

## HIST 4397 (60) – History of US Immigration

Spring 2020

Dr. Mary Linehan

**Contact: Because of ADA accommodations, I do not live in Texas. But, I believe in being super responsive to my students. If you do not receive a reply in 24 hours complain, loudly. It is best that you use canvas messaging and not uttyler email (less competition from junk mail). I also can be reached by phone at 708-529-3131 or 419-205-7422 (voice mail).**

### Basics

- 1. Read the syllabus, read the module introductions, read the comments that will be included on every returned essay, read the book (!), and read every message sent to the class. You will be responsible for all this information.**
2. There will be a 50-point essay due every Sunday, beginning on January 19th.
3. Each student will complete 10 (and only 10) of the quizzes. Chapters 1,2, and 7 are required. They are not necessarily the most important chapters, they just match up with the dates the university needs information about your attendance and performance. Other than those 3 essays, you may write any 7 you wish. If you do more than 10 essays, only the ten lowest scores will count.
4. Each essay is worth 50 points, so there are 500 points available. You will need to earn 450 for an A, 400 for a B, and 350 for a C.
5. All the instructions for the essays are included in the first module. The instructions are the same for all of the essays.
6. There will be about 50-points extra credit, but you will need to look for it (in plain sight)
7. I am a very hands-on professor and I will be communicating with you a lot. I was informed by someone who should know that I sent my class over 100 canvas messages last semester and I sent over 250 to individuals. That may be a little crazy. But, **you are responsible for all message information. The messages really are trying to make things easier for you.**

### Required Text

Ngai and Gjerde, *Major Problems in American Immigration History* (2<sup>nd</sup> edition)

### Objectives

- Students will describe the impact of immigration on American civic life and world affairs.
- Students will describe the changing meanings of race, ethnicity, and citizenship over the course of US History.
- Students will explain the problems of economic growth and the associated issues of unequal distribution of wealth and the roles immigration plays in that process.
- Students will evaluate the concepts of the uprooted and the transplanted, as well as the melting pot and the stir fry..
- Students will describe how US diversity influenced domestic and global politics

### Course Outline

There will be an essay due each Sunday. The instructions are posted in the first module and will remain the same for all of the quizzes. You may skip 4 quizzes. You may not skip chapters 1,2, or 7. These chapters are not more significant than the others. They just coincide with dates faculty need to report attendance or grades, as noted below.

Quizzes will be open from 12am Friday to 11:50 on Sunday. If you try to post after 11:50, canvas will not accept the essay.

January 19: Chapter 2 – Settlers, Servants, and Slaves in Early America – CANNOT SKIP  
January 26: Chapter 3 – Citizenship and Migration Before the Civil War – CANNOT SKIP  
February 2: Chapter 4 – European Migration and National Expansion  
February 9: Chapter 5 – Southwest Borderlands  
February 16: Chapter 6 – National Citizenship and Federal Regulation  
February 23: Chapter 7 – Immigration and Industrialization – CANNOT SKIP  
March 1: Chapter 8 – Colonialism and Migration  
March 8: Chapter 9 – Immigrant Incorporation, Identity, and Nativism

March 15: Spring Break – CANNOT SKIP

March 22: Chapter 10 – The Turn to Restriction  
March 29: Chapter 11 – Patterns of Inclusion and Exclusion  
March 30: LAST DAY TO WITHDRAW  
April 5: Chapter 12 – Immigration Reform and Ethnic Politics  
April 12: Chapter 13 – Immigration in a Post Industrial Age  
April 19: Chapter 14 – Refugees and Asylees  
April 26: Chapter 15 – Immigration Challenges in the 21<sup>st</sup> Century  
May 3: Finals Week/ Make-Up Week

### **Make-Up Day**

It has only happened once and I have been teaching online since 2011! But, I want us to be prepared. If canvas should ever go down for the whole university, we will make up that quiz on May 3rd. For example, if canvas was unavailable on February 16th, the chapter 6 quiz will be made up on May 3rd. We will continue with chapter 7 on February 23<sup>rd</sup>..

### **Methodology**

If you have not taken History for a while, the writing methodology for History takes time to develop. That's why I encourage rough drafts. Be patient with yourself, but be proactive. **Read the comments on every essay, ask questions, read the intro to each module, look at the first few model essays, submit rough drafts.** I promise it gets much easier. Often, the best essays in class are NOT written by History majors. Although, this semester, with one exception, everyone is a History major or a Health-related major. I really look forward to writing letters of recommendation about how you opened yourself up to discover the diversity in our country.

That said, an Immigration course has never been offered at this university before. We begin with then premise that nobody knows a thing about the topic and that we will learn together. We focus on learning the facts of the immigrant experience **AND** how history should be written.

We have several people in this class who are superb essay writers and who took my class last semester. I will guide you through the expectations step-by-step, but it is often (I believe) easier to learn from a student who has been there. Do not be shy about asking them for advice.

### **Rough Drafts**

I encourage, and am happy to read, rough drafts. I view this as an essential (though not required) aspect of improving your skills in History. I also strongly believe individualized instruction and, in a large class, this is as close as we can come. Rough drafts are due by 10am on Thursdays. I can't predict your grade, but I can tell you if you have interpreted the question correctly, if your answer is complete, or if you overlooked something key. Just send your essay – cut and paste – by canvas. If it is attached I will just return it. This isn't some power trip. It is just much easier to make valuable comments while looking directly at your essay.

### **Extra Credit**

I sometimes throw out little 5-point bonuses to see who is paying attention. You will find it if you read everything you are required to read. All told there should be 50 points of extra credit (not counting the 5 you already missed out on). This is enough to lift your grade one letter or exempt you from one essay.

I realize that the thing I miss most now that I am teaching online is talking to students before class and eavesdropping on their conversations. I don't want to drift away from "knowing" my students. So, that is the point of the extra credit. Help me to know your generation of learners so I can teach you better.

The EC questions will be of two types. One is venting. We all just list the three things that are most stressing us out right now. Two is what's in the news. I have tv now. And I will hear a story and wonder how students feel about that. Turns out you do not think Mayor Pete is too young. A lot of these questions will be political. So, I want to be clear, you will never be asked if you support Don or Bernie. No one cares. And if you go on a screed about that, your post will be taken down without credit. If you are asked about Don or Bernie or Amy or anyone else, it is about the situation they are in – not them personally. Like, if the question was about Mike Bloomberg, it would really be a question about can you spend your way to the White House, not if Mike gets your vote or not. No one cares. If the question was about impeachment it is not about Don's guilt or innocence, it is about if the procedure is still useful after all this time.

### **Communication**

One last thing about communication. It is very important to me and I want to answer your messages. However, you need to be careful to change the subject line to something unique or funny. If you just reply or use something common (like first essay) your message will be added to a thread. Canvas only tells us the first person alphabetically to respond to the thread and ALL their messages will be placed ahead of the second person's. I become very confused by this and am not always able to tell there are new messages from different students. So, be creative!!!

### **Historians of Tyler**

Some of you still may remember Facebook? I run a Facebook group called Historians of Tyler (this week, look for old-timey Tyler), which I encourage you to join. Most of the members are UT History alums and local historians. I am trying to forge connections and relationships that will be useful to

your professional life. I also try to post things (and encourage you to do so) that will spark conversation of history. We are in a “quiet phase” right now, so your contributions would be especially welcome. This is a way for you to stay connected so I can write you an amazing letter of recommendation that shows I know you (much better than a generic lor). Finally, as you may know, the field of History is not as well-known and appreciated as other Liberal Arts majors (even though we get the highest salaries). I use the things you submit to HOTTIES (Historians of Tyler) to brag on you with the administration and remind them that our graduates are all employed and doing amazing things in the world. Please check us out!!!!