

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

HIST 306: US Immigration History

**Created by: Carli Schiffner
Revised by: Patrick LaPierre [2015]
Updated by: Stephanie Petkovsek**

**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
SPRING 2019**

- A. **TITLE:** U.S. Immigration History
- B. **COURSE NUMBER:** HIST 306
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** 4 [American History]
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **COURSE DESCRIPTION:**
 This course examines the history of immigration to the United States through the current time period. The main themes of the course will include issues of race, class, ethnicity and gender and how they factor into the immigration process and subsequent settlement period. A plethora of immigrant groups will be studied not exclusive to the following: Eastern and Southern Europeans, Asian and Pacific Islanders, Latin Americans, and Africans.
- H. **PRE-REQUISITES/CO-REQUISITES:**
 a. Pre-requisite(s): ENGL 101 and HIST 103 OR HIST 105 OR GRST 201
 OR Permission of Instructor
 b. Co-requisite(s): None
- I. **STUDENT LEARNING OUTCOMES:**
 By the end of this course, the student will be able to

<u>Course Student Learning Outcome</u> <u>[SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO & SUBSETS</u>
Examine and identify the various immigrant groups to the US over time and the factors precipitating their arrival.	Demonstrate the ability to critically analyze, evaluate, synthesize and apply arguments from various disciplines.	4	1-Communication, W 2-Critical Thinking, CA 4-Social Responsibility, IK, GL
Compare the experiences of various immigrant groups by examining race, class, ethnicity, sexual orientation, religion and gender over the history of the United States.	Demonstrate an understanding of the history, cultural practices, politics, beliefs, and institutions of other cultures and the interplay of diverse worldviews in the global context.	4	2-Critical Thinking, CA, IA 4-Social Responsibility, IK
Differentiate the various immigration laws and restrictions implemented by the US government over time and the ways in which they affected immigrants.	Demonstrate the ability to critically analyze, evaluate, synthesize and apply arguments from various disciplines.	4	1-Communication, W 2-Critical Thinking, CA 4-Social Responsibility, ER
Investigate the role immigration has played in the economic, political, social, and cultural development of the United States.	Demonstrate the ability to communicate effectively both through written and oral means.	4	1-Communication, W 2-Critical Thinking, IA
Examine settlement patterns for each immigrant group and weigh each group's ability to assimilate, or not, into American society and the role race, class, ethnicity, sexual orientation, religion and gender play.	Demonstrate an understanding of the history, cultural practices, politics, beliefs, and institutions of other cultures and the interplay of diverse worldviews in the global context.	4	1-Communication, W 2-Critical Thinking, CA 4-Social Responsibility, IK

J. **APPLIED LEARNING COMPONENT:** No

K. **TEXTS:** At the discretion of the instructor

L. **REFERENCES:**

Berlin, Ira, *The Making of African America: The Four Great Migrations* (New York: Penguin, 2010)

Burns, Ric and Li-Shin Yu (dir.), *American Experience: The Chinese Exclusion Act* (PBS, 2018)

Daniels, Roger, *Coming to America: A History of Immigration and Ethnicity in American Life* (New York: Harper Perennial, 2002)

Diner, Hasia, *Roads Taken: The Great Jewish Migrations to the New World and the Peddlers Who Forged the Way* (New Haven: Yale University Press, 2015)

Gerber, David, *American Immigration: A Very Short History* (New York: Oxford University Press, 2011)

Lee, Shelley Sang-Hee, *A New History of Asian America* (London: Routledge, 2013)

Ngai, Mae and Jon Gjerde (ed.), *Major Problems in American Immigration History* (Boston: Wadsworth/Cengage Learning, 2013)

Ruiz, Vicki, *From Out of the Shadows: Mexican Women in 20th Century America* (New York: Oxford University Press, 2008)

Ueda, Reed, *A Companion to American Immigration* (Hoboken, NJ: Wiley-Blackwell, 2011)

Vargas, Zaragosa, *Crucible of Struggle: A History of Mexican Americans from the Colonial Period to the Present* (New York: Oxford University Press, 2016)

M. **EQUIPMENT:** University Supplied Equipment

N. **GRADING METHOD:** A – F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

At the discretion of the instructor, may include:

- Exams
- Quizzes
- Research Paper
- Projects
- Presentation
- Participation

P. DETAILED COURSE OUTLINE:

- I. Why Study US Immigration History?
 - a. Immigration vs. Migration
 - b. The Invention of Ethnicity in the United States
 - c. Race, Culture and Who Gets to be White
 - d. How is Life Different for Female Immigrants than Male Immigrants

- II. Settlers, Servants and Slaves in Early America
 - a. French and Spanish Influence in Early America
 - b. English Settlements in Early America
 - c. Indentured Servants vs. Slavery and Forced Migration
 - d. Native American and European Interactions in Early America

- III. Citizenship and Migration Before the Civil War
 - a. Citizenship in the Articles of Confederation and Constitution
 - b. Early Citizenship Laws
 - c. Fugitive Slave Acts

- IV. European Migration and National Expansion in the Early 19th Century
 - a. German Immigration
 - b. The Potato Famine and Irish Immigration
 - c. The “Danger” of Roman Catholic Immigration
 - d. The Know-Nothings and Anti-immigrant Politics

- V. The Southwest Borderlands
 - a. Texas Independence and the Meaning of Citizenship
 - b. Manifest Destiny and Changes in the United States’ borders
 - c. Interaction of Native Americans, Mexicans and Anglos in the Border Region

- VI. National Citizenship and Federal Regulation of Immigration
 - a. 14th Amendment and Changes to Citizenship Laws
 - b. Chinese Exclusion Act
 - c. Ellis Island and Angel Island Attempt to Control Immigration

- VII. Immigration during the Era of Industrialization and Urbanization
 - a. Tenement Living in New York and Other Cities
 - b. Development of Industrial Unions
 - c. Jane Addams and the Settlement House Movement
 - d. Immigration from Eastern and Southern Europe
 - e. Can Jews and Catholics become American?

- VIII. US Colonial Expansion and Migration
 - a. An American Empire?
 - b. Asian Expansion – Hawaii, the Philippines and Island Territories
 - c. Puerto Rico, Cuba and the Panama Canal

- IX. Immigrant Incorporation, Identity and Nativism in the Early 20th Century
 - a. Asiatic Exclusion League and Anti-Chinese Attitudes
 - b. Becoming American and Becoming White
 - c. Racial Nativism
 - d. Cultural Pluralism

- X. 1920s and Immigration Restrictions
 - a. Immigration Act of 1924
 - b. Mexican Immigration and Ideas of Ethnicity
 - c. Racial Stereotypes and Eugenics

- XI. Patterns of Inclusion and Exclusion, 1920s to 1940s
 - a. Mexican Repatriation in the Great Depression
 - b. Questioning of Japanese American Loyalty
 - c. Racial Conflicts in Los Angeles and Around the Country
 - d. Changing Attitudes Toward Allied and Non-Allied Immigrant Groups

- XII. Immigration Reform and Ethnic Politics in the Civil Rights Era and Cold War
 - a. LBJ and the Immigration Act of 1965
 - b. Cesar Chavez, Dolores Huerta and the Farm Workers
 - c. Changing Immigration Patterns
 - d. The Cold War, Anti-Communism and Anti-Semitism

- XIII. Immigrants in the Post-Industrial Age
 - a. Reagan's Immigration Reform and Control Act
 - b. Immigration from the Caribbean and Latin America
 - c. Changing Asian Immigration
 - d. Transnational Ties and African Immigration

- XIV. Refugees and Asylees
 - a. Cubans Refugees vs. Haitian and Other Caribbean Immigrants
 - b. War Zones and Who Gets to Be American
 - c. Vietnamese, Cambodians and Other Asian Refugees

- XV. Immigration Challenges in the 21st Century
 - a. Arab Immigration and Issues of Discrimination
 - b. Continued Migration from Latin America
 - c. Anti-immigrant Laws in Arizona and Beyond
 - d. The Citizen or the Terrorist?