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
Additional readings posted to Canvas

Highly Recommended
Diana Hacker, *A Writer’s Reference 5th* 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:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>74-76%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>67-79%</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
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<tr>
<td>F</td>
<td>60-63%</td>
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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/

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/no-plagiarism 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
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-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)
Accommodations for military service: [https://uwm.edu/onestop/students-called-to-active-duty/](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%205-1.%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/](https://uwm.edu/mentalhealth/)
Health and safety: [https://uwm.edu/health-safety/](https://uwm.edu/health-safety/)
Campus Resources for Students: [UWM Milwaukee Campus Resources for Students](https://uwm.edu/)

**Course Schedule**

**Week One**

<table>
<thead>
<tr>
<th>Jan 26</th>
<th><em>Introductions</em></th>
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<tr>
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<td>Post to Introductions Discussion Board</td>
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<tr>
<th>Jan 28</th>
<th>Historiography: The History of U.S. Immigration History</th>
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<td></td>
<td>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?</td>
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**European Immigration in the Rise of Capitalism, Industrialization, and Urbanization**

**Week 2**

<table>
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<tr>
<th>Feb 2</th>
<th>The “New” Immigration</th>
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<tr>
<td></td>
<td><em>Reading: Mark Wyman, Ch. 1 “A Two-Way Migration” and Ch. 2 “Seasonal</em></td>
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Migrations and the American Fever” in Round-Trip to America: The Immigrants Return to Europe, 1880-1930 (Cornell University Press, 1993)

Feb 4 19th Century Urban America

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

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://thearrangestory.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
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

Week 13
April 27 Film: Roy Germano The Other Side of Immigration
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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| April 29 | “Banana Republic” Refugees  
*Reading: Gonzalez, Ch. 13* |
| Week 14 | **Sanctuary Reprise: Immigration as Affiliation and Transition Review**  
*Unit#3 Response Essay* |
| May 4   | Research Presentations, Peer Review, and Feedback                         |
| May 6   | Research Presentations, Peer Review, and Feedback                         |
| Week 15 | **Research Presentations, Peer Review, and Feedback**                     |
| 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 20th*