RACE & PLACE IN THE MIGRANT MIDWEST

History 201: The Historian's Craft
Department of History
Fall, 2022-2023 (In-Person)
Thursday 1:20-3:15 PM
Education L173

Instructor: Dustin Cohan
Office: 324 University Club Building
Office Hours: Tues. 11:00 AM - 1:00 PM
email: dcohan2@wisc.edu

COURSE DESCRIPTION

The geographic space known as the US Midwest is large, diverse, and difficult to define. Often referred to as the "Heartland" or "Middle America," the region's namesake is a cultural construct that is as much a political device as a way for people to identify and orient themselves to a place. Largely, though, the Midwest has been cast as a white space dominated by pastoral landscapes and working-class cities, and isolated from the more globalized coastal regions. Whether envisioned as the Rust Belt or the Corn Belt, the myth of the white Midwest continues to overshadow a complex history of race, place, and migration that have shaped the region.

This course explores how migrants and immigrants from various backgrounds experienced the Midwest from the late eighteenth century to the present. Centering discussions of violence, race, community building, and culture, this class situates the region in a broader history of US immigration. We will begin with settler colonialism and explore immigration's role in indigenous dispossession and removal. Then, the course traces waves of immigration from Europe, the US South, Latin America, the Caribbean, and Southeast Asia. We will examine movement and settlement patterns, racial formations, interethnic relations, as well as issues that connect US foreign policy, globalization, and labor. Organized chronologically around periods in immigration history, the class investigates how immigrants made place and community in the Midwest.

We will structure our discussions around several important questions: What role did race play in the development of the region? What is placemaking and how did it operate in the history of the Midwest? How did migration and immigration affect regional identities and how have those populations transformed the region? Is there a particular way of life that migrants, immigrants, and refugees have made in the Midwest, one that is distinct from how people have lived in other parts of the country? This course challenges students to consider these queries as they participate in discussions on Midwest immigration history.

CREDIT HOURS

The credit standard for this three-credit course is met by an expectation of a total of 135 hours of student engagement with the class's learning activities (at least 45 hours per credit, or 9 hours per week). This includes regularly scheduled class meetings, reading, independent research,

writing, oral presentations, individual meetings with the instructor, and other student work as described in the syllabus. Since each 75-minute meeting counts for 1.5 class hours (for a total of 3 class hours per week), you should plan to allot an average of 6 hours per week outside of class for course related activities. In addition, you must have satisfied the Communications A requirement to enroll.

COURSE GOALS

As a Comm-B, this class emphasizes skill building in the four core learning areas—visual, auditory, reading and writing, and kinesthetic. Throughout the semester, you will develop the following skills:

- Ask questions to guide historical research.
- Understand footnotes and bibliographies, and use them to uncover related texts and primary sources.
- Familiarize yourself with the UW library system and archival resources available at the Wisconsin Historical Society and the UW-Archives.
- Discern between primary and secondary sources for a certain subject
- Summarize textual arguments
- Determine the value and integrity of source materials.
- Read text, images, film, and audio as historical sources.
- Communicate ideas and critical aspects of research through written and oral formats.
- Use a range of sources to formulate original historical questions, arguments, and conclusions that you will refine for the purpose of group discussion, oral presentations, and a final essay.
- Break arguments down into parts and support them with effective evidence.
- Make formal and informal, written and oral presentations designed for specific audiences

READING

- All course materials are available free on Canvas.
- In the schedule below, you will find daily reading assignments arranged with films, newspapers, maps, and images. Please complete before class on the day it is listed.
- There is also a resource section beneath daily reading. Depending on the week, students will be tasked with incorporating these online archives, digital maps, oral histories, and short films into their weekly reading responses. More instructions to follow.

ASSESSMENTS

Grading

Weekly Reading Reflections (10 total): 10%
Library Assignments (2 total): 10%
Topic & Research Questions (2 total): 10%
Research Proposal: 5%
Oral Presentations (2 total): 10%
Paper Outline: 5%
Rough Draft: 10%

Peer Review: 5%
Final Paper: 15%
Participation: 20%

Grading Scale
A (92.5+); AB (87.5-92.49); B (82.5-87.49); BC (77.5-82.49); C (69.5-77.49); D (60-69.49); F (Below 60)

Weekly Reading Reflections (10%)
During weeks 2-8 and 10-11, submit a discussion post on Canvas before each weekly meeting in response to that day's reading. These write ups should range from 1 to 2 paragraphs. The professor will send a weekly email with questions about the reading to help guide your responses. Submit via Canvas by 10:00 AM on Thursdays before our weekly meeting.

Library Assignments (10%)
On 15 September and 20 October, this class will meet at the Wisconsin Historical Society Archives and the University Archives at Steenbock Library, respectively. These visits will introduce students to the library system and archival resources available at UW-Madison. With the help of archivists and librarians, we will tour the facilities, see special collections, and learn where to go for help. While at the WHS Archives, we will work on locating and reading primary sources. During our second visit at the UW-Archives, we will focus on locating, analyzing, and evaluating materials to formulate a research topic. Due at the end of class or by the end of the day.

Oral Presentations (10%)
As in other Comm-B courses, students will make 2 oral presentations during the semester. The first will be 2.5 minutes in length and will be on a topic of your choice related to the class. The second will be 5 minutes in length and will be specific to your research papers. More instructions to follow.

Topic and Research Questions (10%)
Submit a 1-paragraph explanation of the topic and possible research questions that you plan to explore in your final paper. The first assignment is provisional (due by 11:59 PM on Sunday 2 October). As you research and refine your understanding of the subject, you will revise your topic and research questions, and submit a second version to chart your progress later in the semester (due by 11:59 PM on Sunday 30 October).

Research Proposal: (5%)
Refine your topic and research questions. Build an annotated bibliography that includes at least 2 secondary sources and 3 primary sources that you plan to use to answer your research question. Due via Canvas by 11:59 PM on Sunday 16 October.

Paper Outline (5%)
Build on your research proposal to outline: 1) the argument you plan to make in the paper, 2) a brief historiography section discussing what historians have already written about your topic, 3) a primary source analysis, and 4) possible conclusions. Due via Canvas by 11:59 PM on Sunday 6 November.

Rough Draft (10%)
Complete a rough draft of your final essay. The professor will return these with comments to address in your revisions. Submit to the professor and your peer review partner via email. Due via CANVAS by 11:59 PM on 27 November.

Peer Review (5%):
Review and provide comments for a classmate's rough draft. Submit to the professor and your peer review partner via email. Due via CANVAS by 11:59 PM on 4 December.

Final Research Paper (15%)
The final 6-8 page paper is the culmination of your work in this class. In it, you must draw on primary and secondary sources. During the course you will complete a series of assignments—library exercises, topic & research questions, research proposal, peer reviews, rough draft, oral presentation—that will guide you along the path historians take in crafting a historical essay. In the final three weeks of the class (12 to 15), our time will focus fully on your research projects.

Participation (20%)
Participation in class meetings is a requirement and it is critical to your success in this course. Please come to class each day prepared to engage with the reading and your peers. To build a productive learning community, everyone must be present and involved. During our sessions, we will refine our understanding of the material, develop critical thinking skills, and become good listeners. Throughout the semester, I will allow 1 missed class, no questions asked. If a situation arises in which you need to miss more classes due to health issues (including mental health), quarantine, family commitments, or any other extenuating circumstances, let your professor and TA know immediately so that we can make the proper adjustments to not affect your participation grade. Your well-being is of the utmost importance, please take care of yourselves and tell us how we can support you.

POLICIES & RESOURCES

Electronics
Please refrain from using computers, tablets, phones, etc. during our class. While there are many advantages to using technology, it is also a tremendous distraction. Studies and experience show that students get far more out of their history courses when using an old-fashioned pen and

paper. Please silence your cell phones and keep them in your bag. (*Please come talk to me right away if you are a McBurney Center student needing accommodation.)

History Lab
The History Lab is a great resource for history writing. It is a center run by History PhD students who can assist you at any stage of the writing process: brainstorming research questions, outlining a paper, constructing a thesis statement, or editing drafts. Make an appointment online through the following website: https://history.wisc.edu/undergraduate-program/the-history-lab/

Email policy
Please afford me 24 to 48 hours to read and respond thoughtfully.

Academic Integrity
As the problem of plagiarism persists, I emphasize that your work in this class must be your own. If you plagiarize or copy work, you will be caught, and you will receive an F. All quotations should include quotation marks and citations. For information about what constitutes plagiarism, see: http://writing.wisc.edu/Handbook/QuotingSources.html. You are responsible for knowing what constitutes academic dishonesty. If you have any questions or uncertainties, please ask before any potential problem arises. If you are caught plagiarizing you face discipline according to UW-Madison policies regarding academic integrity, which can be found here: https://conduct.students.wisc.edu/academic-misconduct/.

COVID-19
If anyone becomes ill or needs to quarantine, we can arrange class participation electronically via Zoom. If anything arises, please email the professor and TA as soon as possible so that we can properly adjust to your situation.

Accommodations for Students and the McBurney Center
If you need learning accommodations please contact the McBurney Center and your professor at the very beginning of the semester. Your professor and TA will work with you in tandem with the McBurney Center to provide instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. For more information, visit the McBurney website: https://mcburney.wisc.edu/

Resources on Sexual Assault and Domestic Violence
If you have any concerns, please do not hesitate to approach your professor and/or TA for help. We take these things very seriously. It is completely understandable that you may not feel comfortable approaching us. Please do not feel pressured. In any case, if you or anyone you

know is a victim of sexual assault/harassment or domestic violence, the university has a number of resources designed to help: https://www.uhs.wisc.edu/survivor-resources/

SCHEDULE

UNIT 1. Introduction to the Midwest: Settler Colonial Past & Present

WEEK 1

9/8: Introductions, Syllabus, and "What is the Midwest"?

- Skill: get acquainted with footnotes and bibliographies
- Reading:
    - Grant P. Arndt, "When Worlds Collide: Culture and Catastrophe in the Nineteenth Century," in *Ho-Chunk Powwows and the Politics of Tradition* (Lincoln: University of Nebraska Press, 2016), 21-51.
    - Lucy Eldersveld Murphy, "Creole Communities," in *Gathering of Rivers: Indians, Metis and Mining in the Western Great Lakes, 1737-1832* (Lincoln: University of Nebraska Press, 2000), 45-76.

UNIT 2. European Immigration, 1820s-1914

WEEK 2

9/15: Before Mass Immigration (1820s-1880s)

Library Visit #1 - Meet in the 1st floor lobby of the Wisconsin Historical Society.

- Skill: use library resources to locate source materials; brainstorm potential research topics
- Reading:
    - https://lo.library.wisc.edu/whs_archives/#/
    - Mark Wyman, "Whiskey and Lager Bier," *Immigrants in the Valley: Irish, Germans, and Americans in the Upper Mississippi Country, 1830-1860* (Carbondale: Southern Illinois University Press, 2016), 171-197.
- Resources:
    - Interlibrary Loan: https://www.library.wisc.edu/borrow-request/interlibrary-loan/
    - Introduction to Historical Research: https://researchguides.library.wisc.edu/introhist
    - Finding and Using Primary Sources: https://researchguides.library.wisc.edu/c.php?g=177945&p=1168836
    - Finding Archival Sources: https://researchguides.library.wisc.edu/c.php?g=177945&p=1170361

****Library Assignment #1 due at the end of class or by the end of the day.**

WEEK 3

9/22: European Ethnic Communities in Midwestern Cities (1890-1910s)

- Skill: find and analyze published primary sources; identify the perspective or authorial stance of a source
- Reading:
  - Erika K. Jackson, "When Scandinavians Were Swarthy Migration and the Origins of "Scandinavian Stock" in Chicago," *Scandinavians in Chicago: The Origins of White Privilege in Modern America* (Urbana: University of Illinois Press, 2019), 18-46.
- Sources from Jackson:
  - John Lewis Peyton, *Over the Alleghenies and across the Prairies: Personal Recollections of the Far West One and Twenty Years Ago* (1848), in *As Others See Chicago: Impressions of Visitors, 1673–1933*, ed. Bessie Louise Pierce (Chicago: University of Chicago Press, 1933), 100-101.
  - William Ripley, "Deniker's Classification of the Races of Europe," *Journal of Anthropological Institute of Great Britain and Ireland* 28, no. 1 (1899): 166-173.

UNIT 3. Northern Migration and Immigration, 1914-1965

WEEK 4

9/28: **Film Screening @ 7 pm**

The Killing Floor (Directed by Elsa Rassbach, 1984)
Location: 1651 Humanities

9/29: The Great Migration, Anti-Immigrant Politics, and Racial Violence (1910s-1920s)

- Skill: historical context & film analysis
- Reading:
  - Isabel Wilkerson, "The Great Migration, 1915-1970," in *Warmth of Other Suns: The Epic Story of America's Great Migration* (New York: Vintage Books, 2011), 8-15. [Google Books: https://www.google.com/books/edition/The_Warmth_of_Other_Suns/dt6JDQAAQBAJ?hl=en&gbpv=0]
  - W. E. B. DuBois, "The Migration of Negroes," *Crisis*, June 1917. [63-67]
- Resources:
  - The Great Migration Map: https://www.census.gov/dataviz/visualizations/020
  - Digital Collections from the Great Migration: https://dp.la/primary-source-sets/the-great-migration
  - Great Migration Archives: https://blackfreedom.proquest.com/category/jim-crow-era/great-migration/
  - Howlin' Wolf, "The Killing Floor"

****Topic & Research Questions #1 due by 11:59 PM on Sunday 10/02**

WEEK 5

10/6: Racial Formations, Mexican Repatriation, and the Great Depression (1910s-1930s)

- Skill: read images as text, zooming in on footnotes
- Reading:
  - Omar Valerio-Jiménez, "Racializing Mexican Immigrants in Iowa's Early Mexican Communities," *The Annals of Iowa* 75, no. 1 (2016): 1-46.
  - Gabriela F. Arredondo, "The Mexican Problem," in *Mexican Chicago: Race, Identity, and Nation, 1916-39* (Urbana: University of Illinois Press, 2008), 80-107.
- Images/Map:
  - *Migration Is Beautiful*, Mapping Mexican Migration to Iowa: http://migration.lib.uiowa.edu/map/
  - Julius and Martina Vallejo family portrait, 1921? (https://digital.lib.uiowa.edu/islandora/object/ui%3Alatinas_1140)
  - Mexican girl with goat, Bettendorf, Iowa, c. 1923 (https://digital.lib.uiowa.edu/islandora/object/ui%3Alatinas_579)
- Resource(s): search these finding guides and locate files used by the author:
  - "Guide to the Paul S. Taylor Papers," Bancroft Library, https://oac.cdlib.org/findaid/ark:/13030/tf7489n98b/admin/#aspace_5fd64d590aa36bb4286613f3a3cc6559
  - "Mary McDowell Settlement (Chicago, Ill.) records, 1894-1970, bulk `1930-1962," Chicago Historical Society, http://chsmedia.org/media/fa/fa/M-M/McDowell.htm.
  - "Guide to the Robert Redfield Papers 1917-1958," University of Chicago Library, https://www.lib.uchicago.edu/e/scrc/findingaids/view.php?eadid=icu.spcl.redfieldr

WEEK 6

10/12: The Bracero Program, Colonial Subjects and the Migrant Stream (1940s-1960s)

- Skill: understand historical memory, alternative narratives
- Reading:
  - Lilia Fernández, "Of Immigrants and Migrants: Mexican and Puerto Rican Labor Migration in Comparative Perspective, 1942–1964," *Journal of Ethnic History* 29, no. 3 (Spring 2010), 6-39.
  - Mario Jimenez Sifuentez, "History, Public Memory, and Creating the Bracero Archive," *Oregon Historical Quarterly* 118, no. 4 (Winter 2017): 584-597.
- Resources:
  - The Bracero Oral History Project: https://scholarworks.utep.edu/bracero/
  - Bracero Archive: http://braceroarchive.org/items
  - Bittersweet Harvest: https://americanhistory.si.edu/bracero/introduction
  - Tony Baéz papers, 1968-2008, Wisconsin Historical Society Archives, https://search.library.wisc.edu/catalog/999465375702121
  - "Archival Materials for the Study of the Puerto Rican Migration," https://lcw.lehman.edu/lehman/depts/latinampuertorican/latinoweb/PuertoRico/archivo.htm

- "Puerto Rican Cultural Center Collection," University of Illinois at Chicago, https://collections.carli.illinois.edu/digital/collection/uic_prcc/search

****Research Proposal due Sunday 10/16 by 11:59 PM**
(Expand Topic/Questions with an Annotated Bibliography)

UNIT 4. An End to Exclusion?: Refugees, Asylees, and the Undocumented, 1965 to 1986

WEEK 7

Library Visit #2 - Meet in the lobby of Steenbock Library

10/20: The Hart-Celler Act of 1965 & the Undocumented

- Skill: analyze and evaluate source materials in refining a research topic
- Reading:
  - https://lo.library.wisc.edu/uwarchives/#/
  - Donna Gabaccia, "Immigration and Globalization, 1965 to the Present," in *Foreign Relations: American Immigration in Global Perspective* (Princeton: Princeton University Press, 2012), 176-221.
  - Erika Lee, "The Contradictory Legacy of the 1965 Immigration Act," *What It Means to be American*, 29 Sept. 2015, https://www.whatitmeanstobeamerican.org/ideas/the-contradictory-legacy-of-the-1965-immigration-act/ [2 pp.]
- Resources:
  - First Days Project: https://firstdays.saada.org/
  - Immigrant Stories Project: https://cla.umn.edu/ihrc/immigrant-stories

****Library Assignment #2 due at the end of class or by the end of the day.**

WEEK 8

10/27: The American War in Vietnam, Southeast Asian Refugees, and Refugee Camps

- Skill: develop historical questions using primary & secondary literature
- Reading:
  - Carl L. Bankston III and Danielle Antoinette Hidalgo, "The Waves of War: Refugees, Immigrants, and New Americans from Southeast Asia," in *Contemporary Asian America: A Multidisciplinary Reader*, 3rd edition, eds., Min Zhou and Anthony C. Ocampo (New York: NYU Press, 2016), 129-154.
  - Alfred W. McCoy, "America's Secret War in Laos, 1955-75," in *A Companion to the Vietnam War*, eds., Marilyn B. Young, Robert Buzzanco (New York: Blackwell Publishers Ltd, 2002), 283-313.
- Resources:
  - Vietnamese Boat People: https://www.vietnameseboatpeople.org/
  - "Map of refugee camps in Thailand," UC Irvine, Southeast Asian Archive, https://oac.cdlib.org/ark:/13030/hb1d5nb0sm/?brand=oac4.

- "Photographs from Refugee Camps in Southeast Asia, circa 1980-1989," https://umlseada.omeka.net/collections/show/12
- Living Refugee Archive: https://www.livingrefugeearchive.org/digital_archives/videos/
- "Cheu and Chia Vang: Hmong Farming comes to Wisconsin," Wisconsin Farms Oral History Project, http://wisconsinfarmers.weebly.com/cc-farm.html
- Hmong Oral History Project: https://digitalcommons.csp.edu/hmong-studies_hohp/
- Hmong in Minnesota: https://www.mnhs.org/hmong

****Topic and Research Questions #2 due by 11:59 PM on Sunday 10/30**

WEEK 9

11/3: First Round of Oral Presentations (2-2.5 minutes)

****Paper Outline due by 11:59 PM on Sunday 11/06**

UNIT 5. The Days of Mass Deportation: IRCA, NAFTA, and ICE

WEEK 10

11/10: Seeking Refuge: Latin American Migration & the Sanctuary Movement

- Skill: revise and rewrite a thesis statement based on additional research and analysis
- Reading:
  - Rachel Ida Buff, "Sanctuary Everywhere: Some Key Words, 1945–Present," *Radical History Review* 135 (2019): 14-42.
  - "Daisy Cubias," in *Somos Latinas: Voices of Wisconsin Latina Activists*, 54-62.
  - Daisy Cubias, "Mi País/My Country," in *I Didn't Know There Were Latinos in Wisconsin*, 220-221.
- Resource(s):
  - Mexican Migration Project: Maps, Bibliography, Data: https://mmp.opr.princeton.edu/research/publications-articles-en.aspx?fbclid=IwAR1ccXv1BqbxYGmkH49muCciGdgOPhaX7IEwIAfBgxTdasyc2ceHIHV4Sjw

WEEK 11

11/17: North American Free Trade Agreement of 1994 (NAFTA) & Neoliberal Restructuring

- Skill: situate modern events in broader historical context
- Podcast:
  - Alyshia Gálvez , "Eating NAFTA: Circulating Avocados, NYC Tacos, Criminalized Migrant Labor, and Chronic Disease in Mexico," *Rights Talk*, 15 December 2021. [52 minutes - https://podcasts.apple.com/ie/podcast/e27-eating-

nafta-circulating-avocados-nyc-tacos-criminalized/id1519128556?i=1000545130938]

- Film:
    - *Los Lecheros*, Wisconsin Center for Investigative Journalism and Twelve Letter Films (2017) https://vimeo.com/241074668. [19 minutes]
- Resource(s)
    - Interactive map: Torn Apart/Separados https://xpmethod.columbia.edu/torn-apart/volume/2/.

WEEK 12
11/24: Thanksgiving

****Rough Draft due 11/23 @ 11:59 PM**

WEEK 13
12/1: Oral Presentations (5 minutes each)

****Peer Reviews due Dec. 4**

WEEK 14
12/8: Oral Presentations (5 minutes each)

WEEK 15
****Final Papers due Dec. 15**