ASIAN AMERICAN STUDIES 222 /
HISTORY 222

Immigration and Ethnicity in America
Migrations, Displacements, and Consolidations

Spring 2015

MW, 3:30 – 4:45 || KEY 0126
Dr. Douglas S. Ishii
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Cole 1137 / SQH 4153
Office hours by appointment (M-W, M preferred)

COURSE DESCRIPTION
This course takes the history of immigration and the development of diverse populations in the United States as the foundation for understanding contemporary issues in race, ethnicity, and identity. The course aims to introduce students to the histories of specific ethnic groups across the 18th to 21st centuries, as well as establishing connections between the past and the present through a survey of social justice issues. Topics include related political controversies, the social experiences of immigrants, ethnicity, generations, migration, inter-group relations, race and diversity in American culture. A large focus in the course will be the interplay between social structures and culture, as well as the construction of comparative differences.

STUDENT LEARNING OUTCOMES
- Demonstrate knowledge of fundamental concepts, ideas, and events in U.S. immigration history
- Develop critical thinking in evaluating causal arguments in history and analyzing major assertions, background assumptions, and explanatory evidence
- Understand how race, ethnicity, and nationality have shaped U.S. history as markers of identity and difference
- Articulate how historical events and ideas shape social and political structures
- Apply how history can be used to analyze contemporary issues and develop strategies for social change

REQUIRED TEXTS
All course readings will be available either through the course site or directly online.

COURSE EXPECTATIONS AND POLICIES
Attendance and Participation: Students should attend all class meetings, be on time, and be prepared to participate on a substantive and analytical level in discussions of the readings and topics. If you miss class, contact a classmate to stay up to date, as you will be held responsible for all quizzes and exams. This also includes if you add the course after the first day. Please bring the appropriate texts to class every time we meet. Note that UMD’s official attendance policy is available at (http://www.testudo.umd.edu/soc/atedasse.html).

Contacting the Instructor: A brief yet well-written e-mail is the best way to contact me. I will commit to a 24-hour turnaround, so please do not wait until the last minute if you have a pressing concern. As students of the University of Maryland, I expect your written communication to be coherent and respectful. If you have a more extensive question about an assignment or a reading, or want to have a personal chat with me, I am available between my classes on Mondays through Wednesdays for an appointment, and can chat via Skype; please e-mail me to set up a meeting time. This post is a great guide as to how to conduct yourself: http://thesocietypages.org/socimages/2014/08/25/professors-pet-peeves/.

Academic Integrity: The University of Maryland takes academic honesty very seriously. We expect our students to uphold high standards of conduct. The University of Maryland is dedicated to ensuring academic integrity, symbolized by the Honor Code. The Student Honor Council defines the following as academic dishonesty:

- **Cheating**: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation**: intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.
- **Plagiarism**: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise without citation.

Students are responsible for conforming to these policies: [http://www.testudo.umd.edu/soc/dishonesty.html](http://www.testudo.umd.edu/soc/dishonesty.html)

Classroom Etiquette: The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equal participation of all students. At all times students should be respectful of others. If you disagree with someone you should express your alternative view using the evidence that led you to your interpretation. Personalized comments, inappropriate language, insults, sleeping, and raised voices will not be tolerated. Please place your cell phone on silent or “vibrate” mode while in class. You should not be using your mobile device during class. You are welcome to use your laptop to take notes; please avoid using your laptop for purposes other than note-taking. Be aware that I may call on you to help us out if I see you with a laptop.

Online Expectations: I assume that the e-mail address with the university is accurate, and checked at least once a day on weekdays. If your official e-mail address is not up to date, please update it on Testudo. In addition, I expect that you will sign into Canvas in order to obtain or view course-related files or information.

Writing Center: The UMD English Department offers a campus writing center. I recommended that you bring your written work to the writing center so that they can help you improve your writing.

Writing Center website: [http://www.english.umd.edu/academics/writingcenter](http://www.english.umd.edu/academics/writingcenter)

Office Number: (301) 405-3785
Location: 1205 Tawes Hall

Religious Observances: Please inform me at the start of the semester if you are going to miss any major scheduled grading events due to religious observances so that alternative arrangements can be made.

Other Absences: Official information available at: [http://www.faculty.umd.edu/teach/attendance.html](http://www.faculty.umd.edu/teach/attendance.html)

- If you are missing an in-person meeting without any assignments due: keep in mind that, save for religious observances or official University-excused absences, you will not receive credit for participation.
- If you are missing a major scheduled grading event: due to University policies regarding fairness, I will not reschedule any major grading event without one of the following:
  - An official excuse from a university office signed by university personnel
  - A doctor’s note or a copy of a hospital bill
  - A note from an officer of the law or from a legal office
  - A collection of documents based on the instructor’s discretion
  - A funeral program

Accommodations: If you require any accommodations due to disability please inform me at the beginning of the semester so that I can make arrangements for our exams. In addition, please make an appointment with the Disability Support Services (DSS) so that you can learn the procedures and fill out the necessary paperwork.

DSS Website: [http://www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)

Office number: (301) 314-7682
Location: 0106 Shoemaker Building

COURSE GRADING

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>15%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>22%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
<td>Wednesday, March 11</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15%</td>
<td>May</td>
</tr>
<tr>
<td>Group Paper</td>
<td>15%</td>
<td>Monday, May 18, 11:59p</td>
</tr>
</tbody>
</table>
Final Examination | 20% | June 16, 1:30pm

**Ongoing Grading Criteria:**

**Contributions – 15%, 5 points each week, 75 points total**

Your contributions grade is based upon the frequency and quality of your contributions to discussions, and your active participation in lecture may also be considered. Some examples of a quality contribution include asking a critical or driving question; sharing your informed perspective based on the course readings and notes; and responding to another student’s perspective.

**Online Discussions – 22%, 10 points each discussion, 110 points total**

At the end of each week, you will be asked to contribute a **150 to 200-word posting** to an online discussion. The objective of this online participation is to process, in a meaningful way, the connections between the past and present on the issue addressed in the week. It will then ideally serve as a memory guide for the written examinations. There will be 12 of these discussions; I will grade your best 11.

**Major Scheduled Grading Events:**

**Midterm – 15%, 75 points**

A closed-note, written midterm examination will be administered in class on **Wednesday, March 11**. This examination may consist of a combination of multiple-choice questions, identifications, and short-answer questions.

**Group Project in Ethnicity and Immigration:**

This course focuses on the history of migration, ethnicity, community, and identity in the U.S., and models how the past informs the present. In groups of 3 or 4, you will research an event, issue, or debate in recent immigration, ethnic, or community history, community, politics, or culture. As a historical project, your presentation will incorporate primary and secondary sources from a variety of print and digital outlets. You will draw a connection between what we have studied and how it applies to your selected topic. Your group project will take two forms:

**Group Presentation – 15%, 75 points**

You will share your research as a **10-to-12 minute presentation** during the final two weeks of class. As an oral presentation, do look to emphasize the breadth of your research; since this is split between 3 or 4 people, make sure that every minute counts.

**Group Paper – 15%, 75 points**

You will also, as a group, submit your research as a **10-to-12 page research paper** by **Monday, May 18**. As a written analysis, do look to emphasize the depth of your thinking and research. Please note that a successful presentation is not a successful paper, and vice versa. For example, a paper goes into more detail, is more precise in its analysis, and makes clear its use of primary sources as evidence.

**Course Final – 20%, 100 points**

A closed-note, written final examination will take place during the University-scheduled time of **Wednesday, May 16 at 1:30pm**. This examination may consist of a combination of multiple choice questions, identifications, short answer questions, and a short essay.

All Major Scheduled Grading Events will be discussed in further detail later in the semester.

**Grading Guidelines:** Students earn grades based on their performance on the course requirements listed above. This is a description of the grading criteria according to the UMD Faculty Handbook ([http://www.faculty.umd.edu/teach/grades.html](http://www.faculty.umd.edu/teach/grades.html)):

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A- (100%; 97%; 93%)</td>
<td>“Denotes excellent mastery of the subject and outstanding scholarship.”</td>
</tr>
<tr>
<td>B+, B, B- (89.9%; 87%; 83%)</td>
<td>“Denotes good mastery of the subject and good scholarship.”</td>
</tr>
</tbody>
</table>
C+, C, C- (79.9%; 77%; 73%)  
“Denotes acceptable mastery of the subject and the usual achievement expected.”

D+, D, D- (69.9%; 67%; 63%)  
“Denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.”

F (59.9% - 0%)  
“Denotes failure to understand the subject and unsatisfactory performance.”

COURSE SCHEDULE
NB: This course schedule is tentative; the reading assignments may change over the course of the semester. The deadlines and examination dates, however, will not change.

**Week 1: Introduction to the course**
M, 1/26
W, 1/28
- University of Maryland Diversity Strategic Plan: http://issuu.com/umaryland/docs/22628

**Week 2: Slaveries Old and New**
M, 2/2
- David Brion Davis, “Fugitive Slaves, Free Soil, and the Question of Violence,” in *The Problem of Slavery in the Age of Emancipation* (Knopf, 2014) [ELMS]
W, 2/4
- At home screening of *Disposable People* (2011): http://youtu.be/qfCiQJE_sBg
- In-class screening of *Not My Life* (2012): http://youtu.be/P9UMqH2v1is
NB: F, 2/6 is the last day to drop without a “W” or to add

**Week 3: Territorial Acquisition**
M, 2/9
W, 2/11
- Haunani Kay Trask, Selections from *From a Native Daughter: Colonialism and Sovereignty in Hawai’i* (Hawai’i, 1999)
- Lecture by Poka Laenui http://vimeo.com/15670592

**Week 4: Whiteness**
M, 2/16
W, 2/18
- Tim Wise, “On White Privilege”: https://www.youtube.com/watch?v=J3Xe1kX7Wsc
**Week 5: Cities and Segregation**
M, 2/23

W, 2/25

**Week 6: Citizenship and the Era of Exclusion**
M, 3/2:

W, 3/4:

**Week 7: Citizenship after 1965**
M, 3/9
- In-class screening of Dir. Davis Guggenheim, *The Dream is Now* (2013)

W, 3/11
- Midterm

**Weeks 8: Race and Religion**
M, 3/23

W, 3/25
- Dirs. Dean Obeidallah and Negin Farsad, *The Muslims are Coming!* (2012)

**Week 9: Labor**
M, 3/30

W, 4/1

**Week 10: Miscegenation**
M, 4/6
- Selection from Rachel Moran, *Interracial Intimacy: The Regulation of Race & Romance* (Chicago, 2001)

W, 4/8
**Week 11: Incarceration**
M, 4/13

NB: M, 4/13 is the last day to drop the course with a “W”

**Week 12: Model Minorities**
M, 4/20:
- Jonathan Freedman, “Transgressions of a Model Minority,” in *Klezmer America: Jewishness, Ethnicity, Modernity* (Columbia, 2008) [ELMS]

W, 4/22:
- Articles TBA about Silicon Valley
- Articles TBA about Ferguson

**Weeks 13: Refugees**
M, 4/27:

W, 4/29:

**Week 14: Group Presentations**
M, 5/4:
- GROUP PRESENTATIONS

W, 5/6:
- GROUP PRESENTATIONS

**Week 15: Group Presentations**
M, 5/11:
- GROUP PRESENTATIONS

IN-CLASS FINAL: Saturday, May 16 from 1:30-3:30pm
GROUP PAPER DUE: Monday, May 18 by 11:59pm to dishii@umd.edu