

HIST 3345-001: Immigration in United States History Fall 2016 *REVISED*

Instructor: Kenyon Zimmer

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Office Hours: Thursdays, 12:00pm-3:00pm

Time and Place of Class Meetings: Tuesdays and Thursdays, 3:30pm-4:50pm
University Hall 16 (Basement Level)



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:

- Thomas Dublin, *Immigrant Voices: New Lives in America, 1773-2000*, second edition
- Paul Spickard, *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity* (Note: You can also read this book as an eBook through the UTA Library website)

Descriptions of major assignments and examinations:

Weekly Response Paragraphs

Most Thursdays (as listed on the Course Schedule) 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

On most Tuesdays (as listed on the Course Schedule) 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, b) email their questions to Dr. Z and to their co-leader by no later than 5:00pm on the Monday before the discussion, and c) co-facilitate (with their co-leader and the aid of Dr. Z, as needed) an in-depth classroom discussion based off of these questions.

Research Project Proposal

A detailed proposal for your Final Research Project, due in class October 6.

Annotated Bibliography

An annotated bibliography of the primary and secondary sources you will use to write your Final Research Project, due October 20.

Final Research Project

An 8-10 page research paper due in class on December 6.

In-Class Final Project Presentation

A 6-7 minute oral or video in-class presentation presenting the major findings of your Final Research Project, followed by 3-4 minutes of answering questions from the class.

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. **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 more than two missed classes without an excused absence will detract from your participation grade.**

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

Class attendance and participation:	35%
Weekly response paragraphs:	10%
Discussion leader:	10%
Research Project Proposal:	10%
Annotated Bibliography:	10%
Final Research Project:	20%
In-Class Final Project Presentation:	5%

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.**

Plagiarism: **Students who plagiarize material in their written assignments will automatically receive an F for this course.**

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.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

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 in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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.

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>

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

Thursday, August 25

Week 2: Key Concepts and Colonization

Tuesday, August 30

Read: Spickard, *Almost All Aliens*, Chapter 1

Thursday, September 1

Response Paragraph 1 Due

Read: Spickard, *Almost All Aliens*, pages 29-62

Week 3: Servants, Slaves, and “Free Men”

Tuesday, September 6

Student-led Discussion 1

Read: “[Letter from Richard Frethorne to His Mother and Father](#)” (available on the course [BlackBoard](#) page)
and

Dublin, *Immigrant Voices*, Chapter 1

Thursday, September 8

Response Paragraph 2 Due

Read: Spickard, *Almost All Aliens*, pages 62-78

and

Aaron S. Fogleman, “From Slaves, Convicts, and Servants to Free Passengers: The Transformation of Immigration in the Era of the American Revolution” *Journal of American History* (June 1998) (available on the course [BlackBoard](#) page)

Week 4: Defining “American”

Tuesday, September 13

Student-led Discussion 2

Read: Dublin, *Immigrant Voices*, Chapters 2 and 3

Thursday, September 15

Response Paragraph 3 Due

Read: Spickard, *Almost All Aliens*, Chapter 3

Week 5: Expansion and Exclusion

Tuesday, September 20

Student-led Discussion 3

Read: Erika Lee, "The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924," *Journal of American Ethnic History* (Spring 2002) (available on the course [BlackBoard](#) page)

and

Douglas C. Baynton, "Defectives in the Land: Disability and American Immigration Policy, 1882-1924," *Journal of American Ethnic History* (2005) (available on the course [BlackBoard](#) page)

and

Excerpt from Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America* (2009) (available on the course [BlackBoard](#) page)

Thursday, September 22

[Response Paragraph 4 Due](#)

Read: Spickard, *Almost All Aliens*, Chapter 4

Week 6: The "Huddled Masses"

Tuesday, September 27

Student-led Discussion 4

Read: Dublin, *Immigrant Voices*, Chapters 4 and 5

Thursday, September 29

[Research Project Proposal due in class](#)

Week 7: Land of Opportunity?

Tuesday, October 4

Student-led Discussion 5

Read: Excerpt from John Bodnar, *The Transplanted: A History of Immigrants in Urban America* (1987) (available on the course [BlackBoard](#) page)

and

Excerpt from Dino Cinel, *From Italy to San Francisco: The Immigrant Experience* (1982) (available on the course [BlackBoard](#) page)

Thursday, October 6

[Response Paragraph 5 Due](#)

Read: Spickard, *Almost All Aliens*, Chapter 5

Week 8: Marginalization and Exclusion

Tuesday, October 11

Student-led Discussion 6

Read: Dublin, *Immigrant Voices*, Chapter 6

Thursday, October 13

[Response Paragraph 6 Due](#)

Read: Spickard, *Almost All Aliens*, Chapter 6

Week 9: Unexpected Illegal Aliens

Tuesday, October 18

Read: Mai M. Ngai, "The Strange Career of the Illegal Alien: Immigration Restriction and Deportation Policy in the United States, 1921-1965," *Law and History Review* (2003) (available on the course [BlackBoard](#) page)

and

Libby Garland, "Not-Quite-Closed Gates: Jewish Alien Smuggling in the Post-Quota Years," *American Jewish History* (2008) (available on the course [BlackBoard](#) page)

Thursday, October 20

No class; THSO Conference on campus

Upload Annotated Bibliography to BlackBoard

Week 10: Citizenship and Race

Tuesday, October 27

Student-led Discussion 7

Read: Dublin, *Immigrant Voices*, Chapter 7

Thursday, October 29

[Response Paragraph 7 Due](#)

Read: Spickard, *Almost All Aliens*, Chapter 7

Week 11: Opening One Gate...

Tuesday, November 1

Student-led Discussion 8

Read: Dublin, *Immigrant Voices*, Chapters 8 and 9

Thursday, November 3

[Response Paragraph 8 Due](#)

Read: Spickard, *Almost All Aliens*, Chapter 8

Week 12: ...and Closing Another

Tuesday, November 8

Student-led Discussion 9

Read: Dublin, *Immigrant Voices*, Chapter 10

Thursday, November 10

[Response Paragraph 9 Due](#)

Read: Spickard, *Almost All Aliens*, Chapter 9

Week 13: Creating Illegal Immigration (Again)

Tuesday, November 15

Student-led Discussion 10

Read: Mai M. Ngai, "The Civil Rights Origins of Illegal Immigration," *International Labor and Working-Class History* (2010) (available on the course [BlackBoard](#) page)

Thursday, November 17

[Response Paragraph 10 Due](#)

In-class film: *The Other Side of Immigration* (2009)

Week 14: Thanksgiving Holiday

Tuesday, November 22

No class; work on final projects

Thursday, November 24

No class; Thanksgiving Holiday

Week 15: Immigration Today and Tomorrow

Tuesday, November 29

Read: Spickard, *Almost All Aliens*, Chapter 10
and

Claudia Sadowski-Smith, "Unskilled Labor Migration and the Illegality Spiral: Chinese, European, and Mexican Indocumentados in the United States, 1882-2007," *American Quarterly* (2008) (available on the course [BlackBoard](#) page)

Thursday, December 1

Read: Shaun Raviv, "If People Could Immigrate Anywhere, Would Poverty Be Eliminated?" *The Atlantic* (2013)
(<http://www.theatlantic.com/international/archive/2013/04/if-people-could-immigrate-anywhere-would-poverty-be-eliminated/275332/>)

and

Excerpt from Jason L. Riley, *Let Them In: The Case for Open Borders* (2008)
(available on the course [BlackBoard](#) page)

and

Donald Trump, "Immigration Reform That Will Make America Great Again" (2015) (available on the course [BlackBoard](#) page)

Week 16: Final Project Presentations

Tuesday, December 6

Final Research Project Due In Class

In-class Final Project Presentations

Week 17 (Finals Week): Final Project Presentations

Thursday, December 15, 2:00pm-4:30pm

In-class Final Project Presentations, continued