“Remember, remember always, that all of us, and you and I especially, are descended from immigrants and revolutionists.”
— Franklin D. Roosevelt

“Every immigrant who comes here should be required within five years to learn English or leave the country.”
— Theodore Roosevelt

The past is not dead. In fact, it’s not even past.
— William Faulkner, Requiem for a Nun

Readings:
Readings for this course will be uploaded to a folder entitled “Course Readings” accessible from the Schoology course page. Please bring the relevant readings to class each day.

Reading assignments are due before the first meeting of the week that they are listed in the assignments sheet (usually Sunday night) unless otherwise specified on the syllabus and in the Schoology assignments calendar. Written assignments are due on the day that they are listed on the assignment sheet, on the syllabus, and in the Schoology assignments calendar. Please ask if you feel an assignment is unclear. Keep a copy of the assignment sheet handy for your reference when writing papers and completing assignments.

Requirements:
Productive debates about history are impossible without a dependably shared body of knowledge, common engagement with the material, and mutual respect. You should come to class each day with the reading completed, and prepared to actively engage in the discussion.

As part of your preparation—and in addition to the reading for each session—you will log on to the Schoology discussion board associated with each week’s homework and post a brief reading note on ten out of the required fifteen weeks in which readings are assigned as homework. These responses are a critical part of course participation, but while they should be thoughtful efforts to evaluate the argument of the reading, they are not meant to be formal, polished pieces of prose. These posts should do three things:
1) You should attempt to summarize the author's argument in one or two sentences;
2) You should post a brief question you have about the reading;
3) And finally, you should answer a question posted by a classmate.

These posts and questions will help guide our discussion, while paradoxically serving as a way for you to build speed-reading skills: by providing you a clear template for what you should take-away from the readings, these reading notes will enhance your ability to skim the sources while you create your own meaningful “reference guide” to the contents of our syllabus.

Questions about points of fact (i.e.: “when did this happen?” or “I don't understand who X was?”) are acceptable, but questions that involve substantive analysis will be more valuable to our discussions. For example, a response and question like: “This author talks about X, and Y as being catalysts for the changes to immigration policy in the 1960s, but I don't understand why Z—which was such a prominent component of federal policy in the 1920s and 30s—wasn't still a factor,” suggests a thoughtful effort to evaluate the argument of a reading in the context of other class themes and topics. It can generate a far more useful debate through the answers given than a question whose answer is simply “the Attorney General,” for example.

Additionally, two papers and a research project—due on Thursday, February 6th, Thursday, March 4th, and Thursday, April 30th, all emailed to me by 9:00 pm on the due date—will be required. In-class group activities and presentations will be held, and an in-class Final Writing Exercise will be held in the last week of the semester.

**Course Policies**

*Classroom computer policy:* When students use electronic devices for non-class related activities, they are not truly present in the room, and neither are those watching them. This hurts the class. So if you open a laptop in the classroom, it should be used for that day's note-taking only. Please do not go on the internet without asking permission. Observe common trust.

You are permitted to bring your laptop to class, but its use is restricted to class work. It should distract neither you, nor those around you, from full participation in the class environment.

When we are reading from a text in class or engaged in a discussion, I expect that you close your computer and focus on the person, not the device.

Instant messaging, gaming, email, Facebooking, surfing the web and “chatting” with others during class is absolutely prohibited. If I see you doing anything other than class work with your computer, it will be banned from the classroom for one week. If it happens again, you will have a conversation with the Academic Dean and the Dean of Students.

*Papers:* Papers must conform to the page limitations set: approximately 4-5 pages, typed in 12 point Times New Roman font, and double-spaced (and please do not manipulate page margins.
Papers should be proofread for spelling and grammar since they will be graded on style as well as content.

Rough drafts of the two papers should be submitted for my comments and suggestions, and the due dates for those are listed on the syllabus and in the Schoology assignments calendar.

Papers must be emailed or handed to me by the beginning of the class for which it is due. Penalties for late work will be $\frac{1}{3}$rd of a letter grade for each day after the work’s deadline has passed (so a paper due on Monday but emailed to me on Wednesday would lose $\frac{2}{3}$rd of a letter grade, eg: A $\rightarrow$ B+, or B- $\rightarrow$ C.)

Extensions may be granted for serious and unavoidable circumstances, but requests for these extensions must be made to me at least 24 hours before an assignment’s due date. You must receive written/emailed confirmation from me of the extension before you can consider it granted so that late penalties will not apply. If the paper is turned in after the extended deadline has passed, the standard late work penalties will accrue from the point of the extended deadline.

**Plagiarism and Academic Honesty**

At no point may you use any material or ideas without giving credit to the source. Whether using something directly (quotation) or in a format that incorporates another’s ideas with your own (paraphrasing), you must give credit. Similarly, your representation of an author’s argument must be consistent with their intent: you may not take an author’s words out of context in order to manufacture “evidence” for the arguments you are trying to make. We will discuss this in advance of the relevant assignments, but feel free to ask if you are experiencing any confusion or have concerns.

**Grading**

The final grade for this course will be computed from a weighted average of the individual grades you receive on papers, the in-class final presentation, your weekly reading responses/questions, and your class participation. Both the quality and quantity of your contributions to the class discussion will be considered in calculating the class participation portion of the grade. Your regular, thoughtful, alert, and prepared attendance in class is expected; excessive, unexplained absences or unpreparedness will affect your class participation grade.

Each aspect of your performance in the course will be assigned the following approximate weights in determining your final grade for the course:

- **Weekly Reading Responses:** 20% (or 2% each)
- **Paper #1:** 10%
- **Research Project:** 12%
- **Research Project Presentation:** 5%
- **Paper #2:** 18%
| Group Activities and Presentations: | 5% |
| In-Class Final Writing Exercise:   | 15% |
| Class Participation and Preparedness: | 15% |

**Conference/Office Hours and Communications Policy:**
I am available for conferences by appointment during the day and at other times including after dinner. If you would like to make an appointment to see me or you have questions for me, please contact me via e-mail at claire_nelson@concordacademy.org. I will check my e-mail at least once a day, but you must be prepared for the possibility that it could take me up to 36 hours to receive and respond to your message. Please plan accordingly, but otherwise, do not hesitate to seek me out for extra support, or simply to tell me more about what interests you.
SCHEDULE AND ASSIGNMENTS

Week 1: Introduction and Course Frameworks and Objectives
Tuesday, 1/7:
THURSDAY, 1/9:
Homework: Read *Major Problems*, p. 38-47.

Week 2: “Immigrating” as Slaves and Servants
MONDAY, 1/13:
Tuesday, 1/14:
THURSDAY, 1/16:

Week 3: The Irish, Germans, and Norwegians
Tuesday, 1/21:
THURSDAY, 1/23: Hall Fellow Anita Lo *84 visits our class
Homework: Read Hasia R. Diner, *Hungering for America: Italian, Irish, and Jewish Foodways in the Age of Migration*, p. 84-145.

Week 4: Emigrant Gangs of New York
MONDAY, 1/27:
Tuesday, 1/28:
THURSDAY, 1/30:
Homework: Read Christine Stansell, *City of Women: Sex and Class in New York, 1789-1860*, p. 43-83; and *Major Problems*, p. 77-82, 118-122.

Week 5: Incorporating New Lands and Peoples
MONDAY, 2/3:
Tuesday, 2/4:
THURSDAY, 2/6:
Homework: Work on Paper #1, due on Thursday, February 6th, emailed to me by 9:00 pm.

Week 6: Race and Nation at War
MONDAY, 2/10:
Tuesday, 2/11:
THURSDAY, 2/13:
Week 7: From the 14th Amendment to Chinese Exclusion
Tuesday, 2/18:
THURSDAY, 2/20:

Week 8: Building the Exclusionist State
MONDAY, 2/24:
Tuesday, 2/25:
THURSDAY, 2/27:

Week 9: Envisioning New Lands
MONDAY, 3/2:
Tuesday, 3/3:
THURSDAY, 3/5:
Homework: Work on Research Project, due on Thursday, March 5th, emailed to me by 9:00 pm.

SPRING BREAK

Week 10: Keeping the “Little Brown Brothers” in Their Place
MONDAY, 3/23:
Tuesday, 3/24:
THURSDAY, 3/26:
Week 11: Socialists, Communists, Anarchists, Oh My!
MONDAY, 3/30:  
Tuesday, 3/31:  
THURSDAY, 4/2:  

Week 12: Closing the Doors
MONDAY, 4/6: Admissions Revisit Day  
Tuesday, 4/7:  
THURSDAY, 4/9:  

Week 13: Good Neighbors at Home and Abroad
MONDAY, 4/13:  
Tuesday, 4/14:  
THURSDAY, 4/16:  

Week 14: Immigration and The Greatest Generation
Tuesday, 4/21:  
THURSDAY, 4/23:  
Homework: Read Roger Daniels, *Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882*, p. 74-128; and *Major Problems* 414-422.

Week 15: Foreign Policy and Immigration in the Cold War
MONDAY, 4/27:  
Tuesday, 4/28:  
THURSDAY, 4/30: A Block Experiential Day  
Homework: Work on Paper #2, due Thursday, April 30th emailed to me by 9:00 pm.

Week 16: Refugees and Asylum Policy
MONDAY, 5/4:  
Tuesday, 5/5:  
THURSDAY, 5/7:  
Paramilitary America, p. 33-54; and Major Problems, p. 460-463, 525-531, 484-486.

Week 17: Immigrants and Immigration in a “Post-9/11 World”
MONDAY, 5/11:
Tuesday, 5/12:
THURSDAY, 5/14:

Week 18: The Road Home and the Walls and Cages Along the Way
MONDAY, 5/18:
Tuesday, 5/19:
Homework: Read Ana Raquel Minian, Undocumented Lives: The Untold Story of Mexican Migration, p. 208-236; and Erika Lee, America for Americans: A History of Xenophobia in the United States, p. 321-338; and Major Problems, p. 486-488, and 495-496,

Exam Week