

History 164IB
Winter 2000

Mondays and Wednesdays, 9:30-10:45

HSSB 1233

Immigration and Ethnicity in America Since 1924

Instructor

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Office Hours

Tuesdays, 9:00-11:00, and by
appointment, HSSB 4218

Course Objectives

1. Introduce the student to an analytical understanding of racial and ethnic processes as they have operated in the 20th-century world, from the disciplinary perspectives of sociology, history, psychology, and anthropology.
2. Introduce the student to the patterns and dimensions of the migration that have remade the American people several times over the final three quarters of the 20th century.
3. Help the student understand the human experiences of people in migration.
4. Add to the student's capacity to read and listen analytically and to think, write, and speak critically about matters of substantial personal, social, and political importance.

Required Texts

Rodolfo F. Acuña, *Anything But Mexican*

Carlos Bulosan, *America Is In the Heart* (if the UCen Bookstore doesn't have copies, used copies can be purchased at the Isla Vista Bookstore)

Anne Fadiman, *The Spirit Catches You and You Fall Down*

Maria Cristina Garcia, *Havana USA*

David Jacobson, *The Immigration Reader*

Joel Millman, *The Other Americans*

Chaim Potok, *The Chosen*

Reed Ueda, *Postwar Immigrant America*

Articles listed below are contained in a reader that is available for purchase at GrafikArt. All readings have been ordered for two-hour checkout in the Reserve Book Service.

Schedule of Topics and Reading Assignments

Introduction, Theories, and Historical Background

- Jan. 10 Introduction to the Course
Survey
- 12 Theories about Race, Ethnicity, and Immigration
Read Mirjana Morokvasik, "Women in Migration"
Milton Gordon, "Assimilation in America: Theory and Reality"
- 14 Martin Luther King Day—no classes
- 19 History of US Immigration to 1924
Read Ueda, *Postwar Immigrant America*, entire
- 24 History of US Immigration Policy Since 1924
Read Jacobson, *IR*, Introduction and Part I
- 1920-1965
- 26 European and Mexican Immigration in the Restricted Period
- 31 Filipino Immigration and Labor, 1920s-1940s
Read Bulosan, *America Is In the Heart*, entire
Guest Lecturer: Alex Fabros
- Feb. 2 World War II and Japanese Americans
Movie: *The Rabbit in the Moon*
- 7 Second Generation and Third: Europeans
Read Potok, *The Chosen*, entire
Herbert Gans, "Symbolic Ethnicity"
Marcus Lee Hansen, "The Problem of the Third Generation Immigrant"
- 9 Second Generation and Third: Asians
Read Karen Leonard, "Childhood in Rural California" and "The Second Generation Comes of Age" from *Making Ethnic Choices*
Philip Kan Gotanda, "Yankee Dawg You Die"
Movie: *Forbidden City USA*
- 14 **Midterm Exam**
Please bring bluebook
- Since 1965
- 16 Ethnic Power Movements; Legal and Cultural Change in the 1960s
- 21 Presidents' Day—no classes
- 23 New Asian Immigrants

- Read Fadiman, *The Spirit Catches You and You Fall Down*, entire
 Bill Ong Hing, *Asian Immigrants: Social Forces Unleashed After 1965* in Jacobson, *IR*
- 28 South Asian Diaspora
 Movie: *Mississippi Masala*
- Mar. 1 Chicano Los Angeles
 Read Acuña, *Anything But Mexican*, entire
- 6 Other Latinos
 Read Alejandro Portes, *From South of the Border: Hispanic minorities in the US* in Jacobson, *IR*
 Douglas Massey, *The Social organization of Mexican Migration to the US* in Jacobson, *IR*
 Movie: *El Norte*
- 8 Cubans
 Read Garcia, *Havana USA*, entire
- 13 International Comparisons and Economic Issues
 Read Jacobson, *IR*, Parts III-IV
- 15 Current Issues
 Review and evaluation
 Read Jacobson, *IR*, Part V and Epilogue
- 22 **Final Experience**, 8:00 - 11:00 a.m.
 Read Millman, *The Other Americans*, entire
 Please bring bluebook
Final paper due

Course Requirements

1. You are expected to spend at least **four hours** outside of class preparing for **every** class session. Note that some days have considerably more reading assigned than others. It is the student's responsibility to plan ahead and be prepared.
2. Class **attendance** and **participation**.
3. **Readings** completed before the class period for which they are assigned. I reserve the right to give an unannounced quiz on any day's reading assignment.
4. **Midterm exam**, to be written in class on February 14. Please bring a bluebook.
5. **Final experience**, Wednesday, March 22, 8:00 - 11:00 a.m. Please bring a bluebook. Be prepared to discuss your final paper.

6. **Final Paper** (8-10 pp.) due March 22 at the beginning of the final experience. Read Joel Millman, *The Other Americans*. Evaluate this book in terms of the information and perspectives learned in the rest of this course. You may choose to address questions like the following, and any others you think relevant:

What is Millman's purpose?

What are his biases or perspectives?

What groups, issues, or problems does he choose to examine? Why?

What groups, issues, or problems does he leave out? Why?

What is his method of investigation?

What is the nature of the evidence he presents? Is it reliable? How could it be better?

What alternative interpretations are there to the ones he gives?

How are the people whose lives he examines like others you have learned about in this course, and how are they different?

What are the origins of the issues he presents in the history of migration into the US?

Papers must be typed and fastened with a single staple. Non-sexist language will be used.

7. **Course evaluation**, completed in class near the end of the term.

8. **Self evaluation**, due on entry to the final exam. On one side of one sheet of paper, write or type your name; assign yourself an advisory grade; and tell me, in terms of the course objectives, course requirements, grade definitions, or other issues you believe pertinent, why you should have that grade. I do not promise to give you that grade, but I do promise to read your self evaluation and take it seriously.

Course Grades

Broadly speaking, this is how I view each of the following grades:

- A** You did everything I could possibly ask of you, and you did it extremely well. You worked very hard, learned a great deal, and showed conspicuous intelligence. The quality of your work was outstanding.
- B** You did all the work, and you did it well. You worked hard and learned a good deal. The quality of your work was good.
- C** You did all the work. It is clear that you learned a number of things, though those things may not hang together in a systematic and critical understanding of the course material. The quality of your work was adequate.
- D** You did most of the work, including all the major course requirements. You may have learned some things, but it is not clear that you learned anything important. The quality of your work was less than adequate.
- F** You have demonstrated an obstinate ignorance. You did not complete the course requirements. You have proved unwilling or unable to do college level work in this subject area.

Considerations in Grading

The following are some aspects of learning that strike me as important. They will go into the grade I give you. These factors are listed in roughly descending order of importance. If you think any criteria should be added or deleted in your case, please speak to me.

1. How much I believe you learned in this class.
2. Objective quality of your written work. I am interested less in how many facts you can recall than in how well you think, how you put together concepts, how you express them on paper.
3. Your oral contributions in class.
4. How hard you worked.
5. Your involvement in the class as a community--how much you helped other class members.

While the above paragraph describes how I will arrive at your grade, I find students frequently want to know how I view the relative weights of the various course requirements. Very roughly, I see them about like this:

Attendance and participation	20 %
Midterm exam	30
Final Paper	30
Final Experience	20

I reserve the right to adjust the percentages in individual cases so that each student's final grade will best reflect my judgment of how much she or he has learned in this course.

Course Policies

Policy on Late Papers and Exams

No late assignments or makeup exams will be allowed, unless an emergency arises that is beyond the student's control. A plane ticket or a ride home is not an emergency beyond the student's control.

Rule of Courtesy and Engagement in Scholarly Discourse

In this course, we will be discussing complex issues about which many people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other's opinions and comments with courtesy and respect, even when they diverge from our own. We must avoid personalizing our disagreements and turning them into attacks on the character of our colleagues. Rather, we must develop a culture of civil argument, where every person has the right to be heard and taken seriously, where all positions have the right to be defended or challenged in intellectually reasoned ways.

Coming in late, leaving early, and talking privately with neighbors during lectures and discussions are signs of disrespect for one's fellow students, the teaching assistant, the professor, and the course materials. As part of the rule of courtesy and engagement in scholarly discourse, students will be required to remain respectful toward all members of the class. Everyone must accept this standard of courtesy in discourse in order to remain in this course.