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Course Overview

This undergraduate course has three purposes. It will provide the student with an overview of the history of immigration to the United States and the place of ethnicity within American culture. Special emphasis will be given to the roles played by policy and technology in the history of immigration to America.

Secondly, the course will familiarize the student with the literature and historiography relating to immigration and to the latest research trends in the field. In doing so, it will introduce students to the basic techniques of primary research in the diverse and complex area of immigration history.

Lastly, the course will consider the many contexts in which immigration to America has occurred and continues to occur. These include the intense personal nature of the immigrant experience; the global nature of migration and immigration; and the manners in which race, gender, and class are reflected in the immigration/migration process.

Assignments

In addition to attending lectures and completing the assigned readings, students will be required to prepare the following written assignments:

1. **The Scholar and the Immigrant:** Stories written by and about individual immigrants abound. These biographies and autobiographies offer powerful insights into a process that some scholars, such as Dirk Hoerder, see as a universal experience – the rule, not the exception to human life. These personal stories are often highly emotional and, at times, contrast in tone and substance with broader academic analyses of immigration and migration. In this assignment, each student will be asked to select and read an immigrant biography or autobiography as well as a general history of the “group” to which the immigrant belongs. You will then need to prepare a comparative written review of the two works. Your written review will be due at the end of the semester.

2. **Getting to the Source for Migration History:** Members of the class will prepare an annotated bibliography of literature and primary sources relating to the history of a particular ethnic group or immigration-related issue. A critical part of this assignment is the review of original documents relating to an immigrant or migrant or his/her “community.”

3. **Personal Encounters:** Each member of the class will be required to conduct an interview with someone who is a migrant/immigrant. It can be a member of your family; a classmate, or a friend. If you have trouble locating someone to interview, I will work with you in “linking” you to someone. Your interview should be recorded. Your final product on this assignment will take two forms: a five-six page essay that analyzes/retells the interview in your own words and an oral report on the interview before the class during the last three weeks of class.

YOUR ESSAY WILL BE DUE AT THE SAME TIME YOU PRESENT YOUR
REPORT BEFORE THE CLASS. PRESENTATION DATES WILL BE
SELECTED BY LOTTERY

Examinations

A mid-term and a final examination will be given. Examinations in this course are always in essay format. They will test your ability to synthesize information relating to a particular topic related to immigration or ethnicity as well as your ability to present a well-written and compelling argument on the topic.

Course Texts

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

Daniels, Roger and Graham, Otis. *Debating American Immigration, 1882-Present*. Lanham, MD: Rowman and Littlefield, 2001.

Gjerde, Jon, (ed), *Major Problems in American Immigration and Ethnic History*. Boston: Houghton Mifflin, 1998.

Ueda, Reed. *Postwar Immigrant America, A Social History*. Bedford Books, 1994.

Other selected readings will be made available through Blackboard

Lecture & Assignment Schedule

COMPONENT I – THE FUNDAMENTALS OF IMMIGRATION TO AMERICA

Week 1, 8/25, 8/27: Topic-- Introduction and course overview.
Readings: Gjerde, pp. 1-29

Week 2, 9/1, 9/3: Topic--Immigration to America, 1513-1820
Readings – Daniels, pp. 3-120
Gjerde, pp. 31-96

Week 3, 9/8, 9/10: Topic--Immigration to America, 1820-1924 (Part 1)
Readings—Daniels, pp. 121-284
Gjerde, pp. 97-133

Week 4, 9/15, 9/17: Topic—Immigration to American, 1820-1924 (Part 2)
Gjerde, pp. 171-237

VISIT TO WESTERN RESERVE HISTORICAL SOCIETY

Week 5, 9/22, 9/24: Topic— Immigration to America, 1925-2007 (Part 1)
Readings – Daniels, pp. 287-451
Gjerde, pp. 344-414

Week 6, 9/29, 10/1: Topic—Immigration to America, 1925-2007 (Part 2)
Readings – Ueda, Entire Book
Gjerde, pp. 416-486

COMPONENT II: TECHNOLOGY, POLICIES, FEARS, AND THE CONCEPT OF BEING AMERICAN

Week 7, 10/6, 10/8: Topic— Nativism and Xenophobia
Readings—Gjerde, pp. 133-169
Higham (*Strangers in the Land* – on Blackboard)

Week 8, 10/13, 10/15: Topic – Race and Policy
Readings – Gjerde, pp. 273-306

Midterm Examination, Oct. 13

Week 9, 10/22: Topic – Closing the “Golden” Door
Readings – Gjerde, pp. 307-342

Week 10, 10/27, 10/29: Topic -- Dollars and Sense – Debating Immigration
Readings – Daniels and Graham – Entire Book
Kennedy in the *Atlantic* (on Blackboard)

Week 11, 11/3, 11/5: Topic – Technology and Migration

BIBLIOGRAPHY DUE ON OCT/ 29

Week 12, 11/10, 11/12: Topics— Myths? -- Immigration as “American History” or Migration as
Global History? Whose Stories do We Remember?
Readings --Higham, Statue of Liberty essay on Blackboard
Hoerder, selections from *Cultures in Contact*
Gjerde, pp. 239-272

COMPONENT III: A HUMAN STORY – THE FACES OF MIGRANTS AND IMMIGRANTS

Week 13, 11/17, 11/19: Topic— In class reports on “Personal Encounters” complemented by a
showing of “The New Americans.”

Week 14, 11/24: Topic— In class reports on “Personal Encounters” complemented by a
showing of “The New Americans.”

Week 15, 12/1, 12/3: Topic— In class reports on “Personal Encounters” complemented by a
showing of “The New Americans.”

COMPARATIVE REVIEW DUE ON DECEMBER 3

**THE DATE FOR THE FINAL EXAMINATION WILL BE ANNOUNCED DURING THE FINAL
WEEK OF CLASS.**

Grades and Grading Policy

	A = 90-100
Mid-term Exam – 20%	B = 80-89
Final Exam – 30%	C – 70-79
Written Assignments – 35%	D = 60-69
Class Participation – 15%	F = Below 60

Policy for Incomplete and Late Assignments

All assignments are to be completed on schedule. Extensions or the assignment of an
incomplete for this course will be considered **only under the most stringent circumstances.**

Office Hours

Office hours are on Monday from 3 to 5 pm and Friday from 11 to 12 or by appointment.
Students can contact me by phone (ext. 2381 and 721-5722, ext. 254) or by email, jjg4. Every

effort will be made to meet with students whenever necessary to address issues raised in the lectures or to discuss outside assignments. I encourage you to contact me whenever you have questions or problems.