

Prof. David Henkin

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Office Hours: Tues. 1-2 pm and by appt.

Spring, 2018

History 137 AC

The Repeopling of America: Immigrants and Immigration as U.S. History

Though there are many ways to imagine a nation (a land, a polity, an ethnic group, a culture), America has also been identified, since its inception, with the process and prospect of people arriving from elsewhere. What is the historical basis for this idea? This course surveys the history of the United States between 1790 and 2001 through the lens of immigration and from the perspective of immigrants.

As we follow this tumultuous story, we will pursue three related inquiries:

1. Who moved to the United States from beyond its jurisdiction, under what circumstances, and with what consequences for them and their children? (This is what we call the *social history* of American immigration.)
2. What laws, court cases, and other uses of state power encouraged and constrained the arrival of newcomers from particular parts of the world? What attitudes toward citizenship and national borders shaped these developments? (This is the *political history* of American immigration.)
3. How have race, ethnicity, national origin, and citizenship been constructed and defined over the course of this history, and how have attitudes toward those categories reflected and influenced the patterns and experiences of immigration? (This is the *cultural history* of racial and ethnic difference.)

While devoting special attention to the historical creation, consolidation, and transformation of three large categories of U.S. racial identity – *White*, *Asian*, and *Latino* – lectures and readings will also consider the discrete experiences of ethnic groups, such as Irish and Italian Catholics, Jews, and Arabs, who have unsettled or resettled the boundaries of those racial classifications. We will also explore why African Americans and American Indians are ordinarily (and improperly) excluded from the history of immigration – and how their experiences illuminate the evolving distinction between insider and outsider in American history.

We will also track how narratives of immigrant experience have figured centrally in imagining and defining the U.S. nation.

And finally, we will explore the attachment of various groups of people living in the United States to stories of distant origin and claims to diasporic identity.

Course requirements include one close reading of assigned primary sources (600-800 words), two in-class exams, one short essay (800-1000 words), and a cumulative examination during finals week. Students are also expected to attend lectures and participate periodically in large-group discussion.

Grades will be determined according to the following formula: 15% for the document analysis, 20% for the research paper, 5% for class participation, 30% for the two midterms, and 30% for the final.

All students, including those taking the course on a pass-fail basis, must achieve passing grades in at least one paper, at least one midterm, and the final exam, in order to receive credit for the course.

NOTE: THIS COURSE FULFILLS THE AMERICAN CULTURES REQUIREMENT

Students with Disabilities

Please make sure your Letter of Accommodation from the DSP office has been filed, so that proper arrangements can be made.

Students with Religious Obligations

If after familiarizing yourself with the schedule you foresee a conflict between requirements for this course and your religious obligations, please inform the professor within the first two weeks of the semester so that proper arrangements can be made.

Special note on Plagiarism:

The student community on this campus has adopted the following Honor Code:

“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.”

You are expected to adhere to this code.

Reviewing lecture and reading materials with classmates, exchanging lecture notes, and studying together for exams are legitimate and recommended activities. However, written assignments must be completed independently and materials submitted as homework should be the product of one's own independent work.

Students caught cheating on an examination or deliberately passing off the work of others as their own in paper assignments will receive a failing grade in the course and will also be reported to the University Center for Student Conduct.

Copying language or ideas from other sources without appropriate attribution is also plagiarism and will result in a severe grading penalty and may trigger further disciplinary actions.

For additional information on plagiarism and how to avoid it, see, for example:

<http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism>

<http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

Required texts to be purchased (also on reserve at the Library)

- * E. Lee and J. Yung, *Angel Island* (Oxford) 978-0199734085
- * J. Riis, *How the Other Half Lives* (Bedford) 978-0312574017
- * M. Antin, *The Promised Land* (Penguin) 978-0140189858
- * J. Otsuka, *When the Emperor Was Divine* (Anchor) 978-0385721813
- * G. Sánchez, *Becoming Mexican American* (Oxford) 978-0195096484
- * M. Jacobson, *Roots Too: White Ethnic Revival in Post Civil Rights America* (Harvard) 978-0674027435

Other required readings, excerpted and collected in Course Reader, available at Copy Central, 2576 Bancroft:

Benjamin Franklin, "Observations Concerning the Increase of Mankind, Peopling of Countries, etc."

M. Crèvecoeur, *Letters from an American Farmer* (pp. 66-105)

F. Zeh, *An Immigrant Soldier in the Mexican War* (pp. 3-11, 45-59)

G. Gerstle, "The Immigrant as Threat to American Security"

Required short documents available electronically through bCourses:

1790 Naturalization Act

Alien and Sedition Acts [1798]

Charles Brockden Brown, "St. Domingo" [1804]

Irish Immigrant Letters Home

1882 Chinese Exclusion Act

United States v. Wong Kim Ark, 1897

"Shut the Door" [A Senator Speaks for Immigration Restriction]

United Nations, "Universal Declaration of Human Rights "

1951 U.N. Convention and the 1967 Protocol on the Status of Refugees

Recommended background texts

D. Henkin and R. McLennan, *Becoming America* (McGraw-Hill), also available for rental in electronic version, chapters 7-30

Kunal Parker, *Making Foreigners*

Other recommended readings

A. White, *Encountering Revolution* (pp. 87-123; 166-202)

H. Hirota, *Expelling the Poor* (pp. 180-204)

M. Ngai, "The Architecture of Race in American Immigration Law"

R. Orsi, *The Madonna of 115th Street* (pp. 14-49; 75-106)

K. Peiss, *Cheap Amusements* (pp. 11-33)

M. C. Garcia, "What's New About the New Refugees?"

N. Shah, *Stranger Intimacy* (pp. 19-52)

V. Ruiz, "Nuestra América: Latino History as United States History"

Schedule of Lectures and Assignments
[reading assignments are due by the indicated lecture]

- Week 1** -- January 16 **Introduction: What is an Immigrant?**
January 18 **Africans and Europeans in the New World** [Franklin in
READER]
- Week 2** -- January 23 **What Was a British American?** [Crèvecoeur in READER]
January 25 **Naturalization in the White Republic** [Naturalization Act]
- Week 3** -- January 30 **Haiti, Slavery, and Asylum** [Brown, “St. Domingo”;
Alien and Sedition Acts]
February 1 **Warning Out, Removal, Expulsion, and Forced
Migration**
Recommended reading: Hirota
- Week 4** -- February 6 **How the Irish Became White** [Irish Immigrant Letters
Home]
February 8 **Catholicism, Nativism, and National Politics** [Zeh in
READER]
- Week 5** -- February 13 **Mexico, Gold, and 1848**
February 15 **Civil War and the Coming of a New Immigration
Regime** [Lee and Yung, 1-27]
- Week 6** -- February 20 **FIRST SHORT EXAMINATION**
February 22 **Across a Different Ocean** [Lee and Yung, pp. 69-109]
- Week 7** -- February 27 **Chinese Exclusion and the Rise of Yellowface** [Chinese
Exclusion Act]
March 1 **Ellis Island, Angel Island** [Lee and Yung, pp. 29-67, 145-75]
Recommended reading: Ngai
- Week 8** -- March 6 **Progressives and the Immigrant City** [Riis, pp. 59-109, 123-
31, 223-29, 243-55]
March 8 **Beyond the Pale: Jews in Der Goldeneh Medineh** [Riis, pp.
132-43; Antin, pp. 1—64; 110-29]
Recommended reading: Orsi

DOCUMENT ANALYSIS DUE

Week 9 -- March 13 **Sacred and Secular in the Immigrant City** [Antin, pp. 130-62, 175-97]
March 15 **Acculturation, Assimilation, and Consumer Culture** [Antin, pp. 207-16, 224-36]
Recommended reading: Peiss

Week 10 -- March 20 **National Origins and Patrolled Borders** [Lee and Yung, 211-45; "Shut the Door"]
March 22 Guest Lecture: **Sex, Race, and Citizenship** [*Wong Kim Ark*]
Recommended reading: Shah

SPRING BREAK

Week 11 -- April 3 **World War II and Internment** [Otsuka]
April 5 **SECOND SHORT EXAMINATION**

Week 12 -- April 10 **P.R., Zoot Suits, & the Politicization of Hispanic America** [Sánchez, pp. 3-83]
April 12 **Civil Rights and the Regime of Family Unification** [Sánchez, pp. 129-87; 209-26]
Recommended reading: Ruiz

Week 13 -- April 17 Guest Lecture: **Language, Race, and Politics in California** [Jacobson, pp. 1-129]
April 19 **White Ethnic Pride** [Jacobson, pp. 177-205; 312-88]

SHORT ESSAY DUE

Week 14 -- April 24 **Immigrants in the Age of Human Rights** [Universal Declaration; 1951 U.N. Convention and the 1967 Protocol]
April 26 **Immigrants in the Age of Terror** [Gerstle in *READER*]
Recommended reading: Garcia

Final Examination will take place on Monday May 7 from 11:30 am – 2:30 pm.