

Hist 314/CAC 304 American Roots: Immigration, Migration, and Ethnic Identity
Course Syllabus
WSU Vancouver T-TH 12-1:15 MMC 23
Spring 2007

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Office Hours: Tues-Thurs 1:30-2:30 and by appointment

Course Description

This course focuses on the themes of immigration, migration, and ethnic identity, which today are exciting fields of historical inquiry. We will examine the phenomena of people moving to a new place, what happens to them after they arrive, how they reformulate personal and group identities over time, and how they have shaped the history of the United States. Beginning in the early seventeenth century, but focusing primarily on the twentieth century, we will explore some of the different ways people have participated as “Americans,” considering questions about national identity, borders, citizenship, work, race, ethnicity, gender, and class. The course will survey the history of immigration and ethnicity through lectures, films, guest speakers, and discussions of first-hand accounts, historians’ analyses, and novels.

Students are encouraged to sign up for GenEd 300 Accessing Information for Research (1 credit), which provides accompanying instruction for this class. Prof. Linda Fredericksen will introduce students to the sources, tools, techniques, records, and research strategies used in the social sciences and humanities. You will learn how to retrieve and use primary and secondary source material required for assignments in this class. The class meets Thursdays, 2:50-4:05. Contact: frederik@vancouver.wsu.edu

Required Texts

Jon Gjerde, *Major Problems in American Immigration History*
Anzia Yesierska, *Bread Givers*
James Gregory, *The Southern Diaspora: How the Great Migrations of Black and White Southerners Transformed America*
Milton Murayama, *All I'm Asking for Is My Body*
Alicia Alarcón, *The Border Patrol Ate My Dust*

Class Procedures and Evaluations

The class will consist of a mix of lectures and discussions. All participants are expected to read with care assignments and come to class prepared to offer thoughtful comments, questions, and evaluations. To enhance discussions, we will create an atmosphere of cooperation, respect, and open exchange. We will sometimes break into small groups to discuss readings.

This course will emphasize the analysis of primary sources—the first-hand accounts and remains of the past, such as reminiscences, letters, newspapers, reports, images, artifacts, poems, and music. Class discussions will focus on the documents in the main text, *Major Problems in Immigration History*, two novels, an oral history account, and a traditional historical monograph. The three major written assignments will require you to understand and interpret class and outside readings.

Evaluations will be based on preparation for and contributions to class discussions, short in-class and outside writing assignments, two short papers based on assigned readings, and a final project. **Detailed instructions for each assignment will be distributed well in advance of due dates.**

* **Discussion/outside event/in-class writing (25%).** This portion of the grade consists of attendance, contributions to full class and small group discussions, at least 1 written summary (1-2 pp) of a small group discussion, five to six in-class writing opportunities or quizzes (1 page each, based on questions about the assigned readings), a short web site evaluation, and recipe.

* **Paper Assignment #1 (25%).** A 4-page (doublespaced, wordprocessed) paper that analyzes discussions and assigned readings related to parts II and III. More detailed instructions, and a specific question to guide your discussion, will be distributed two weeks in advance of the due date.

* **Paper Assignment #2 (25%).** A 4-page (doublespaced, wordprocessed) paper that analyzes discussions, assigned readings, and one additional outside primary source (that you locate through the library or web) related to part IV. More detailed instructions, and a specific question to guide your discussion, will be distributed at least two weeks in advance of the due date.

* **Final Project (25%).** A 6-7 page annotated bibliography of primary and secondary sources available about a particular ethnic or immigrant group, focusing on the period after 1965. For example, you may want to investigate a group that has recently immigrated to the Portland-Vancouver metro area, your own family/ethnic heritage, or a group of people who have had particular influence in your hometown or workplace. This is not a research paper but rather an outline and summary of sources that might help you develop a more in-depth study.

Course Schedule

Part I: Introduction to Immigration History; the Global Context; the Construction of Ethnicity

T Jan 9 Introductions; Immigration in a Global Context; the American Context

Th Jan 11 Approaches to Immigration History; Categories of Race and Ethnicity (discuss *Major Problems*, pp. 1-28)

Part II: Migrants to North America, 1609 – 1860s

- T Jan 16** European Immigration, Natives, and Africans
(discuss *Major Problems*, 31-67)
- Th Jan 18** Defining Citizenship and Borders
“Push” and “Pull” and the “Old” Immigrants: Irish and Germans
(discuss *Major Problems*, 70-81, 98-123)
- T Jan 23** Ethnic Stereotypes and Nativism; How the Irish Became “White”
(discuss *Major Problems*, 134-168)
- Th Jan 25** Industrial Capitalism, the White Ethnic Working Class, Agricultural Labor
(discuss *Major Problems*, 219-236)
- T Jan 30** Opportunities and Exclusion in the American West
Film: Carved in Silence
(discuss *Major Problems*, 172-185, 195-202)

Part III: Emigration, Immigration, and Industrialization, 1850-1924

- Th Feb 1** How the Other Half Lives: Cities, Sweatshops, and Tenements
Film: Journey to America
(discuss *Major Problems*, 205-218)
- T Feb 6** film: Hester Street
- Th Feb 8** Jewish Families in the Promised Land
(discuss *Bread Givers*)
- T Feb 13** Patriarchy and Women and Children Immigrants
(discuss *Major Problems*, 239-252, 262-271)
- Th Feb 15** Locating and evaluating web sites about immigration
- T Feb 20** Black History Month film: Rise & Fall of Jim Crow
(**web evaluation due**)
- Th Feb 22** Black History Month film: Rise & Fall of Jim Crow (part 2)
(**paper #1 due**)

Part IV: Migration, Ethnicity, Depression, and War, 1920s-1960

- T Feb 27** A Piece of the Pie: African Americans Move North
Film: Promised Land (*Southern Diaspora*, xi-41)

- Th Mar 1** Racialization of Immigrants
- T Mar 6** Americanization and Exclusion
(discuss *Major Problems*, 275-305)
- Th Mar 8** Migration Stories (discuss *Southern Diaspora*, 43-152)
- Mar 12-18** **spring break**
- T Mar 20** Southern Diaspora (discuss *Southern Diaspora*, 153-282)
- Th Mar 22** Depression Crisis: Work, Repatriation, and the New Deal
(discuss *Major Problems*, 345-359, 370-379, 383-384)
- T Mar 27** Immigrants and Labor Organizing
(discuss *All I'm Asking for Is My Body*)
- Th Mar 29** War and National Identity: Internment and “Loyal” Americans
(discuss *Major Problems*, 385-413)

Part V: Immigration, Migration, and Ethnic Identity, 1965 – Present

- T Apr 3** Dismantling Constructions of Race and Citizenship: Immigration Reforms and Ethnic Renaissance
(**paper #2 due**; discuss *Major Problems*, 417-439)
- Th Apr 5** Immigration with a New Face
(discuss *Major Problems*, 451-454, 465-485)
- T Apr 10** Labor and Migration
Film: *Fight in the Fields*
- Th Apr 12** Wars and Refugees
Film: *El Norte* (discuss *Major Problems*, 455-465)
- T Apr 17** Immigration Law and Work since the 1990s: Guest speakers
- Th Apr 19** New Communities and Ethnic Identity
(discuss *Border Patrol*)
- T Apr 24** Global Capitalism, Migration, and the World Economy
Film: *Uprooted: Refugees of the Global Economy*
- Th Apr 26** American Foodways: Class potluck featuring ethnic foods
(discuss projects; **recipe due**)
- T May 1** **Final project due**