

HIST 3345
Immigration in US History
Spring 2019

Instructor: Kenyon Zimmer

Office Number: University Hall 332A

Office Hours: Tuesdays, 2:00pm-5:00pm

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Faculty Profile: <https://www.uta.edu/profiles/kenyon-zimmer>

Time and Place of Class Meetings: Tuesdays and Thursdays, 11:00am-12:20pm
University Hall 002 (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, citizenship, and legality, as well as 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

- a) identify key concepts, periods, and themes in American immigration history
- b) critically interpret and compare the significance of historical events and conflicts
- c) analyze the ways in which the past has shaped and continues to shape our present
- d) 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*

Both books are available for purchase at the UTA Bookstore or online websites such as Amazon.com. A copy each is also on Reserve at the Central Library, where you may check them out for two hours at a time. *Almost All Aliens* can also read for free as an eBook

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

through the UTA Library website (go to https://uta.alma.exlibrisgroup.com/discovery/openurl?institution=01UTAR_INST&rft_id=info:sid%2Fsummon&rft_dat=ie%3D51101974720004911.ie%3D2187608890004911.ie%3D51115780690004911.language%3DEN&svc_dat=CTO&u.ignore_date_coverage=true&vid=01UTAR_INST:Services)

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 day's readings. These will be shared with the class and then 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. Discussion co-leaders will each:

- Prepare at least five open-ended discussion questions based on the day's readings
- Post these questions to BlackBoard no later than 5:00pm on the Monday before the discussion
- Co-facilitate (with their co-leader and the aid of Dr. Z, as needed) a classroom discussion based off of these questions.

Research Project Proposal

A detailed proposal for your Final Research Project, due February 21.

Annotated Bibliography

An annotated bibliography of the primary and secondary sources you will use to write your Final Research Project, due March 19.

Final Research Project

An 8-10-page research paper due on April 30.

In-Class Final Project Presentation

A brief, five-minute oral or video in-class presentation of the major findings of your Final Research Project.

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.*

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. *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.*

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.

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 and Key Concepts

Tuesday, January 15

First day of class

Thursday, January 17

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

Week 2: Settler Colonialism and the North America's First Immigrants

Tuesday, January 22

Student-led Discussion 1

Read: Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia*, Chapter 4 (available on the course [BlackBoard](#) page)

Thursday, January 24

[Response Paragraph 1 Due](#)

Read: Spickard, *Almost All Aliens*, pages 29-57

Week 3: Indentured Immigrants

Tuesday, January 29

Student-led Discussion 2

Read: Dublin, *Immigrant Voices*, Chapter 1

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

Thursday, January 31

[Response Paragraph 2 Due](#)

Read: Spickard, *Almost All Aliens*, pages 57-62

Read: 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* (available on the course [BlackBoard](#) page)

Week 4: Enslaved Immigrants

Tuesday, February 5

Student-led Discussion 3

Read: Excerpts from *The Interesting Narrative of the Life of Olaudah Equiano* (available on the course [BlackBoard](#) page)

Thursday, February 7

[Response Paragraph 3 Due](#)

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

Read: Alexander X. Byrd, *Captives and Voyagers: Black Migrants Across the Eighteenth-Century British Atlantic World*, pages 1-7 (available on the course [BlackBoard](#) page)

Week 5: Defining “American” after the Revolution

Tuesday, February 12

Student-led Discussion 4

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

Thursday, February 14

Response Paragraph 4 Due

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

Week 6: Territorial Expansion and Asian Exclusion

Tuesday, February 19

Student-led Discussion 5

Read: Gwen Sharp, “Old ‘Yellow Peril’ Anti-Chinese Propaganda,” Sociological Images (<https://thesocietypages.org/socimages/2014/06/20/old-yellow-peril-anti-chinese-posters/>)

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

Thursday, February 21

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

Response Paragraph 5 Due

Upload Research Project Proposal to BlackBoard before midnight

Week 7: The “Huddled Masses” Arrive

Tuesday, February 26

Student-led Discussion 6

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

Thursday, February 28

Response Paragraph 6 Due

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

Week 8: A Land of Opportunity?

Tuesday, March 5

Student-led Discussion 7

Read: John Bodnar, *The Transplanted: A History of Immigrants in Urban America*, Chapter 6 (available on the course [BlackBoard](#) page)

Read: Mark Wyman, *Round-Trip to America: The Immigrants Return to Europe, 1880-1930*, Introduction (available on the course [BlackBoard](#) page)

Thursday, March 7

Response Paragraph 7 Due

Read: Spickard, *Almost All Aliens*, pages 227-273

Week 9: Spring Break (No Class)

Tuesday, March 12

No class

Thursday, March 14

No class

Week 10: Marginalization and Exclusion

Tuesday, March 19

Student-led Discussion 8

Upload Annotated Bibliography to BlackBoard before midnight

Read: Dublin, *Immigrant Voices*, Chapter 6

Thursday, March 21

Response Paragraph 8 Due

Read: Spickard, *Almost All Aliens*, pages 273-289

Read: Margot Canada, *The Straight State: Sexuality and Citizenship in Twentieth-Century America*, Chapter 1 (available on the course [BlackBoard](#) page)

Week 10: Illegal Aliens in Unexpected Places

Tuesday March 26

Student-led Discussion 9

Read: Sample articles from the *New York Times* (available on the course [BlackBoard](#) page)

Read: Interview of Otto Heinemann by Margo Nash, January 31, 1974 (<https://imld-alexanderstreet-com.ezproxy.uta.edu/philologic/IMLD/navigate/5175/1/>)

Read: Extract from the *Annual Report of the Commissioner General of Immigration, 1930* (available on the course [BlackBoard](#) page)

Thursday, March 28

Response Paragraph 9 Due

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* (available on the course [BlackBoard](#) page)

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

Week 11: Citizenship and Race at Mid-Century

Tuesday, April 2

Student-led Discussion 10

Read: Dublin, *Immigrant Voices*, Chapter 7

Thursday, April 4

Response Paragraph 10 Due

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

Week 12: Opening One Gate...

Tuesday, April 9

Student-led Discussion 11

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

Thursday, April 11

Response Paragraph 11 Due

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

Week 13: ...and Closing Another

Tuesday, Tuesday, April 16

Student-led Discussion 12

Read: Dublin, *Immigrant Voices*, Chapter 10

Thursday, Thursday, April 18

Response Paragraph 12 Due

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

In-class film: *The Other Side of Immigration*

Week 14: Illegal Immigration and the Myth of “Doing It the Right Way”

Tuesday, April 23

Student-led Discussion 13

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

Thursday, April 25

Response Paragraph 13 Due

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

Read: “What Part of Legal Immigration Don’t You Understand?” *Reason Magazine*
(<http://reason.com/assets/db/immigration-flow-chart.jpg>)

Week 15: Final Project Presentations

Tuesday, April 30

Upload Final Research Project to BlackBoard before midnight

In-class Final Project Presentations

Thursday, May 2

In-class Final Project Presentations

Additional Information

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

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.*

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://wweb.uta.edu/aao/fao/>).

Academic Integrity: Faculty are encouraged to discuss the Honor Code and the consequences of cheating, including plagiarism with their students.

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/>. Students are encouraged to review these guides on plagiarism <http://libguides.uta.edu/researchprocess/plagiarism> <http://libguides.uta.edu/copyright/plagiarism>.

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.

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 <http://www.uta.edu/universitycollege/resources/index.php>.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions, Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): [Optional.] The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>