, Xenophobia, Racism, Structural Racism, Discrimination, prejudice, Bigotry, Anti-Semitism, Nationalism, Trans-Nationalism, Diaspora, Multiculturalism, England, The United Kingdom, The Protestant Reformation, The Spanish Armada of 1588, Ireland, The Ulster Protestants, France, the Huguenots, New Sweden, Nueva Espana, Nouvelle Francia, Nieuw Nederland's, John Calvin, Calvinism, "Savagery and the Wilderness" The Pilgrims, The Puritans, The Puritan Mission, A City of a Hill, The Quakers, The Mennonites, Sephardim Jews, Haym Solomon. The Great Awakening, The Seven Year's War (The French and Indian War, The Scots-Irish.

Concepts to Identify

1. How did the English and the English historical experience establish the core "Anglo-American" national identity? What role did England's national island identity play in the formation of an English or British sense of cultural and racial "separateness"? What role did the protestant reformation play in this process? How did the English colonization of Ireland establish the groundwork for the colonization of the American Indian? What role did Calvinist theology play in shaping the views of Puritans towards the American Indians? How did the American plantation system and Bacon's Rebellion of 1676 play in shaping colonial race relations and the "invention of the white race"? Why are British immigrants not considered as "ethnics"?

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 as part of the founding of an American national identity? How did French and Spanish interactions with Native Americans differ from that of the British and why?

3. Why did various peoples from Europe come to the British colonies voluntarily (the English, the French Huguenots, the Scots-Irish, Germanic peoples, Sephardim Jews, Swedes, and Dutch), as well as the role of indentured servitude? Which regions of colonial America did they migrate to? What determined if they migrated to cities or the countryside? What was their experience in economic development, cultural and religious experiences? What accounted for their ability to forge a distinctive culture and society? How did the Great Awakening create and forge a new American identity, including an African-American one? How did the Seven Years War or French and Indian War play a role in the forging of an American identity? What role did the American Revolution play in the forging of a new American identity?

Terms and Concepts to Identify for Exam # 2

Terms

The Naturalization Act of 1790, the Naturalization of 1795, the Alien and Sedition Acts 1798, the Naturalization Act of 1802, the White Male Suffrage Movement, The Democratic-Republican Party, the Federalist Party, the Democratic Party, the Whig Party, Ireland, The Irish Potato Famine, White Anglo-Saxon Protestants (WASP's), Mick, Paddy, Irish Need Not Apply, Rum, Rom and Rebellion, The American Party of the "Know Nothings", Ashkenazim (German) Jews, Reform Judaism, Binai Brith, German provinces and transnationalism, the National Reform Society, French Canadians, Scandinavians, Denmark, Sweden, Norway, Manifest Destiny, The Texas Revolution, the Alamo/Goliad, The Treaty of Guadalupe Hidalgo, Greasers, Beaners, the Foreign Miners Tax, The Salt War, the Cart War, Racialization, United States v. Sandoval 1850, Perez v. Sharp 1850, the Civil Practice Act of 1850, People v. Hall 1854, the United States v. Lucero 1869, the California Gold Rush, Golden Mountain, The Chinese Exclusionary Act of 1882, Dred Scott Decision, The Taney Court, the 13th Amendment, the 14th Amendment, the 15th Amendment, the Civil Rights Act of 1867, Reconstruction, the Radical Republicans, Due Process, Equal Access Clause,

Concepts to Identify

1. How did immigration and citizenship shift between the Naturalization Act of 1790 and the Naturalization Act of 1802? What role did foreign policy, the Haitian Slave Uprising, the French Revolution, and other issues shape early American attitudes towards immigration? How was foreign policy shaped by American domestic politics and vice versa?

2. Why did the Irish move on masse to the United States? What push and pull factors shaped this experience? How did the Irish potato Famine dominate the narrative of Irish immigration? What is nativism and how did nativism and discrimination shape

the Irish immigration experience? Why and how did the American Party (Know-Nothings) and what were their ideas and platforms? How did anti-Catholicism play a role in American nativism? What is meant by the term "You never see a grey-haired Irishman?"

3. Why was the Ashkenazim Jewish experience in America during the 19th century different from the Sephardim experience of the Colonial Era? How did Reform Judaism emerge from Conservative Judaism? How did Jews form associations to help assist the immigration experience? How did Jews face the challenges of maintaining religious traditions in a predominately Christian and secularizing society? What economic and social sectors did Jews live and work in? How did anti-Semitism play a role in the American Civil War? What intellectual and cultural contributions make to America?

4. What were the push and pull factors in understanding German migration to the United States in the 19th century and how did this differ from the Colonial Era? Where did they migrate too and why and why didn't German elicit the same nativism as the Irish did? What were the economic sectors that the Germans lived and worked in? What intellectual and cultural contributions did Germans make to America? Where and why did Germans move to Texas Hill Country?

5. How did Manifest Destiny shape Anglo racial, religious and cultural attitudes towards Mexicans in both Texas and the American Southwest? How did Mexicans become citizens in the United States and how does this differ from other immigrants in the 19th Century? What was the Treaty of Guadalupe Hidalgo of 1848 and how did it establish citizenship for Mexicans in the Southwest? How did the racialization of Mexicans in the United States create a caste-system which shaped 19th century class relations, land ownership patterns, urban and rural patterns, and religious practices of Mexicans and Mexican Americans?

6. Why did Chinese migrate to California and America in the 1850s and 1860s? Why did they receive such negative racism? What economic and social sectors did the Chinese labor and work in? How did the Chinese Exclusionary Act of 1882 lay the basis for racialization of future Asian immigrants to the United States?

7. How did the racial attitudes towards African Americans establish the notion of race and citizenship with such cases as the Dred Scott Decision? What impact did the Emancipation proclamation, the 13th, 14th, 15th Amendments have on redefining citizenship and race in America? How did the Reconstruction Era shape race relations for the future? Was Reconstruction a success or a failed revolution?

Terms and Concepts for Block # 3

Terms

Birds of Passage, The Industrial Revolution, the Spanish American War of 1898, the Gentleman's Agreement, Italy, Poland Russia, Pogroms, Austro-Hungarian Empire, Greece, Syria-Lebanon, Japan, Korea, Mexico, the Porfiriato, The Mexican Revolution, the national Labor Union, Haymarket Square, Haymarket Square Martyrs, The Industrial Workers of the World, The Mine Workers of America, The United Anthracite Miners, The American Federation of Labor, United Hebrew Trades, Yiddish, The Hebrew Immigrant Aid Society, the Triangle Shirtwaist Fire, The International Ladies Garment Union (ILGWU) Mutual Aid Societies, the Mexican Liberal Party (PLM) Sara Estela, Ricardo and Enrique Flores Magon. ethnic neighborhoods, The Immigration Restriction league, The Eugenics Movement, Francis Galton, Tongs, Hatchet Man, Dagoes, WOPS, and Guineas, Hunkys, Honkys, and Polaks, Chinks, Gooks, Slopes, Japs, Nips, Kikes, Yids, Caucasian and Nordics, Charles Davenport, Madison Grant and the Passing of the Great Race, Henry Ford and the International Jew, The Protocols of the Elders of Zion, Anti-Semitism, Re Ah Yup 1878, Bhagat Sing Thind 1923, World War One, The Creel Commission, 100% Americanism, Liberty Puppies, Liberty Cabbage, Liberty Measles, "The Races of Europe by William Ripley 1899, Franz Boas and the Primitive Mind 1911" The Rising Tide of Color" Margaret Sainger The "Pivot of Civilization" The Red Summer of 1919, The Red Scare, The Red Ark. The War Plans White Initiative, the Johnson-Reed Act of 1924, Carrie Buck, Buck v. Bell 1927, The Plan of San Diego 1915, the Zimmerman Telegram, chain migration,

Concepts

1. What are some of the "push and pull" factors explaining why millions and millions of people left eastern and Southern Europe and migrated to America between 1865 and 1924? Describe specific examples of religious, ethnic, and political repression as well as economic reasons. What did the United States have to offer during the industrial revolution as a pull factor as well as reasons associated with political and religious liberty and potential upward social mobility? (Specifically mention Italians, Poles, Greeks, Russians, Lebanese Christians, Armenians and peoples of the Balkans).

2. Why did Mexicans migrate to the United States between 1876 and 1924? What push factors account for this and what pull factors? What economic sectors did Mexicans work and live in? What about other Latino groups such as Cubans and Puerto Ricans? Please describe both push and pull factors? Where did they move too?

3. Why did Eastern European Jews leave Russia and Poland and the "Pale"? Why did they move to the United States? What is Anti-Semitism and what groups were most likely to be Anti-Semitic at that time? How did previous generations of Jewish migrants assist them? How did Eastern European Jewry transform the character of American Judaism?

4. Why did various groups of people migrate from Asia? Specifically focus on the Japanese, Koreans, Filipinos, and Indians. What economic sector and regions did they migrate too? How did nativism and racism affect their lives? Why did Filipinos assimilate into the American mainstream easier than other groups of Asians?

5. How did "scientific racism" develop and what were some of its core ideas? How did ant-immigrant sentiment fuse with "scientific racism"? Who were some of the major proponents and what economic and social classes did they originate from? Who were the Eugenists and what did they advocate? Who was Margaret Sainger and how did she represent Eugenics thinking? Why is she today an icon for American liberalism and the Democratic Party? What about Henry Ford and Anti-Semitism? Who was Madison Grant? What famous Americans advocated Eugenics? How and why did American Conservatives and Roman Catholics oppose Eugenics and why did some American Liberals and Protestants support Eugenics? Why did Adolf Hitler adopt American ideas of the Eugenists and apply them to Nazi Genocide? How did these ideas eventually lead to the resurgence of the Ku Klux Klan and the Johnson-Reed Act of 1924?

Terms and Concepts for Block # 4

Terms

The War Brides Act of 1946, The Displaced Persons Act of 1948, Operation Paperclip, The Cold War, The Chinese Communist Victory of 1949, Taiwan, Refugee, The McCarran Internal Security Act of 1950, The Smith Act, The McCarran-Walter Act of 1952, The Refugees Escape Act of 1957, "Captive Nations", Fulgencio Bautista, The Cuban Revolution of 1957-1959, Fidel Castro, Raul Castro, The Bracero Program, Operation Wetback 1953, The Dominican Republic Intervention of 1965, Puerto Rico, The Hart-Cuellar Immigration and Nationality Act of 1965, The "White Ethnic Revival", The Mariel Boatlift, Balseros, Miami-Little Havana, The Border Industrialization Act of 1965, the Ending of the Bracero Program, Maquiladoras, the Age of the "Illegal Alien" 1965-1994, The Mexican Peso Crises 1876, 1982, 1986, 1994, The Immigration Reform and Control Act of 1986, The North American free Trade Agreement 1994, El Salvador's Civil War 1977-1988, Guatemala's Civil War 1977-1992, Nicaragua, The Sandinistas, the Contras, "Stoop Labor"

Concepts

- 1. How did the Second World War and the Cold War reshape American immigration policy? How did the Hart-Cuellar Immigration and Naturalization Act of 1965 reshape American Immigration policy and ethnic makeup?**
- 2. What have been the primary "push and pull factors in Mexican migration to the United States 1942-2012? How did the Bracero program emerge and why? How did the ending of the Bracero program create the age of the "Illegal Alien" How did the Border Industrialization Project and the Maquiladoras create both a push and pull factor? How and why did recurring Mexican currency crises and Mexican population growth create a push factor as well the growth of the American Southwest and Midwest serve as a "pull factor"? What impact did the North American Free Trade Agreement have on both push and pull factors for both Mexico and the United States? Why did Mexican migration to the United States decline rapidly after 2012?**
- 3. What do I mean by "Harvest of Empire" concerning Latino migration to the United States and particularly the Cuban, Puerto Rican, Dominican, and Central American migrations to the United States? How has the other Latino experiences in the United States differ from that of Mexican migration? How are they similar?**

Terms and Concepts for Block # 5

Terms

The Vietnam War, the Boat People, the Hmong, Laotians, the Killing Fields of Cambodia, China, Taiwan, South Korea, India, "Model Minority" H-1b Visa "Brain Drain" The Arab Middle east, Iran, the Iranian Revolution of 1979, Pakistan, 9-11, The Patriot Act, Dearborn Michigan, Donald Trump, the "Muslim Travel" ban,

- 1. What have the primary push and pull factors concerning the various nations of East and South Asia that have produced immigration to the United States? How did the Cuellar-Hart Immigration reform Act change American policy towards Asia migrants? What about changes in China's domestic economy since the 1970s? Specifically, distinguish Southeast Asia and the aftermath of the Vietnam War from that of Taiwan and China since the 1970s as well as India. What geographic regions have Asians settled in? What economic sectors have Asians predominated in? What about Indians? What is meant by the term "Model Minority" and how can that be construed as both positive and negative? Is there a common Asian immigration experience?**
- 2. Describe the push and pull factors in the immigration of peoples from the "Middle East" (the Arab nations, Pakistan, Iran, Afghanistan, and Turkey). Are all these**

migrants Muslims? How did Iran under the Shah and later the Islamic Revolution contribute as a push factor from Iran? (include the Bahais). How have Middle Eastern migrants fared in modern America? Does the term "model minority" apply? How did 9-11 affect Muslim immigrants as well as the Patriot Act and current political issues in the modern Middle East? How did the American wars on Afghanistan and Iraq shape push and pull factors?

3. How is current American domestic politics shaping the immigration debate? Specifically, the presidencies of Donald Trump 2016-2020 and Joseph Biden 2020-2024. What impact does this debate have on the presidential election of 2024 which will conclude (hopefully) by the time you take your final exam?