CAST/HIST 256
Immigration in U.S. History

Fall 2016
Oberlin College

TR 3:00 to 4:15 | King 227
4SS CD
Professor Shelley Lee
Office hours: T 11-12; R 11-12, 1-2
King 141-G

COURSE DESCRIPTION AND OBJECTIVES
Describing the United States as a “nation of immigrants” evokes the enduring idea of America as a land of freedom and opportunity for all who wish to settle in its borders. Powerful as the notion remains, it contrasts uneasily with a long history of exclusion, as well as recent events suggesting a resurgence of nativism in our national politics. This course provides an introduction to the history and study of migration to and within the United States, with a focus on the nineteenth to early twenty-first centuries. We will examine major waves of migration, discuss immigration in American law and politics, and explore the experiences of migrants themselves. While most of our study will approach immigration in relation to U.S. history, we also seek to unsettle U.S.-centric understandings by considering internal migration, return migration, and transnationalism. Further, through comparative analysis of the experiences of Natives, Asians, Blacks, Europeans, and Latinos, we will challenge the idea that there is a “standard” or “typical” immigrant experience.

As this is a history class, we will be concerned with studying the immigrant past, honing tools in historical analysis, and engaging debates in the discipline. Contemporary concerns will be considered to the extent that being informed on immigration requires possessing some historical knowledge and perspective. The historical methodology and scholarship grounding the course will be helpful for History majors in building a disciplinary foundation, and CAS majors will likewise benefit from exposure to the study and practice of history. As the course is cross-listed in HIST and CAST, it is interdisciplinary in that we will read from other fields and discuss the importance of intellectual engagement and synthesis across disciplines.

On learning goals, by the end of the semester, you should have attained:
  o familiarity with a broad narrative of U.S. immigration history anchored in understanding of key laws, events, people, and milestones
  o facility with concepts and keywords relevant to immigration studies, such as citizenship, “push-pull,” transnationalism, diaspora, borderlands
  o ability to critically interrogate myths and assumptions about America’s immigrant past
  o comparative knowledge about migration histories across different groups
  o ability to apply historical knowledge to contemporary debates about immigration
  o experience working with primary and secondary sources and understanding of the difference between and importance of each
REQUIREMENTS
These books are available at Oberlin College Bookstore and are on reserve at Mudd Library. Other required readings are available on Blackboard or will be distributed in class.


Final grades are based on the following components, details about which will be given in class:

**Attendance and participation (10%).** I will track attending using sign-up sheets distributed at the start of class. Four or more absences (equivalent of two weeks) will result in failing the course.

**Reading Journals (15%).** These are informal reading responses you will upload by noon, the day of class, using the Blackboard journal function. You will complete five over the semester, and the first two must be completed before fall break. These should be brief reactions/responses to reading and/or other issues raised in class, and should not be merely summaries. I may draw on these during in-class discussions.

**Paper #1: Secondary source(s) analysis (15%).** 1000-word close reading, analysis, and assessment of a secondary source in immigration studies. I will provide a list of articles from which to choose. Due Sept. 22 in class.

**Paper #2: Primary source analysis (15%).** 1000-word close reading and historical analysis of a primary source that sheds light on some aspect of immigration history. I will provide a set of documents from which you can select, but you may also identify your own, as long as you let me know ahead of time. Due Nov. 3 in class.

**Take home exams (30%).** Two exams worth 15% each. These exams will cover material covered in lectures and readings. Your answers will be uploaded to Blackboard Oct. 13 and Dec. 8.

**Final paper (15%)** 1000-word historical op-ed on immigration. Due Saturday, Dec. 17 at 9:00PM.

Grades for coursework are based on following instructions, displayed intellectual content, originality of thought, mastery of materials, and quality of expression. Any late papers are penalized 1/3 of a grade for each day late and will not receive extensive written feedback.

HONOR SYSTEM
By enrolling in this class, you agree to abide by Oberlin’s Honor System. This means that you will not plagiarize or cheat on assignments, and that all written work will include a signed honor pledge (“I affirm that I have adhered to the Honor Code in the assignment”). On papers, cite all written sources that you consulted, whether quoted directly or paraphrased, for electronic or printed materials, as incomplete or improper citations are a form of plagiarism. If you are unfamiliar with proper citation formats, or have questions please consult me, a reference librarian, a writing tutor and/or a style manual. Failure to adhere to the Honor Code will result in a grade penalty, withholding of a grade, and/or reporting to the Student Honor Committee.

CLASSROOM RULES, ETIQUETTE, AND USE OF TECHNOLOGY
We are individuals with unique perspectives and together we form a learning community, sharing an interest in and desire to learn about immigration. Course materials may provoke a range of reactions, and in-class discussions might reveal disagreements with classmates. I expect everyone to commit to making our classroom a space for each person to explore new ideas, ask questions of me and each other, take intellectual risks, and engage in open, honest, respectful debate.

Toward fostering a positive and productive learning environment, you should also be mindful of others and refrain from disruptive behavior, which includes interrupting others, making ad hominem attacks, arriving late or leaving the room while class is in session, and engaging in personal conversation or other diversions unrelated to class activity. Students who persist in such behavior may be asked to leave the class.

The use of cell phones and other devices in class is disruptive and therefore prohibited, except in emergencies. Turn them off or put them on silent mode. Students can to use computers for note-taking purposes or reading reference only. Education research overwhelmingly shows that students learn and absorb information more effectively when taking notes by hand. The use of laptops in class has been shown to undermine the learning not only of the laptop user, but of nearby classmates, due to the distraction they create (see links below for more). I understand that many students do their readings on computers, and that computers can facilitate certain in-class activities. If I receive complaints that computers in class are creating a distracting learning atmosphere, I will implement a ban.


ACADEMIC INCOMPLETES
If you are unable to complete the class, the College allows two kinds of incompletes, educational and emergency. You can read about these on the Dean of Studies website:
http://new.oberlin.edu/office/dean-of-studies/policies/incompletes.dot

DISABILITY SERVICES
The college will make accommodations for persons with documented disabilities. Students should notify the Office of Disability Services located in Peters G-27/G-28 (440-774-5588) and me of any disability related needs.

Other FAQs:

How should I address the professor? Call me “Professor Lee,” in person and in email correspondences.

What is office hours for and do I sign up? Talking about anything in relation to the class, specific questions or concerns, or if you simply want to chat. This is time that I’m available to you. At the beginning of each week there will be a sign-up sheet outside my door. I suggest you sign up rather than drop in, just in case.

What if I can’t make your office hours? Send me an email or talk to me after class and we can set something up.

How quickly do you respond to email? I aim for an email turnaround of 24-48 hours, so emergencies or very time sensitive issues should be brought to me in person, whether in office hours or class. Alternatively, if it is something a fellow student can assist with, try posting to the class discussion board.

What is the best way to get my questions answered? First re-read the syllabus as your answer may be there. If not, you may post a question to the Blackboard discussion board, which will reach all of your classmates and me. This will ensure a quicker response than waiting for me.

I have trouble talking in class and am worried about my participation grade! Discussion and oral expression can greatly enhance one’s learning, and when everyone is engaged and contributes, the class is better for it. If it helps, draw on your journal entries to formulate in-class comments. You can also participate more actively in small group discussions if that is easier. Also, know that asking questions can be an effective form of participation. If all else fails, come see me so we can discuss strategies.

I’m nervous about writing! Everyone is capable of being a good writer, but good writing takes work. Consider visiting the writing center and working with a peer tutor. Also, start your assignments early. Make outlines and drafts and talk with me at any point in the process.

I’m really bad at memorizing things—isn’t that what you do in history classes? Knowledge acquisition is part of the class, so in some ways, yes. However, important facts and concepts will be reinforced multiple times (readings, class, your writings) and I will never expect you to
memorize minutiae for no reason. If you can focus on the context and why something is important you will find it easier to remember the “facts.”
**SCHEDULE**

**WEEK 1**  
**MIGRATION IN U.S. HISTORY**  
Aug. 29  
Course introduction

 Aug. 31  
Major themes, problems, and myths  
Reading: Goodman, “Nation of Immigrants, Historians of Migration” (Bb); Zahra, “America, The Not So Promised Land” (Bb)

**WEEK 2**  
**PRE-NINETEENTH CENTURY MIGRATIONS**  
Sept. 6  
Peopling the New World  
Reading: Bahar, “People of the Dawn, People of the Door” (Bb); Burnard, European Migration to Jamaica, 1655-1780 (Bb)

 Sept. 8  
Forced Migration and the African Diaspora  
Reading: Gomez, “Transatlantic Moment” (Bb); “Job Recalls Being Taken to Slavery in America” (Bb)

**WEEK 3**  
**EUROPEAN IMMIGRATION AND THE CONTOURS OF RACE AND CITIZENSHIP**  
Sept. 13  
The “old immigrants”  
Reading: Kenny, “The Famine Generation” (Bb); Parker, “State, Citizenship, and Territory” (Bb)

 Sept. 15  
Whiteness of a Different Color: The “new immigrants”  
Reading: Goldstein, Ch. 1; Gabaccia, When the Migrants were Men” (Bb)

**WEEK 4**  
**INDUSTRY, EXPANSION, EMPIRE**  
Sept. 20  
Foreign workers of the world  
Reading: Glenn, “Race, Labor, and Citizenship in Hawaii” (Bb); Peck, “Reinventing Free Labor” (Bb)

 Sept. 22  
Migration and Native displacement  
Reading: Bellfy, “Migration and the Unmaking of America” (Bb)  
Paper # 1 due

**WEEK 5**  
**XENOPHOBIA AND NATIVISM**  
Sept. 27  
Clash of ideas: Pluralism, melting pot, etc.  
Reading: Goldstein, Ch. 2-3

 Sept. 29  
Triumph of tribalism  
Reading: Goldstein, Ch. 4-5
| WEEK 6 | CLOSING THE GATES |
| Oct. 4 | The origins of American gatekeeping |
|        | Reading: Hahamovitch, Ch. 1; Lee, “The Chinese Exclusion Example” (Bb) |
| Oct. 6 | Johnson-Reed and the architecture of exclusion |
|        | Reading: Hsu, Ch. 2; “Immigration Act of 1924 Establishes Immigration Quotas” (Bb) |

| WEEK 7 | IDENTITY AND BECOMING AMERICAN |
| Oct. 11 | Assimilation and incorporation against modernity |
|        | Reading: Goldstein, Ch. 6-7 |
| Oct. 13 | The emergence of the “illegal immigration” problem |
|        | Reading: Hsu, Ch. 3; Meeks, “Protecting the White Citizen Worker” (Bb) |
|        | Take home exam due |

| WEEK 8 | ** FALL RECESS ** |

| WEEK 9 | INTERNAL MIGRATION |
| Oct. 25 | The Great Migration |
|        | Reading: Grossman, “Tell Me About the Place” and “Bound For the Promised Land” (Bb) |
| Oct. 27 | The Dustbowlers |
|        | Reading: Gregory, “Out of the Heartland” (Bb) |

| WEEK 10 | REFORM AND RESURGENCE |
| Nov. 1 | Migration patterns and demands during World War II |
|        | Reading: Hahamovitch, Ch. 2-4 |
| Nov. 3 | Dismantling exclusion |
|        | Reading: Hsu, Ch. 4; Hahamovitch, Ch. 5 |
|        | Paper # 2 due |

| WEEK 11 | THE COLD WAR AND A NEW REGIME OF INCLUSION AND EXCLUSION |
| Nov. 8 | Certain newcomers |
|        | Reading: Hsu, Ch. 5-6; Hahamovitch, Ch. 5 |
| Nov. 10 | Security and repression |
|        | Reading: Hahamovitch, Ch. 6 |
WEEK 12  A NEW LANDSCAPE: 1965 AND BEYOND
Nov. 15  Hart-Celler and US demographic transformation
Reading: Hsu, Ch. 8; Hahamovitch, Ch. 7-8

Nov. 17  Globalization and the two-faced approach to immigration policy
Reading: Hahamovitch, Ch. 9

WEEK 13  REFUGEES AND “THE SIDE DOOR”
Nov. 22  Bureaucracy and social reality
Reading: Lipman, A “Refugee Camp in America” (Bb); Tang, “A Gulf Unites Us” (Bb)

Nov. 25  ** THANKSGIVING BREAK **

WEEK 14  THE NEW NATIVISM AND RISE OF IMMIGRANT RIGHTS ACTIVISM
Nov. 29  Anti-immigrant sentiment and the expansion of the deportation state
Reading: Barkan, “Return of the Nativists?” (Bb); Dow, “Designed to Punish” (Bb)

Dec. 1  Out of the Shadows: Immigrant Rights in the 21st Century
Reading: Campbell, “The ‘New Selma’ and the Old Selma” (Bb); Vargas, “My Life as an Undocumented Immigrant” (Bb)

WEEK 15  IMMIGRATION TODAY AND TOMORROW
Dec. 6  Immigration and Ethnicity in the 21st Century
Reading: Hahamovitch, Ch. 10; Wendy Cheng, “The Changs Next Door to the Diazes” (Bb)
Take home exam distributed

Dec. 8  Course wrap-up
Reading: Ramakrishnan and Gulaskeram, “Take the Immigration Fight to the States” (Bb); Richwine, “The Immigration Band-Aid” (Bb)
Take home exam due

Final paper due Dec. 17, 9:00pm