

WAR AND FORCED DISPLACEMENT

History 200



Fall Semester 2022

Lecture Time: Tuesday 1:20pm – 3:15pm

Location: Education L151

Professor: Cindy I-Fen Cheng [she, her, hers]

Office: 5106 Humanities

Office Hours: Thursday 12:30am – 2:30pm and by appointment

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COURSE DESCRIPTION AND GOALS

There is no greater force than war driving the movement and dislocation of people. But while many are forced to flee their countries to escape war, only certain groups can enter the U.S. legally as “refugees.” Others are classified as asylum seekers and even as undocumented immigrants. Who makes these determinations and what purpose do these labels serve? This semester, we will examine these questions together. We will focus on three main wars - WW II, the Cold War in Southeast Asia, and the Cold War in Central America - to explore the special circumstances that enabled certain groups to enter the U.S. as “refugees” and others as “undocumented.”

Additionally, we will explore the lived experiences of refugees and the undocumented as they are represented in films, memoirs, biographies, literature, oral histories, and historical writings. Thus, outside of developing a better historical understanding of why the federal government created different immigration statuses to distinguish one group of immigrants from another, we will analyze how these labels shaped the lived experiences of refugees and the undocumented. The goal of this exploration is to gain a better understanding of U.S. immigration history. Given that immigration has been the touchstone of U.S. political debates, the hope is that this understanding will help us better navigate through and make sense of the many refugee- and undocumented- related issues that have been raised in these national forums.

COURSE REQUIREMENTS AND GRADING

The credit standard for this 3-credit course is met by an expectation of a total of 135 hours of student engagement with the course’s learning activities (at least 45 hours per credit or 9 hours per week), which include regularly scheduled meeting times (group seminar meetings of 115 minutes per week), reading, writing, individual consultations with the instructor, and other student work as described in the syllabus.

Discussion Attendance and Participation	40%	400 points
Response Papers [3 write-ups; 100 points each]	30%	300 points
Final Group Project	30%	300 points
Extra Credit		20 points
TOTAL:	100%	1000 points

COURSE POINT BREAKDOWN

Letter Grade	Point Range	Percentage Range
A	925 to 1000	92.5% and higher
AB	875 to 924	87.5% to 92.4%
B	825 to 874	82.5% to 87.4%
BC	775 to 824	77.5% to 82.4%
C	695 to 774	69.5% to 77.4%
D	595 to 694	59.5% to 69.4%
F	594 and below	59.4% and below

*I will provide point breakdowns for each assignment

COURSE POLICIES

Technology-Free Learning Environment: In order to foster a learning environment free of distractions, this is a technology-free class. Your laptops and phones must be stowed away from plain sight. Please also make sure that your phones are on silent mode. You can take notes using a pencil or pen and a notebook.

Attendance: Regular and prompt attendance, active participation, and mature attentiveness during seminar meetings are mandatory.

Readings: Please complete all required readings before Tuesday's seminar meeting each week. Please bring your readings to each class meeting.

Writing Assignments: Assignments are always due during the first ten minutes of class. Any assignment received after the first ten minutes on the due date is considered late. Late assignments will receive a 10-point deduction. E-mailed submissions of papers are not permitted and will not be credited or graded, without exception. Extensions may be granted in cases of personal emergencies, subject to prompt notification, valid documentation of emergency, and the discretion of the professor. Students are responsible for retaining a copy of all assignments.

Honesty: <https://www.students.wisc.edu/doso/academic-integrity/> Please read the university policy on academic integrity. All information borrowed from print sources or the web must be clearly identified and properly credited. Any instance of plagiarism or cheating on written assignments will result in an "F" grade for the assignment and the course.

Abilities: Any student who feels that they may need special accommodation should contact the McBurney Disability Resource Center (<http://www.mcburney.wisc.edu/>) at 608-263-2741 (phone); 263-6393 (TTY); 263-2998 (FAX); FrontDesk@mcb.wisc.edu to ensure that accommodations are implemented in a timely fashion.

REQUIRED TEXTS

- **COURSE READER** is available for purchase at Student Print located at 333 East Campus Mall, Suite 3301: <https://stuprint.org/>
- **Thi Bui**, *The Best We Could Do: An Illustrated Memoir* (New York: Abrams ComicArts, 2018).
- **Mine Okubo**, *Citizen 13660* (Seattle: University of Washington Press, 1983).

** All required texts are available on reserve at the College Library.

COURSE SCHEDULE

WEEK 1: Introduction

T 9.13

WEEK 2: The Policy of “Calculated Kindness”

T 9.20

Reading:

- Carl J. Bon Tempo, “The Age of the Uprooted Man” from *Americans at the Gate: The United States and Refugees during the Cold War* (New Jersey: Princeton University Press, 2015).

WEEK 3: Jewish American Refugees of Postwar America

T 9.27

Reading:

- Beth Cohen, “Welcome to America” and “Unaccompanied Minors” from *Case Closed: Holocaust Survivors in Postwar America* (New Jersey: Rutgers University Press, 2007).

WEEK 4: War and Internal Displacement

T 10.4

Reading:

- Mae M. Ngai, “The World War II Internment of Japanese Americans and the Citizenship Renunciation Cases” from *Impossible Subjects: The Making of Modern America* (New Jersey: Princeton University Press, 2014).

WEEK 5: Japanese Americans during WW II

T 10.11 RESPONSE PAPER 1 DUE

Reading and Media Content:

- Mine Okubo, *Citizen 13660* (Seattle: University of Washington Press, 1983).
- “Order 9066 – Chapter 7: Leaving Camp,”
<https://www.apmreports.org/episode/2018/06/25/order-9066-e07-leaving-camp>

WEEK 6: The Southeast Asian Refugee Crisis

T 10.18 EXTRA CREDIT 1 DUE

Reading:

- Erika Lee, “Chapter 14: In Search of Refuge: Southeast Asians in the United States” from *The Making of Asian America: A History* (New York: Simon and Schuster, 2015).

WEEK 7: Southeast Asian Refugee Resettlement in the U.S.

T 10.25 Film: *aka Don Bonus*

Reading:

- Thi Bui, *The Best We Could Do*, 1-166.

WEEK 8: The Best We Could Do

T 11.1 RESPONSE PAPER 2 DUE

Reading:

- Thi Bui, *The Best We Could Do*, 167-329.

WEEK 9: Central American Asylum Seekers

T 11.8

Readings:

- María Cristina García, "The Wars in Central America and the Refugee Crisis" and "Refugees or Economic Migrants? The Debate over Accountability in the United States" from *Seeking Refuge: Central American Migration to Mexico, the United States, and Canada* (Berkeley: University of California Press, 2006). ®
- Norma Stoltz Chinchilla, Nora Hamilton, and James Loucky, "The Sanctuary Movement and Central American Activism in Los Angeles" from *Latin American Perspectives* 36, no. 6 (November 2009). ®

WEEK 10: Intergenerational Trauma and Plight of Unaccompanied Minors

T 11.15 Film: *Fear and Learning at Hoover Elementary*
REPONSE PAPER 3 DUE

Readings:

- Selections from *Solito, Solita: Crossing Borders with Youth Refugees from Central America*, eds. Steven Mayers and Jonathan Freedman (Chicago: Haymarket Books, 2019).

WEEK 11: Happy Thanksgiving ☺

T 11.22

WEEK 12: Final Project

T 11.29 **EXTRA CREDIT #2 DUE**

WEEK 13: Final Project

T 12.6

WEEK 14: Final Presentations

T 12.13