

LIBERAL STUDIES DEGREE PROGRAM

Course Syllabus

Becoming American: Immigration in Historical Perspective (LSHV-709-40)

Summer 2018
Wednesdays 6.00-9:45 pm
May 23 to August 15, 2018

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Learning Goals and Outcomes

The Graduate Liberal Studies Program at Georgetown University offers a course of study that engages students in reading, research, reflection, discussion, and writing. The two general goals of program are to analyze and assess human values (who are we and what ought we to do?) and to undertake such study in an interdisciplinary fashion. The program thus draws from the social sciences as well as from those fields generally defined as humanities, recognizing that the moral dimension of human life embraces social, political, and economic relationships as well as personal choices. The program may culminate in a thesis that successfully analyzes a question of value related to a student's chosen curricular field of study.

Course Description:

Within the general framework of the above learning goals and outcomes, the course, "Becoming American: Immigration in Historical Perspective" will explore what it means to be American in this culturally diverse age. Over the past decade, one million foreigners migrated each year to the United States legally and perhaps another half million have entered the country illegally. It is estimated that there are some eleven million undocumented immigrants in the country. The resultant public alarm and increasingly politicized debates on immigration reforms and border enforcement underscore the Americans' ambivalence toward immigration. While acknowledging the immigrant workers' contributions to the U.S. economy, many native-born Americans view the presence of immigrant communities as a threat to America's national identity and core religious and cultural values. There is a perception among some that the diversity of recent immigrants, drawn overwhelmingly from Latin America, the Caribbean and Asia, is fundamentally changing the fabric of American society.

The course is intended to bring a much-needed historical perspective to this complex national debate. It will bring together writings of eminent historians and sociologists to examine how the waves of immigration since the nineteenth century have brought change and diversity while still preserving America's core ideals: religious,

political and personal liberties and the right to pursue happiness. The students will read on topics such as nativism, the changing patterns of immigrant flows, the immigrants' racial and ethnic identities, assimilation and trans-nationalism, and the evolution of today's immigration restrictions and legal regimes.

Class Format

Classes will combine lectures with student-led discussions of assigned reading materials. Each student is expected to come to class fully prepared and contribute actively to the discussion.

Required Readings

Students will be asked to purchase the following seven books (all available in paperback)

- Susan A. Glenn, *Daughters of the Shtetl: Life and Labor in the Immigrant Generation*. Ithaca and London: Cornell University, 1990.
- Yaa Gyasi. *Homegoing*. New York: Alfred A. Knopf, 2016
- John Higham, *Strangers in the Land: Patterns of American Nativism, 1860-1925*. New Brunswick and London: Rutgers University Press, 2002.
- Robert A. Orsi. *The Madonna of 115th Street. Faith and Communities in Italian Harlem, 1880-1950*. New Haven: Yale University Press, 2002
- George J. Sánchez, *Becoming Mexican American: Ethnicity, Culture and Identity in Chicano Los Angeles, 1900-1945*. New York and Oxford: Oxford University Press, 1993
- Robert Courtney Smith, *Mexican New York: Transnational Lives of New Immigrants*. Berkeley and Los Angeles: University of California Press, 2006.

Students will be able to download excerpts from the following works available on the **electronic reserve** at Georgetown University's Lauinger Library.

- Jody Agius Vallejo and Jennifer Lee, "Brown Picket Fences: The Immigrant Narrative And 'Giving Back' among the Mexican-origin Middle Class," *Ethnicities* (Vol.9 No.1, March 2009): 5-31
- Richard Alba and Victor Nee, "The Background to Contemporary Immigration," *Remaking the American Mainstream*, Cambridge, Mass.: Harvard University Press, 2003, 167-214, 327-333.
- Tyler Anbinder, "From Famine to Five Points: Lord Lansdowne's Irish Tenants Encounter North America's Most Notorious Slum." *American Historical Review* (Vol.107, Issue 2) <http://www.historycooperative.org/cgi-printpage.cgi>
- Patrick Ettinger, Chapter 1 "The Menaces Without: Immigrant Aliens and the Origins of Immigration Restrictions." *Imaginary Lines: Border Enforcement and the Origins Of Undocumented Immigration, 1882-1930*. Austin: University of Texas Press, 2009, 13-36.
- Donna R. Gabaccia, Chapter 4 "Transnationalism as a Way of Working-Class Life," *Italy's Many Diasporas*, London: Routledge, 2003, 81-105, 216-225.

- Jen'nan Ghazal Read, "Discrimination and Identity Formation in a Post-9/11 Era," in Amaney Jamal (ed.) *Race and Arab Americans Before and After 9/11: From Invisible Citizens to Visible Subjects*. Syracuse, NY: Syracuse University Press, 2008, 305-317.
- Elliott J. Gorn, "'Good-Bye Boys, I Die a True American': Homicide, Nativism, and Working-Class Culture in Antebellum New York City." *Journal of American History* (September 1987), 388-410.
- John Higham, "The Amplitude of Ethnic History: An American Story," in Nancy Foner and George M. Frederickson (eds.) *Not Just Black and White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States*. New York: Russell Sage Foundation, 2004, 61-81.
- Irving Howe, Chapter 3 "The Early Years, 1881-1900," *World of Our Fathers: The Journey of the East European Jews to America and the Life They Found and Made*. New York: New York University Press, 2005, 67-118, 654-657.
- Suad Joseph and Benjamin Dh'arlingue, "Arab Americans and Muslim Americans in The New York Times, Before and After 9/11" in Amaney Jamal (ed.) *Race and Arab Americans Before and After 9/11: From Invisible Citizens to Visible Subjects*. Syracuse, NY: Syracuse University Press, 2008, 229-275.
- Kerby A. Miller, Chapter 7 "Revenge for Skibbereen: The Great Famine and Irish Emigration, 1845-1855," *Emigrants and Exiles: Ireland and the Irish Exodus to North America*. New York: Oxford University Press, 1985, 280-344, 616-624.

Course Requirements

Each student will be expected to lead the class discussion on one or more of the required readings, prepare and submit a brief 2-3 page **review of Higham's essay**, "Amplitude of Ethnic History" due on June 6; a 5-6 page **review of John Higham's book *Strangers in the Land*** due on July 25, and write a research paper on a topic related to immigration in America. The **research paper** is to be submitted electronically on or before August 17.

Grading

The grades will be based on class attendance and participation (30 percent), a review of Higham essay (10 percent), a book review (20 percent) and a 15-20 page research paper (40 percent).

Course Schedule, Topics and Readings

May 23, 2018

Introduction

Peopling of Pre-revolutionary America: Gentlemen, Servants, and Puritans

Students are asked to come to the first class having read John Higham, "The Amplitude of Ethnic History" in Nancy Foner and George M. Frederickson (eds.) *Not Just Black and White* (electronic reserve).

- May 30, 2018 **Peopling of Pre-revolutionary America: Captives and Slaves**
Presentation and class discussion of Yaa Gyasi's novel
Homegoing.
- June 6, 2018 **Irish Immigration, 1845-1855**
Kerby A. Miller, "Revenge for Skibbereen': The Great Famine and Irish Emigration, 1845-1855" from *Emigrants and Exiles: Ireland and the Irish Exodus to North America* (electronic reserve).
Tyler Ambinder, "From Famine to Five Points: Lord Lansdown's Irish Tenants Encounter North America's Most Notorious Slum" (electronic reserve)
- June 13, 2018 A review of Higham's essay, "Amplitude of Ethnic History" is due.
Jewish Immigration, 1880-1910's
Irving Howe, Chapter 3 "The Early Years, 1881-1900." *World of Our Fathers*. (Electronic reserve)
Susan A. Glenn, *Daughters of the Shtetl*.
- June 20, 2018 **Italian Immigration, 1880-1930**
Donna R. Gabaccia, Chapter 4 "Transnationalism as a Way of Working-Class Life," *Italy's Many Diasporas*. (Electronic reserve)
Robert A. Orsi, *The Madonna of 115th Street: Faith and Communities in Italian Harlem, 1880-1950*
- June 27, 2018 Showing of Martin Scorsese's 2002 movie, "The Gangs of New York" in preparation for discussion of nativism the following week.
- July 11, 2018 **Nativism**
John Higham, *Strangers in the Land: Patterns of American Nativism*.
Elliott J. Gorn, "Good-Bye Boys, I Die a True American': Homicide, Nativism, and Working-Class Culture in Antebellum New York City." (Electronic reserve)
- Research topic for the final paper is due together with a tentative bibliography
- July 18, 2018 **Fashioning America through Immigration Policy**
Richard Alba and Victor Nee, Chapter 5, "The Background to Contemporary Immigration," in *Remaking the American Mainstream*. (Electronic reserve)

Patrick Ettinger, “The Menaces Without: Immigrant Aliens and the Origins of Immigration Restrictions” (Electronic reserve)
Erika Lee, “Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico, 1882-1924” (Electronic reserve)

July 25, 2018

Twentieth-Century Mexican Immigration

George J. Sánchez, *Becoming Mexican American*

Jody Agius Vallejo and Jennifer Lee, “Brown picket fences: The Immigrant narrative and ‘giving back’ among the Mexican-origin Middle class” (electronic reserve)

A review of Higham’s book, *Strangers in the Land*” is due.

August 1, 2018

Becoming American in our Multicultural Age: Immigrants as Transnationals

Robert Courtney Smith, *Mexican New York: Transnational Lives of New Immigrants*

August 8, 2018

Becoming American in our Multicultural Age: Discovering Arab Americans and Muslim Americans after 9/11

Suad Joseph and Benjamin Dh’arlingue, “Arab Americans and Muslim Americans in the New York Times, Before and After 9/11.” (Electronic reserve)

Jen’nan Ghazal Read, “Discrimination and Identity Formation in a Post-9/11 Era: A Comparison of Muslim and Christian Arab Americans.” (Electronic reserve)

August 15

Student Course Evaluation and General Discussion

Disability Statement

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or (arc@georgetown.edu) for further information.

Extreme weather, Emergencies and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university’s Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your email for a message from me on how we will proceed in

that situation. Due dates for written assignments submitted through Blackboard will not be changed due to campus closings.

Turnitin.com

Students acknowledge that by taking this course all required papers can be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Georgetown Honor System

All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning process. Papers in this course will all be submitted to turnitin.com for checking. Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail. If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student may receive a grade of F for the course.

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for the reason and shall not in any other way be penalized for the absence or rescheduled work. Student will remain responsible for all assigned work. Student should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Title IX at Georgetown

<https://titleix.georgetown.edu/>

Sexual Misconduct

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC

Associate Director of Health Education Services for
Sexual Assault Response and Prevention
[\(202\) 687-0323](tel:(202)687-0323)
jls242@georgetown.edu

Erica Shirley

Trauma Specialist
Counseling and Psychiatric
Services (CAPS)
[\(202\) 687-6985](tel:(202)687-6985)
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at: <https://sexualassault.georgetown.edu/get-help>.

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

