

*Department of History*  
*University of Wisconsin—Madison*  
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**History 403**  
**Immigration and Assimilation in US History**

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This document describes the version of History 403, “Immigration and Assimilation in American History,” to be offered during the summer session running from May 17 through June 11, 2021. Please note that Memorial Day, May 31, falls on the Monday of the third week. Although that day is a holiday, I have assigned lessons for it. Otherwise, there would not be enough time to cover all the necessary material. As compensation, I have not scheduled lectures for the second and fourth Fridays of the course. Those serve partly as study days and, beginning at 6:00 PM, as the initial hours during which the mid-term and end-term examinations, respectively, will be available. Those examinations will continue to be available until noon on the following Mondays.

During the summer session, I shall try to answer whatever substantive questions you ask. Please wait, however, for the course to begin before posing them. Before May 17, I shall answer questions about the administration of the course but not about the content of specific lessons. That keeps all students on an equal footing regarding instruction.

**The Content of History 403**

History 403 examines population formation in North America, especially in the territory now known as the United States, from the Age of European Exploration and Encounter until the present. Topics include immigration, immigration policy, the reception the immigrants encountered and their adaptation the society they entered, the extent to which ethnic identities persist over time, and relationships among ethnic, religious, and racial groups. History 403 existed before the UW adopted the ethnic studies requirement. It nevertheless carries ethnic studies credit because it pursues the goals of becoming aware of history’s impact on the present, learning to recognize and question assumptions, gaining consciousness of your identity and of those of others, and preparing for effective participation in a multicultural society.

Historians approach the past as a subject important in its own right and seek to understand how the people of the time saw the world. Most also believe that examining earlier events and developments can yield insights into how the present took shape. That effort entails identifying not only the features that make the present and past similar to each other but also those that make each period unique. Knowledge of history may confer the benefits of hindsight, but the fresh conditions of each new era make it unlikely that the past will offer direct answers to the questions of the present.

The topics covered by 403 are of general interest to historians and fit within the courses contributing to the major in the History Department. Within that curriculum, the course is an intermediate rather than an introductory class. Students lacking knowledge of basic American history may need to exert extra effort.

In its analytical approach, History 403 is social scientific rather than humanistic. Population movement, the economics of migration for sending and receiving nations, laws and legal decisions, and the impacts of immigrant, ethnic, and racial groups in the political and social development of the United States are the central subjects. The internal and cultural histories of ethnic, racial, and religious groups receive less emphasis.

History 403 has no political agenda. My parents were immigrants, and I sympathize with people striving to improve their lots in life. Despite rejecting arguments against immigration based on any form of prejudice, I also recognize that the cultural, economic, social, and political integration of diverse peoples often entails clashes of economic interests and social values. The course seeks to present a balanced analysis of such conflicts.

Concerning the current debate about immigration, the goal is to provide useful information rather than to prescribe particular solutions. Those looking either for information to reinforce a strongly held political ideology—of the left or right—or for an opportunity to promote one will be disappointed. Students need to make their own judgments about the issues, which often involve competing definitions of a fair society and of the proper approach to achieving it rather than clear-cut contests between good and bad goals and policies.

Students especially interested in the interplay of the present with the past may want to examine the websites cited on the course homepage. Those resources focus on issues of immediate concern, but several of them also provide historical data. Government websites do not take a political point of view beyond a tendency to report optimistically on operations in pursuit of their legal missions. Non-governmental sites are nominally non-partisan but sometimes lean toward

the liberal or the conservative side of the immigration debate. For example, the Center for Migration Studies is associated with pastoral efforts in behalf of immigrant communities. In contrast, the Center for Immigration Studies, describes its stance as "low immigration, pro-immigrant." As you examine the various sites, you are also likely to encounter individual commentators whose opinions are explicitly liberal or conservative.

## Canvas

Canvas serves as the platform for delivering History 403. All materials needed for the course, including readings, will be available through Canvas. Toward the left of the Canvas screen, the home page presents tabs connecting to multiple sub-sections. Only some of those are relevant for the course. The **Home** tab, presenting modules for each day of the summer session, is the most important.

Most modules under **Home** includes links to the lessons covered over the four-week session. Clicking on a lesson link will take you to a page with information about the topic covered. That page will also include links to the relevant narrated lecture, to a transcript of the lecture, to PDFS of the slides and notes in color and in black and white, to any associated reading, and occasionally to links to supplementary sources.

Following the last lecture in a daily module is a link to a practice quiz. Remarks on the role of those quizzes appear later in this abbreviated syllabus. If a module includes an assigned reading, a link to it appears as the last item.

The modules under **Home** for the second and fourth Fridays in the course pertain, respectively, to the mid-term and end-term examinations. Each contains links to lists of all the potential essay questions about the readings and the lectures for that examination. Each also has a link to the examination itself.

The **Assignment** tab duplicates the links to the practice quizzes, readings, examination preparation questions and the actual examinations. The sub-section headed "Course Documents" has links to the syllabus, this document, and abstracts of the lessons. It also has links to official UW—Madison policy statements about ethnic studies and on Rules, Rights, Responsibilities, Academic Integrity, Accommodations, and Diversity. The last entry under Course Documents offers links to government and private websites useful for the study of immigration and ethnicity.

Students will find three of the remaining Canvas options useful for the course. Please check **Announcements** each day. **Quizzes** replicates the links to the practice quizzes and to the examinations. Test results will appear under **Grades**. If students have questions on the lectures or other matters related to the course, emailing me at [tjarchde@wisc.edu](mailto:tjarchde@wisc.edu) is the preferred mode of contact. I shall reply directly to the student when the question is solely of individual interest. On questions potentially of broad interest, I shall use **Classlist** email to share the response with the whole class.

## Lectures

History 403 consists of 54 lessons. Because they vary in length, most days present three lessons, but two days offer four and another pair have only two. The time required to hear or read the lectures and to examine the slides that accompany them constitute equivalent to the classroom work for standard three-credit course.

The summer version of 403 splits into a balanced pair of two-week blocs. The first two weeks present Lectures 1 through 29, which deal with the period between the Age of Exploration and Encounter to World War I. The second two weeks present the remaining lectures, which treat the century between 1920 and 2020. Although the course is not primarily a venue for analyzing current events, the final week of the course deals with material relevant to the present, including, ethnic and racial relations since the Civil Rights Movement and the resurgence of immigration subsequent to the loosening of restrictive policies in 1965.

Lectures take the form of narrated PowerPoint presentations. You may consume them in three different ways. The options appear in the order of their efficacy, from my point of view.

1. Lectures delivered through Captivate software. All web browsers should be able to open and play the lectures. Clicking on the link to a lecture causes a blank slide to in the web browser that is the default for the machine in use. In the middle of the screen, students will see an arrowhead inside a circle. Clicking on that icon will start the presentation.



The controls for watching the lecture will be familiar to anyone who had viewed video on a computer or similar device. After the narration for a slide ends, students can click on the small right-facing arrowhead at the bottom of the screen to go to the next slide.

Using the small left-facing arrow at the bottom of the screen allows students to return to previous slides.



The pace of the narration is slow enough to allow students to listen carefully and to take notes. They should also spend some time examining the points highlighted on each slide as well as accompanying visual material. The narrations refer to the pictures and graphics but do not always examine them in detail.

2. Students who do not like listening to lectures—or to my lectures—may try alternative approaches. Each lesson has a link to a PDF of the text of the narrative. Students may want to print the lecture and read it as they watch without the audio. The written lectures may also be a useful supplement for those who choose both or watch and listen. Likewise, splitting the computer screen so that the slides appear on one side and the lecture transcript on the other is possible. For those unfamiliar with establishing a split screen, a browser search will lead to how-to instructions for the kind of computer in use
3. Each lesson has a link to a PDF version, in color, of the slides, with transcripts of the associated narrations below them. Reading the lectures with the color slides may be a satisfactory substitute. Each lesson also has a link to a PDF version, in black and white, of the slides, with transcripts of the associated narrations below them. I have included those to keep costs down for anyone who wants to print out materials. The lack of color, however, takes away from the clarity of some of the visual matter.

The PDFs mentioned above reside on Google Drive rather than within Canvas. To get Google Drive for this course, Students must sign in via a @wisc.edu address before Google will allow access to the materials. Attempting to sign in from a non-UW—Madison address will cause Google Drive to send me an error message. At that point, I shall advise you to sign in via your @wisc.edu account.

If you use Chrome, notice that there is an array of nine small colored squares with the word “Apps” next to them. If you click there, a list of your Google apps will appear, and Google Drive may be among them. Click on that icon. If your default Google account uses an address ending other than @wisc.edu, clicking on the Google account icon will give you an option to go another Google account, including one based on a @wisc.edu address. Choosing that will set you up for using Google Drive through @wisc for the rest of your session.

## Daily Practice Quizzes

For each day of the course, a practice quiz appears as the last item in the corresponding Canvas module. The questions draw from the contents of the lectures for that day. Students may take the quizzes as often as they like. Canvas will provide the correct responses for any questions that a student answered incorrectly.

The questions asked in the practice quizzes during Weeks 1 and 2 constitute a pool from which the mid-term examination will draw its objective section. The questions asked in the quizzes during Weeks 3 and 4 constitute a pool from which the end-term examination will draw its objective section. Students will not have access to the practice quizzes and the answers during the times set aside for the mid-term and end-term.

The quizzes and the objective sections of the tests have multiple goals. They are a “stick” to encourage you to go carefully through the course. Because students who do the work generally earn almost all the available points from the objective portions of the examinations, they serve as a “carrot” as well. Just as important, the practice quizzes reinforce learning, and they supply students with specific pieces of evidence to support arguments in other parts of the tests.

## Examinations

The collection of objective questions from the quizzes for the first twenty-nine narrated lectures form the pool from which Part I of the mid-term examination will come. The collection of objective questions from the quizzes for the twenty-six narrated lectures for the final two weeks form the pool from which Part I of the end-term examination will come. On each exam, the Canvas quiz software will randomly draw for each student about twenty-five multiple-choice, matching, true or false, and fill-in-the-blank questions from the appropriate pool. By answering them correctly, the student can earn as many as thirty points on each exam.

Part II of each examination requires students to engage with the scholarly articles read in the preceding two weeks. Links to five questions about the readings for each two-week block appear under the Modules for the second and fourth Fridays on the Home pages as well as under the “Examination Preparation” heading on the Assignments page. On the mid-term and end-term examinations, Canvas will randomly present to each student two questions from those respective sets of five. On each exam, the student must answer ONE of those two questions. A carefully crafted essay of approximately 300 words should meet the requirement. The point value for Part II on each exam is 30.

Part III of each examination requires students engage with the lectures for the preceding two weeks. Links to questions about the lectures for each two-week block appear under the Modules for the second and fourth Fridays on the Home pages as well as under “Examination Preparation” heading on the Assignments page. On the mid-term and end-term examinations, Canvas will randomly present to each student seven questions from those respective sets. On each exam, the student must answer FOUR of those seven questions. A carefully crafted essay of 200 to 300 words should meet the requirement for each question. The total point value for Part III on each exam is 40.

You will have time to write out your essay answers while taking the exams. You can also cut and paste prepared answers into the Canvas quiz software. I strongly recommend that you write an answer—or at least the outline of an answer—for each lecture question after you listen to the narration and review the script. Most lectures involve two questions; a few present one or three.

The mid-exam will be available from 6:00 PM on Friday, May 28, through 11:59 AM on Monday, May 31. The end-term will be available from 6:00 PM on Friday, June 11, through 11:59 AM on Monday, June 14. Both exams will have the same three-part format. All parts will be online. You may take all the parts together or take each of them separately. You may take the parts in any order and at any time over the days when they are available. Each examination accounts for 50 percent of your grade.

### *Lecture Topics and Schedule*

#### *Day 1 (May 30)*

1. Early European Explorations
2. The Fate of the Indigenous Peoples
3. Early English Settlement

#### *Day 2 (May 31)*

4. Regional Variations in English Settlement
5. Bound Labor
6. Migrant Groups, 1715-1815

#### *Day 3 (June 1)*

7. American Nationalism
8. The Roots of International Migration
9. The Irish Famine and Its Aftermath

*Day 4 (June 2)*

10. German Immigration
11. Scandinavian Immigration
12. Immigrants and Know-Nothings
13. Other Minorities and the Immigrants

*Day 5 (June 3)*

14. The Civil War Era
15. African Americans and Indians in the Gilded Age
16. Immigrants and American Labor

*Day 6 (June 6)*

17. Americanization
18. Chinese Immigration
19. Early Controls on Immigration

*Day 7 (June 7)*

20. The "New" or "Third Wave" Immigration
21. Southern European Immigration
22. Jewish Immigration
23. Slavic Immigration

*Day 8 (June 8)*

24. Japanese Immigration
25. Labor and the New Immigration
26. Eugenics and Immigration

*Day 9 (June 9)*

27. Immigration and Naturalization: Legislation before World War I
28. World War I
29. Contested Meanings of "Assimilation"

***Day 10 Mid-Term Exam (Available from 6:00 PM, June 10, to Noon, Monday, June 13)***

*Day 11 (June 31)*

30. Immigrants and Radicalism after World War I
31. Restriction in the 1920s
32. American Ethnics in the 1920s

*Day 12 (June 14)*

33. African Americans after World War I
34. Jews: 1930s through World War II
35. Japanese American: World War II

*Day 13 (June 15)*

36. Mexicans in the U.S. before 1965
37. African Americans in World War II
38. Refugees and Immigrants in the Early Cold War



*Day 14 (June 16)*

39. Ethnic Gains by Mid-Century
40. Protestant, Catholic, Jew
41. Immigration Act Amendments, 1965

*Day 15 (June 17)*

42. The Civil Rights Movement: To the March on Washington
43. Civil Rights Legislation of the 1960s
44. Black Power and White Backlash

*Day 16 (June 20)*

45. Affirmative Action
46. Refugees: Definitions and Debates

*Day 17 (June 21)*

47. Undocumented Immigration
48. Managing Undocumented Immigration

*Day 18 (June 22)*

49. Immigration Policy in the 1990s
50. Immigration: National and Domestic Security Issues
51. Immigration Policy in the 2000s

*Day 19 (June 23)*

52. Immigration: Economic Security Issues
53. Assimilation Identity
54. Current U.S. Population and Projections

***Day 20 End-Term Exam (Available from 6:00 PM, Friday June 24, to Noon, Monday, June 27)***

**Readings**

*Day 1: Lesson 3*

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

*Day 3: Lesson 9*

Anbinder, Tyler. "Moving beyond 'Rags to Riches': New York's Irish Famine Immigrants and Their Surprising Savings Accounts." *Journal of American History* 99, no. 3 (2012): 741-770.

*Day 5: Lesson 15*

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.

*Day 6: Lesson 18*

Batzell, Rudi. "Free Labour, Capitalism and the Anti-Slavery Origins of Chinese Exclusion in California in the 1870s." *Past & Present* 225, no. 1 (2014): 143-186.

*Day 9: Lesson 25*

Gratton, Brian. "Race or Politics? Henry Cabot Lodge and the Origins of the Immigration Restriction Movement in the United States" [plus commentaries]. *Journal of Policy History* 30, no. 1 (2018): 128-166.

*Day 11: Lesson 31*

Fehr, Russell MacKenzie. "Political Protestantism: The Detroit Citizens League and the Rise of the Ku Klux Klan." *Journal of Urban History* 45, no 6 (2019): 1153-1173.

*Day 12: Lesson 33*

Logan, John R., et al. "Emergent Ghettos: Black Neighborhoods in New York and Chicago, 1880-1940." *American Journal of Sociology* 120, no. 4 (2015): 1055-1094.

*Day 15: Lesson 40*

Herzog, Jonathan. "America's Spiritual-Industrial Complex and the Policy of Revival in the Early Cold War." *Journal of Policy History* 22, no. 3 (2010): 337-365.

*Day 16: Lesson 45*

Schuck, Peter. H. "Assessing Affirmative Action." *National Affairs* (Summer 2014)  
Menand, Louis. "Integration by Parts." *New Yorker* 95, Issue 45 (January 20, 2020): 62-68.

*Day 17: Lesson 48*

Martin, David A. "What Makes Migration Control Morally Legitimate?" *Kadish Workshop in Law, Philosophy, and Political Theory*, Law School, University of California, Berkeley (Unpublished Manuscript, October 14, 2017).