

HIST 3345-001 Immigration in United States History

Instructor: Kenyon Zimmer

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Office Hours: Thursdays, 3:00pm-6:00pm

Time and Place of Class Meetings: Tues. and Thurs, 12:30pm-1:50pm, Trimble Hall 110

Description of Course Content: Immigration to the United States from the arrival of European colonists to the present. This class examines different forms of migration--voluntary and involuntary, temporary and permanent, legal and illegal--and explores the similarities and differences between the experiences of various immigrant groups. Particular attention will be paid to the shifting definitions of race, ethnicity, and citizenship, and the impact of immigrants on society and politics in the United States.

Student Learning Outcomes: Upon completion of the course students will be able to

- identify key concepts, periods, and themes in American immigration history
- critically interpret and compare the significance of historical events and conflicts
- analyze the ways in which the past has shaped and continues to shape our present
- articulate coherent historical arguments and support them with appropriate evidence

Required Textbooks and Other Course Materials:

- Colin G. Calloway, *New Worlds for All: Indians, Europeans, and the Remaking of Early America*, second edition. ISBN: 978-1421410319
- Leonard Dinnerstein and David Reimers, *Ethnic Americans: A History of Immigration*, fifth edition. ISBN: 978-0231143370
- Thomas Dublin, *Immigrant Voices: New Lives in America, 1773-1986*, second edition. ISBN: 978-0252078729
- David G. Gutiérrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity*. ISBN: 978-0520202191
- Erika Lee, *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943*. ISBN: 978-0807854488
- David R. Roediger, *Working Toward Whiteness: How America's Immigrants Became White*. ISBN: 978-046507074

Descriptions of major assignments and examinations:

- Weekly Response Paragraphs:** Each Tuesday, students will come to class with an informal paragraph-length response to the weekend's readings. These will be shared with the class and turned in for credit.

- **Discussion Leader:** Thursday class sessions will include a discussion co-led by two students. Each student will volunteer to be a discussion co-leader once over the course of the term; this means that they will a) prepare at least five open-ended discussion questions based on that week's course material that they will email to Dr. Z and to their co-leader by no later than 5:00pm on the Wednesday before the discussion, and b) co-facilitate (with their co-leader and the aid of Dr. Z, as needed) an in-depth discussion based off of these questions.
- **Midterm Essay:** A five-page paper due in class on September 30.
- **Final Essay:** An 8-10 page paper due in class on December 2.

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. Because this is an upper-level course with a focus on class discussions and only meets twice a week, attendance is crucial. As the instructor of this section, therefore, I expect you to attend class, and missed classes without an excused absence will detract from your participation grade.

Grading: Your final grade will be calculated according to the following:

- Class participation: 40%
- Weekly response paragraphs: 10%
- Discussion leader: 10%
- Midterm Essay: 15%
- Final Essay: 25%

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

Late Assignments: Unless you have an excused absence (a medical or family emergency or a conflicting university commitment), assignments will be docked 10% for each day they are turned in past the due date.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic

accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During

this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Writing Center: The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

Course Schedule

(As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Kenyon Zimmer)

Week 1: Course Introduction

Thurs. Aug. 21

Week 2: Invasion, Colonization, and Acculturation

Tues. Aug. 26: *Ethnic Americans*, ch. 1; *New Worlds*, Introduction and ch. 1-3

Thurs. Aug. 28: *New Worlds*, ch. 4, 8-9, and Conclusion

Week 3: Conflict and Coercion

Tues. Sept. 2: *New Worlds*, ch. 5-7; John Thornton, “The African Experience of the ‘20. and Odd Negroes’ Arriving in Virginia in 1619” (available on the course [BlackBoard](#) page)

Thurs. Sept. 4: “Letter from Richard Frethorne to His Mother and Father” (available on the course [BlackBoard](#) page); pages 43-59 of Aaron S. Fogleman, “From Slaves, Convicts, and Servants to Free Passengers: The Transformation of Immigration in the Era of the American Revolution” (available on the course [BlackBoard](#) page)

Week 4: Race and Revolution,

Tues. Sept. 9: Excerpts from Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*, 135-139 and 211-240 (available on the course [BlackBoard](#) page); pages 60-66 of Fogleman, “From Slaves, Convicts, and Servants to Free Passengers” (available on the course [BlackBoard](#) page)

Thurs. Sept 11: *Immigrant Voices*, ch. 1

Week 5: Protestants, Catholics, and Nativists

Tues. Sept. 16: *Ethnic Americans*, ch. 2; *Immigrant Voices*, ch. 3

Thurs. Sept. 18: *Immigrant Voices*, ch. 2

Week 6: “The Yellow Peril”

Tues. Sept. 23: *At America’s Gates*, ch. 1-3

Thurs. Sept. 25: Read [these two](#) articles and browse the linked primary documents from the Library of Congress’s “The Chinese in California” online exhibit

Week 7: Challenging Exclusion and Racism

Tues. Sept. 30: Midterm Essay due in class (no response paragraphs)

Thurs. Oct. 2: *At America’s Gates*, 111-145; *Immigrant Voices*, ch. 6

Week 8: The Invention of Illegal Immigration

Tues. Oct. 7: *At America’s Gates*, 147-243

Thurs. Oct. 9: *Immigrant Voices*, ch. 6

Week 9: “New Immigrants” and the New Nativism

Tues. Oct. 14: *Ethnic Americans*, ch. 3; *Working Toward Whiteness*, 3-54

Thurs. Oct. 16: *Immigrant Voices*, ch. 4-5

Week 10: Race and Restriction

Tues. Oct. 21: *Working Toward Whiteness*, ch. 3-4; *Ethnic Americans*, ch. 4

Thurs. Oct. 23: In-class film, TBA

Week 11: "White Ethnics" and Japanese Internment

Tues. Oct. 28: *Working Toward Whiteness*, ch. 5-7 and Afterward

Wed. Oct. 29: Last day to drop classes

Thurs. Oct 30: *Immigrant Voices*, ch. 7

Week 12: From Mexicans to Mexican Americans

Tues. Nov. 4: *Walls and Mirrors*, ch. 1-3

Thurs. Nov. 6: *Walls and Mirrors*, ch. 4

Week 13: Opening One Gate, Shutting Another

Tues. Nov. 11: *Walls and Mirrors*, ch. 5; *Ethnic Americans*, ch. 5; Mae M. Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* ch. 7 (available on the course BlackBoard page)

Thurs. Nov. 13: *Immigrant Voices*, ch. 8-9

Week 14: Indocumentados

Tues. Nov. 18: *Walls and Mirrors*, ch. 6 and Epilogue; *Ethnic Americans*, ch. 7

Thurs. Nov. 20: *Immigrant Voices*, ch. 10

Week 15: The New Face of Immigration

Tues. Nov. 25: In-class film, TBA (No response paragraphs)

Thurs. Nov. 27: Thanksgiving Holiday

Week 16:

Tues. Dec. 2: Final Essay due in class (no response paragraphs)

Week 17 (Finals Week):

Thurs. Dec. 11, 11:00am-1:30pm: Final Essay in-class presentations