

*Department of History
University of Wisconsin -- Madison
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History 403

Immigration and Assimilation in US History

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Introduction

History 403 examines immigration to the part of North America now known as the United States, interactions among and within the various movements of people who have gone there, and the extent to which those waves have or have not formed a single, new nationality and culture. It treats those topics from the beginning of the Age of Exploration to the present day. History 403 focuses on the experiences of Africans, Asians, and Latin Americans as well as on those of the Europeans who constituted the majority of the immigrant flow before 1970. The course covers the histories of those who came voluntarily, those who arrived in bondage, and those who migrated under other forms of duress.

The goal of History 403 is to answer a series of basic questions. Who came, and why did they leave their native countries? When did various ethnic and racial groups reach North America, where did they land, and where did they go after landing here? How, across the eras, did the residents whose families had come to America in earlier years, or decades, or centuries receive newcomers? How did the immigrants respond to the unfamiliar environment in which they suddenly found themselves? To what extent did the immigrants and their offspring become part of the mainstream of American society? Which of their Old World practices and values - if any - survived in the New World? Of what importance is immigration in the present era, and how may it affect the

future? The questions seem straightforward, but complicated problems of definition, measurement, and judgment lie beneath their appearance of simplicity.

Online Course

History 403 is fundamentally an online course. The online format enables me to organize materials more efficiently, to integrate diverse kinds of media more effectively, and to convey a greater amount of information in the time available. Although I continue to update the course and to make revisions to it, the online format saves me from having to devote the bulk of my time to repeating material that remains constant from semester to semester. I can devote that regained time to other interactions with students. Finally, the online format enables people to take the course who would not be able to fit it into their schedule due to other commitments or distance from Madison.

History 403 has four discussion sections, and undergraduates must enroll for the lectures and one of those sections. For that they can earn four credits, although they may choose to take only three. Graduate students are allowed only three credits for the course and need not participate in the discussion sections. Graduate students should consult with me about expectations for the course.

Advisories

History 403 is NOT designed for students enrolled primarily to complete their ethnic studies requirement. The course existed before the university imposed that requirement. Immigration and immigration policy as well as ethnic and racial group relations have always been central to my professional interests, and I do not approach them with any objective other than presenting balanced and nuanced analyses. You, however, should have no problem in recognizing how the course pursues the goals of the ethnic studies requirement: becoming aware of history's impact on the present, learning to recognize and question assumptions, gaining consciousness of your identity and those of others, and preparing for effective participation in a multicultural society.

If you chose 403 only for convenience, or in the expectation of having to expend only minimal effort on a general education offering, you will be very unhappy. For your sake and mine, please consider other options. You can find a list of offerings that meet the ethnic studies requirement through the Course Guide tab of "MyUW."

Online delivery of college-level instruction is still in the formative stages of development. It requires flexibility on the parts of instructors and students. Despite my best efforts, some glitches will probably occur; I shall do my best immediately to correct them. If you are willing to engage actively with the material, online courses have great potential for enriching your learning experience. Serious online courses require at least as much work as regular offering. Do not allow the different form of contact involved in online teaching to fool you; online is neither a synonym for “blow-off” nor a signal that the instructor will be less able to tell how much work you are or are not doing.

History 403 is an intermediate course – not an elementary one. It will be fast-paced and comprehensive. Those enrolled should already know the basic facts, trends, and issues relating to the broad issues of the American past. If your knowledge of U.S. history is weak, you will find yourself not only confused but also bored because you will not grasp the broader context into which the specialized information in the course must be fit.

The approach in History 403 is analytical rather than narrative, social scientific rather than humanistic, and empirical rather than emotional. You will frequently encounter evidence in the form of numbers and graphs. If you dislike subjects like economics and sociology, you will be ill at ease in this course. Moreover, the course does not pay much attention to subjects like genealogy and ethnic culture. History 403 may help you place your experience in a larger context, but do not expect a course in family heritage.

The purpose of the readings is to help you think deeply about a set of issues that will probably affect American society for the next half-century — the bulk of the remainder of your lives. Entertaining you is not my mission; the goal is to enhance your ability to analyze difficult and complex matters. The course will neither provide simple answers nor promote a particular point of view. If you come to it either looking for information to reinforce a strongly held political ideology — of either the left or right — or for an opportunity to advocate one, you will be disappointed.

Course Outline

Weeks 1 to 5

In the seventeenth and eighteenth centuries, sizable numbers of Europeans migrated to the region that later became the United States. The coming of the Europeans had disastrous demographic consequences for the existing native population.

Although the English composed a plurality of the colonial immigrants to settlements along the East Coast of North America, large numbers of men and women from the outlying districts of the British Isles and from the nations of the continent joined them in the New World. So too did many involuntary Black migrants from Africa.

For a variety of reasons, immigration to the United States remained at a modest level for approximately a half century after the War of Independence. Between the 1830s and the Civil War, however, hordes of Irish and German immigrants arrived. Substantial numbers of Canadians, Scandinavians, and other Britons joined the influx after that conflict. We shall discuss the general reasons behind this surge in immigration and the specific causes for the emigration from the “donor” countries.

The arrival of the immigrants posed a series of serious challenges to American society and to the self-image that the United States was articulating in the middle of the nineteenth century. The newcomers helped transform the urban environment physically, and the visible poverty of some of them raised among Americans fears of declining economic opportunities. Likewise, the presence of a high percentage of Roman Catholics among the new arrivals threatened the inclination in American Protestantism to identify the U.S. with the land of the millennium. Nevertheless, the immigrants of the pre-war era and of the following decades survived “nativist” resistance, and adapted to their new lives in the United States.

Weeks 6 to 10

Those Europeans who came to America before 1890 became known as the “Old Immigrants” after an exceptionally heavy stream of immigration began flowing to the United States from other source countries late in the nineteenth century. European peoples, such as Italians, Jews, and Slavs, whose cultures were unfamiliar to the population of the United States, formed the largest and most visible freshly arriving “New Immigrant” communities. Natives of Japan and several other Asian nations also arrived, and their experiences will be treated in this block, as will those of the Chinese, who came to the United States during the era of the Old Immigration.

The later arrivals seemed “new” not only as cultural groups but also in terms of the economic and social roles they played as the U.S. entered an age of heavy industry. Contemporary commentators found the demographic characteristics and socioeconomic conditions associated with this second phase of nineteenth century immigration to be

undesirable, and many blamed those features on the newcomers themselves. Historians, however, have rejected that judgment.

The United States took the first serious steps toward severely restricting the right of people to enter this nation when, in 1882, it “temporarily” blocked further immigration by unskilled Chinese laborers. Over the next four decades, a formidable restrictionist movement developed and sought political mechanisms to identify and exclude undesirable immigrants. For some activists, the search gradually shifted from efforts to ferret out individually unfit applicants for admission to attempts to establish “scientifically” the unworthiness of whole nationalities and races.

A policy of sharply limited immigration, with access to entry tied to ethnic background, emerged as the law of the land after World War I. The impact of restriction helped shape labor recruitment policies during and after the Depression. It also affected the experiences of American racial minorities during World War II, even as that conflict began to undermine the ideology behind restriction.

Weeks 11 to 15

The restrictive immigration policies adopted in the 1920s remained in force until the 1960s. During that era, America’s immigrant populations did without the reinforcement of continuing arrivals from abroad, and the nation’s ethnic groups became increasingly composed of persons whose families had been in the United States for at least two generations. Those people spoke English, shed many of the outward styles that had underlined the alien status of their forebears, and increasingly shared in mainstream experiences. The socioeconomic and other gaps separating groups of white Americans from each other grew less wide, and the importance of ethnic and even of religious divisions in the population seemed to wane.

Due, in part, to the high level of “Americanization” that had been achieved, important shifts in American attitudes took place by the mid-1960s. Legislation removed the patently discriminatory ethnic features of immigration policy. Contrary to the prediction of the experts, immigration subsequently again, with nations in Asia and Latin America becoming the principal sources of the new influx.

Contemporary immigration to the United States has several components. Approximately 700,000 legal immigrants constitute the largest part of the permanent influx. Twice that number of people may enter the United States each year without prop-

er documents, but probably only one out of five of them will stay indefinitely in the country. The number fluctuates with world conditions, but roughly 100,000 persons arrive annually as refugees. The criteria for admitting refugees differ from those for admitting immigrants, but the newcomers can usually quick adjust their legal status to that of permanent residents.

Partly because of the Civil Rights Movement's effort to reduce prejudice and partly as a concession to the intractability of racial issues, commentators in the post-1965 era came to accept the idea that demographic and cultural diversity was an inevitable and perhaps even desirable feature of American life. Scholars, however, remain divided both on the actual nature of the "new ethnicity" celebrated by multiculturalists and on its implications for the future. Some see it as a permanent stop of the road to the complete assimilation of all groups, but others deem it a transient phenomenon that will end similarly to previous episodes in the integration of newcomers.

Learn@UW

Learn@UW is the on-line courseware used to support History 403. The URL for the log-in page is <https://learnuw.wisc.edu>. Your "My UW" homepage also has a link to Learn@UW under the "Campus Resources" section of "Campus Quick Links."

Your user name for Learn@UW is your UW-Madison NetID, and your password is your UW-Madison NetID password. Once you have logged in, you will see a list of the courses you are taking that are using Learn@UW. If you do not see that list, click on the ">" to the right of the heading "2013 – Spring."

Click on "History 403" to go to the Learn@UW homepage for the course. That homepage is an enhanced version of the software's typical "Content" tool. At the top of the page you will also see links to several other tools, including Materials, Assignments, Grades, Communication, and UW Tools. You will become familiar with those as needed during the course.

The course homepage lists, by week, the lessons to be presented. Clicking on the title of a lesson will take you to a new homepage devoted to that lesson. After the links for Week 15, the course homepage provides a set of links to general resources you may find useful for studying immigration and ethnicity. The section also includes links to another copy of the syllabus, to PDFs that reproduce the lectures slides and commen-

tary, and to PDFs of the readings. A summary of the lessons listed on the main homepage appears as *Appendix I* to this syllabus.

The separate homepage devoted to each lesson follows a standard, four-section format. It provides a brief description of the lesson, links to the lecture and assignment, a set of discussion questions, and links to supplementary materials. The Lecture and Assignment section for each lesson contains a link to a narrated PowerPoint presentation as well as a link to a black-and-white copy of the lecture slides and of the narration.

The Discussion section lists questions that will help you identify important themes in the lecture. The Supplemental Resources section include QuizImages, which highlight aspects of pictures shown on some of the slides, Glossary terms, which define various terms raised in the lecture, and Optional Materials, which provide links to resources that may be of interest to you. Not every lesson will have entries under all three elements.

Discussions

Section meetings take place on Tuesdays and Wednesdays. The first ones, therefore, will meet on January 22 and 23. The teaching assistant and I plan to be present for all of the initial section meetings. For most of the semester, the teaching assistant and I shall alternate weeks in discussion.

Discussion meetings will review the lectures, analyze the readings, and treat other matters pertinent to the course. Sections will not meet during Week 7 (March 5 and 6) and Week 12 (April 16 and 17) in order to facilitate the grading of the first and second exams. Attendance at section and participation in the discussion are mandatory for all other weeks. Unexcused absences beyond the first will lead to a reduction in your participation grade for the semester.

Readings

History is a book-oriented discipline, but the readings for this class are scholarly articles. Several reasons lay behind the choice. Books attempt to obliterate a subject with full coverage, and articles attempt to provide insight into it by taking apart a particular aspect of it. Relying on articles enables us to examine core arguments about more topics, albeit at the cost of giving less thorough coverage to any single issue. Moreover,

taking advantage of UW's access articles that are available online keeps the cost of course materials remarkably low.

The course has fourteen readings. Each is pertinent to the material for the week for which it is assigned. The reading for each week will usually be discussed during the section meetings for the following week. During Weeks 8 and 13, the sections will examine two readings. A list of the readings appears as *Appendix II* to this syllabus. You will find access to the readings through the "Readings" link on the home page.

Examinations

History 403 includes three equally weighted, non-cumulative examinations, including two mid-terms and a final. The first mid-term will cover Lessons 1 to 17, which take up the first five weeks of instruction. The second mid-term will cover Lessons 18 to 33, which take up the middle five weeks. The final exam will cover Lessons 34 to 52, which take up the final five weeks of the term.

The first exam will take place on Monday, March 4. The second will take place on Monday, April 15. The official date for the third exam is Wednesday, May 15, which is the date assigned by the University for the Final Exam. If you choose, you will be able to take the third exam earlier in the Final Exam Period, which begins on Sunday, May 12.

All exams will have the same three-part format. All parts will be online. Part I consists of objective questions based on the quiz questions at the end of each lesson {30 points}. Part II will be an essay question derived from a list based on lecture themes and readings. It will require an answer of approximately 400 words {30 points}. Part III will be an essay question directed at one of the broader themes of the five-week block. It will require an answer of 750 words {40 points}. You will receive lists of potential essay questions for Parts II and III approximately ten days before each exam.

The questions or question that a student sees in each part of an exam will be chosen randomly from the larger set of previously distributed questions. Thus, the questions confronted will vary among students. The questions, however, should be of equal difficulty.

Students will be able to take the exam at any time during the day for which it is scheduled. They may answer the three parts one immediately after the other, or they

may choose to take each at a separate time during the day. They may take the three parts in any order.

To prevent inappropriate use of reference materials on Part I, students will be held to a tight and strict time limit for submitting answers. Parts II and III will also have time limits, but broadly prepared students can minimize that source of pressure if they have prepared answers that can be pasted into the answer boxes. Check with DoIT to make sure that the browser you prefer is compatible with all Learn@UW features, including cutting and pasting.

Grading

Each examination will be scored on a 100-point scale. The average of a student's total scores over the three examinations will determine 75 percent of his or her final grade. Attendance at the section meetings and participation in discussions of lecture content and readings that take place there will determine the remaining 25 percent of each student's final grade.

The requirements for the course are contained in the lectures and the assignments. Students who take advantage of at least some of the supplemental resources, however, will probably learn more than those who do the minimum amount of work or less. Differing levels of effort may affect the relative performances of students and, consequently, their final grades.

Office Hours and Beyond

Electronic mail is the most reliable medium for reaching me on short notice. My email address is tjarchde@wisc.edu. I monitor it throughout the day and usually in the evening as well. The T.A.'s email address is nstroh@wisc.edu.

My scheduled office hours are on Wednesdays from 1:15-2:15 PM and Thursdays from 3:15 to 4:15 PM. You are also free to stop by whenever I am present at 4135 Humanities. To make appointments for times other than the scheduled office hours, email me or call me at 263-1778 (4135 Humanities) or at 251-7264 (home). Both phones have answering machines; leave a message if necessary.

Nicholas Strohl, the teaching assistant for History 403, will hold office hours on Tuesdays between 1:00 and 2:00 PM and on Wednesdays between 3:30 and 4:30 PM.

Appendix I: Lessons

Week 1 (Jan. 20-26)

1. Exploration and Encounter
2. The Fate of the Indigenous Peoples
3. Early English Settlement
4. Regional Variations in English Settlement

Week 2 (Jan. 27—Feb. 2)

5. Bound Labor
6. Migrant Groups, 1715-1815
7. American Nationalism

Week 3 (Feb. 3-9)

8. The Roots of International Migration
9. The Irish Famine
10. German Immigration
11. Scandinavian Immigration

Week 4 (Feb. 10-16)

12. Immigrants and Know-Nothings
13. Immigrants and Other Minorities
14. The Civil War Era

Week 5 (Feb. 17-23)

15. Non-Immigrant Minorities in the Gilded Age
16. Immigrants and American Labor
17. Americanization

Week 6 (Feb. 24—Mar. 2)

18. Chinese Immigration
19. Early Controls on Immigration
20. The New Immigration

Week 7 (Mar. 3-9)

21. Southern European Immigration
22. Jewish Immigration
23. Slavic Immigration
24. Japanese Immigration

Week 8 (Mar. 10-16)

25. Labor's Concerns about the New Immigration
26. Eugenics and Immigration
27. Immigration and Naturalization Legislation

Week 9 (Mar. 17-23)

28. World War I
29. Contested Meanings of "Assimilation"
30. Immigrants and Radicalism

Spring Break (Mar. 24-30)

Week 10 (Mar. 31—Apr. 6)

31. Restriction in the 1920s
32. American Ethnics: 1920s & 1930s
33. African-Americans in the Postwar Era

Week 11 (Apr. 7-13)

34. The Jewish Issue: 1930s through World War II
35. American Japanese in World War II
36. Mexicans in the U.S. before Mid-Century
37. African-Americans in World War II

Week 12 (Apr. 14-20)

38. Refugees and Immigrants in the Early Cold War
39. Ethnic Gains by Mid-Century
40. Protestant, Catholics, Jew
41. Immigration Act Amendments, 1965

Week 13 (Apr. 21-27)

42. The Civil Rights Movement: To the March on Washington
43. Civil Rights Legislation
44. Black Power and White Backlash
45. Affirmative Action

Week 14 (Apr. 28—May 4)

46. Refugees
47. Undocumented Immigration
48. Managing Undocumented Immigration
49. Immigration Policy since 1990

Week 15 (May 5-11)

50. Immigration and Economics
51. Current American Population Statistics
52. Assimilation and Ethnic Identity

*Appendix II: Readings**

Week 1

Lipman, Andrew. "'A meanes to knitt them togeather': The Exchange of Body Parts in the Pequot War." *William & Mary Quarterly* 65, no. 1 (2008): 3-28.

Week 2

O'Malley, Gregory E. "Beyond the Middle Passage: Slave Migration from the Caribbean to North America, 1619-1807," *William and Mary Quarterly* 66, no. 1 (2009): 125-172.

Week 3

Bessen, James. "Technology and Learning by Factory Workers: The Stretch-out at Lowell, 1842." *Journal of Economic History* 63, no. 1 (2003): 33-64.

Week 4

Pinheiro, John C. "'Religion without Restriction': Anti-Catholicism, All Mexico, and the Treaty of Guadalupe Hidalgo," *Journal of the Early Republic* 23, no. 1 (2003): 69-96.

Week 5

Stremlau, Rose. "'To Domesticate and Civilize Wild Indians': Allotment and the Campaign to Reform Indian Families, 1875-1887." *Journal of Family History* 30, no. 3 (2005): 265-86.

Week 6

Paddison, Joshua. "Anti-Catholicism and Race in Post-Civil War San Francisco." *Pacific Historical Review* 78, no. 4 (2009): 505-544.

Week 7

Benton-Cohen, Katherine. "Other Immigrants: Mexicans and the Dillingham Commission of 1907-1911," *Journal of American Ethnic History* 30, no. 2 (2011): 33-57.

Week 8

Urban, Andrew. "Asylum in the Midst of Chinese Exclusion: Pershing's Punitive Expedition and the Columbus Refugees from Mexico, 1916-1921," *Journal of Policy History* 23, no. 2 (2011): 204-229.

* Readings will be usually discussed during the section meetings for the week following the assignment. For example, the reading for Week 1 will be discussed during the section meetings for Week 2.

Week 9

Ly, Son-Thierry and Patrick Weil. "The Antiracist Origin of the Quota System." *Social Research* 77, no. 1 (2010): 45-78.

Week 10

Allerfeldt, Kristofer. "Rejecting the United States of the World: The Consequences of Woodrow Wilson's New Diplomacy on the 1921 Immigration Act," *European Journal of American Culture* 26, no. 3 (2007): 145-165.

Week 11

Arnesen, Eric. "Specter of the Black Strikebreaker: Race, Employment, and Labor Activism in the Industrial Era," *Labor History* 44, no. 3 (2003): 319-335.

Week 12

Burkholder, Zoë. "From 'Wops and Dagoes and Hunkies' to 'Caucasian': Changing Racial Discourse in American Classrooms during World War II," *History of Education Quarterly* 50, no. 3 (2010): 324-358.

Week 13

Massey, Douglas S. and Karen J. Pren. "Unintended Consequences of US Immigration Policy: Explaining the Post-1965 Surge from Latin America," *Population Development Review* 38, no. 1 (2012): 1-29.

Week 14

Hollinger, David A. "Amalgamation and Hypodescent: The Question of Ethnoracial Mixture in the History of the United States." *American Historical Review* 108, no. 5 (2003): 1363-90.