



Joe Heller, "Liberty Redux" (2014). Cartoon showing the Statue of Liberty with a sardonic expression on her face, as the words to Emma Lazarus' poem "The New Colossus" have been crossed out and changed from "Give me your poor, your huddled masses yearning to be free..." to "Give me a break from your poor excuse for befuddled politicians yearning to blame me..."

TR 3:00-4:15

Synchronous Online

Dr. Kimberly Hernandez

Online Office Hours: MWR 1:00-2:00 or by appointment

Contact: [hernandk@uwm.edu](mailto:hernandk@uwm.edu) (email contact only)

### Course Description

This course examines immigration to the United States and immigrants' reception by the host society since the late nineteenth century. It will consider: the groups of immigrants coming to the United States; causes of emigration from their home countries and reasons for choosing the United States as their destination; plans for and rates of return migration; their social, cultural and economic adaptation; the significance of race for acceptance within the host society and varied experience of different immigrant groups; changing American immigration and naturalization policy and the cultural and political contexts of policy reforms; the formation of ethnic group identities for resources, cultural retention, and political mobilization; and cultural exchange enriching the American experience.

## Required Readings

Juan Gonzalez, *Harvest of Empire: A History of Latinos in the United States*, Revised Edition (Penguin Books, 2011)

Hiroshi Motomura, *Americans in Waiting: the Lost Story of Immigration and Citizenship in the United States* (Oxford University Press, 2006)

Additional readings posted to Canvas

## Highly Recommended

Diana Hacker, *A Writer's Reference* 5<sup>th</sup> edition or newer (Bedford/St. Martin's Press)

## Class Format

This course is structured as a combination history survey and seminar. Although there will be some traditional instruction in lecture format, emphasis is placed on reading and source analyses, class discussion, and independent research and writing with peer feedback and, at the end of the semester, presentations. This class is synchronous online, sessions will be held via Collaborate Ultra every Tuesday and Thursday from 3:00-4:15 pm. Course materials beyond our two required books (additional readings, film and periodical links, webpages) and Discussion Boards are arranged under modules on our course Canvas page.

There are three units in this course, each focusing on a different immigrant group and U.S. society's response, including immigration policy and enforcement. For each unit content knowledge will be assessed through: Discussion Board posts (altogether worth 20% of your overall grade); brief quizzes, which will be taken during our CU sessions with time for review beforehand and discussion afterward (quizzes collectively count toward 30% of your overall grade); and one response paper (per unit, three total, 10% each, altogether worth 30% of your overall grade).

In lieu of a final exam you will write a 5-pg paper on a topic of your choice related to themes of the course that will require some research. This assignment is worth 20% of your overall grade. The project consists of three graded parts: the proposal (10%), the paper (85%), and your shares (5%). Research and writing instruction, and links to databases and sources will be provided via our Collaborate Ultra sessions and Canvas.

## Graded Breakdown

Discussion Posts	20%
Quizzes	30%
Unit Response Essays (3)	30%
Research Project	20%

## Grade Guide

All work will be graded on an A-F scale. Work of "A" and "A-" quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion plus *your* analysis—your assessment and evaluation. Work in the "B" range demonstrates a sound understanding of the readings and lectures but fails to thoroughly analyze that material. Work in

the “C” range demonstrates a working knowledge of the material and a minimum of interpretation. Work failing to reach this minimal level will receive a “D” or “F.”

The grade scale is as follows:

A 94-100%	B+ 87-89%	C+ 77-79%	D+ 67-79%
A- 90-93%	B 84-86%	C 74-76%	D 64-66%
	B- 80-83%	C- 70-73%	D- 60-63%

Anything below 60% is a failing grade.

*If you fall behind, please do not hesitate to reach out to me.* I am here to help and will do my best to aid with strategies and find solutions for your success. Office hours will be held via "Course Room" on Collaborate Ultra and I will meet with students privately on a first-come, first-served basis. (If you try to enter the Course Room while I am meeting with someone else, you will see that the room has been “locked.” Please wait a few minutes and try again, just as you would if I were already with meeting with someone when you came to my office in Holton Hall.) We can also meet outside of office hours by appointment if needed. You can and should also email me with concerns or questions. I reserve time off for myself in evenings and on weekends, but even on weekends I check my email periodically.

### Academic Honesty

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Milwaukee’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. For more on UWM Academic Misconduct policy, please see: [https://uwm.edu/deanofstudents/conduct/conduct\\_procedures/academic-misconduct/](https://uwm.edu/deanofstudents/conduct/conduct_procedures/academic-misconduct/)

Be aware of plagiarism. When you use someone else’s ideas or language, you must cite her/him using appropriate citations. When you quote a source directly, you must use quotes, attribute that quote, and provide full publishing information. When summarizing or paraphrasing, your source must also be fully cited. When in doubt see me or refer to the Writing Center for guidance. For more information visit UW-Libraries tutorial at: <https://guides.library.uwm.edu/noplagerism> and/or “Avoiding Plagiarism” at Purdue University’s Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/resource/589/01/>

### UWM Writing Center

The Writing Center is an excellent source for help with all types of written assignments and at all stages of your project development: <http://www.writingcenter.uwm.edu>

### Accessibility Resource Center

The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus

life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

If you are already working with an advisor at the Accessibility Resource Center (ARC), please provide your document(s) to me as soon as possible. If you are concerned that you may have a learning disability or any issues, including mental health issues, that might make it difficult or impossible to complete the course requirements, contact ARC: <http://uwm.edu/arc/> (414) 229-6287.

*Please see the following links for information regarding:*

Accommodations for religious observance: [https://apps.uwm.edu/secu-](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-.%20Accommodation%20of%20Religious%20Beliefs.pdf)

[policies/storage/other/SAAP%201-.%20Accommodation%20of%20Religious%20Beliefs.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-.%20Accommodation%20of%20Religious%20Beliefs.pdf)

Accommodations for military service: <https://uwm.edu/onestop/students-called-to-active-duty/>

Grading and Grade Records:

<https://apps.uwm.edu/secu-policies/storage/other/SAAP%201->

[11.%20Grading%20and%20Grade%20Records%20for%20All%20Schools%20and%20Colleges.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-11.%20Grading%20and%20Grade%20Records%20for%20All%20Schools%20and%20Colleges.pdf)

Discriminatory conduct policies: [https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-](https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf)

[1.%20Discriminatory%20Conduct%20Policy.pdf](https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf)

Coping with stress: <https://uwm.edu/mentalhealth/>

Health and safety: <https://uwm.edu/health-safety/>

Support specific to Covid-19: [https://uwm.edu/studenthandbook/student-resources/coronavirus-](https://uwm.edu/studenthandbook/student-resources/coronavirus-covid-19/covid-19-related-student-resources/)

[covid-19/covid-19-related-student-resources/](https://uwm.edu/studenthandbook/student-resources/coronavirus-covid-19/covid-19-related-student-resources/)

Campus Resources for Students: [UWM Milwaukee Campus Resources for Students](https://uwm.edu/campus-resources-for-students/)

## Course Schedule

### Week One

Jan 26

*Introductions*

Post to Introductions Discussion Board

Jan 28

Historiography: The History of U.S. Immigration History

*Reading: Mae Ngai, Ch 16 "Immigration and Ethnic History" in Eric Foner, Lisa McGirr, and American Historical Association American History Now (Temple University Press, 2011), pp. 358-375*

Post to Discussion Board: What did you find new and interesting in this reading?

What did you already know? What would you like to know more about?

### **European Immigration in the Rise of Capitalism, Industrialization, and Urbanization**

#### Week 2

Feb 2

The "New" Immigration

*Reading: Mark Wyman, Ch. 1 "A Two-Way Migration" and Ch. 2 "Seasonal*

Migrations and the American Fever” in *Round-Trip to America: The Immigrants Return to Europe, 1880-1930* (Cornell University Press, 1993)

Feb 4 19<sup>th</sup> Century Urban America  
*Reading: Primary document “Immigrants in American Cities, 1910”; John Bodnar, Roger Simon, and Michael P. Weber, “Immigrant Newcomers in Turn-of-the-Century Pittsburgh in Howard P. Chudacoff and Peter C. Baldwin, eds. Major Problems in American Urban and Suburban History 2<sup>nd</sup> edition (Houghton-Mifflin, 2005), pp. 233; 242-251*

Week 3

Feb 9 Age of Industrialism  
Selections from film: *America and Lewis Hine*  
*Reading: Wyman, Ch. 3 “Immigrants in an Industrializing Economy” in Round-Trip to America*

Feb 11 Progressivism and the “New” Immigration

Week 4

Feb 16 The Great War and the First Red Scare  
*Reading: selection from John Gurda, Ch. 6 “A Bigger, Brighter, Blander Milwaukee, 1910-1930” in The Making of Milwaukee 4<sup>th</sup> edition (Milwaukee County Historical Society, 2018), pp. 213-246*

Feb 18 The First Congressional Immigration Restriction

Week 5

Feb 23 Immigrants Make a New Deal  
*Reading: Lizabeth Cohen*  
*Review*  
*\*Unit 1 Response Essay*

**Asian Immigration, National Expansion, and Unity Through Exclusion**

Feb 25 Asian Immigration to the American West: The *Other* National Immigrant Saga  
*Reading: Motomura, Introduction*

Week 6

March 2 On “Gold Mountain”: Chinese Immigration to the U.S.  
*Reading: Motomura, Ch. 1*

March 4 “Little Brown Brothers” and Aliens Ineligible for Citizenship  
*Reading: Motomura, Ch. 3*

Week 7

March 9 Allies and Enemy Aliens: Asian Americans in WWII

March 11 Online Public History Exhibit: The Orange Story  
<https://theorangestory.org/>  
“Walk” thru the exhibit (four chapters) and post responses to the Discussion Board

## Week 8

- March 16 Choosing topics, finding sources, drafting proposals  
*\*Upload copy of your research proposal to Canvas prior to class Thursday*
- March 18 Discussing Research Proposals  
*\*Have a copy of your proposal available to share with classmates in CU Break Out session*

## ***Spring Break, March 21-28***

## Week 9

- March 30 Opening the Golden Door: Asian Immigration after 1965  
*Reading: Motomura, Ch. 5-6*
- April 1 Film: PBS *The Hmong and the Secret War in Laos*

## Week 10

- April 6 “Model Minority” and Cold War Warriors  
*Reading: Erica Lee Ch. 14 “In Search of Refuge: Southeast Asians in the United States” in The Making of Asian America: A History (Simon & Schuster, 2015)*  
*Review*  
*\*Unit #2 Response Essay*

## **Guests and Guest Workers: Latinx in the U.S.**

- April 8 Mexican and Latin American Immigration since 1880: An Overview  
*Reading: Hispanics in the U.S. Population, 2010 Census Brief; Gonzalez, Introduction*

## Week 11

- April 13 “So Far from God, So Close to the United States”: Mexicans and Mexican Americans During Revolution and the Great War  
*Reading: Gonzalez, Ch.5*
- April 15 Caribbean Subjects and Asylees  
*Reading: Gonzalez Ch. 3*

## Week 12

- April 20 Seeking Sanctuary: Central American Asylum Seekers  
*Reading: Gonzalez, Ch. 8*
- April 22 The Nativist Nineties and Beyond  
*Reading: Robin Dale Jacobson, “Introduction: the Legacy of Proposition 187” in The New Nativism: Proposition 187 and the Debate Over Immigration (University of Minnesota Press, 2008)*

## Week 13

- April 27 Film: Roy Germano *The Other Side of Immigration*

April 29      “Banana Republic” Refugees  
*Reading: Gonzalez, Ch. 13*

Week 14

May 4      Sanctuary Reprise: Immigration as Affiliation *and* Transition  
*Review*  
*\*Unit#3 Response Essay*

May 6      Research Presentations, Peer Review, and Feedback

Week 15

May 11      Research Presentations, Peer Review, and Feedback

May 13      Research Presentations, Peer Review, and Feedback

*\* Research Papers due to Canvas by 5:00 pm Thursday, May 20<sup>th</sup>*